



Ronald Reagan Charter School Alliance

Regular Board Meeting Agenda

23151 Palomar Street
Wildomar, CA 92595
Phone: (951) 678-5217

<u>Board Members</u>
Roland Skumawitz, President
Ingrid Flores
Elizabeth Halikis
Daniel Leavitt, Secretary/Treasurer
Matthew Roberson

January 23, 2017 @6:00 p.m.

1.0 CALL TO ORDER

The meeting was called to order by the Board Chair at _____.

2.0 OPEN GENERAL SESSION

Establishment of a Quorum

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

Other guests present:
John Arndt, Savantco

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF THE AGENDA

Motion: _____ Second: _____ Vote: _____

5.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS:

Comments should be limited to 3 minutes. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. The Board members may: (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

6.0 INFORMATION SESSION:

6.1 Teacher’s Report

Report on classroom activities and events.
Presented by: Sycamore Academy Teachers

6.2 Financial Report (Attachment 6.2)

Presentation of the status of Sycamore Academy finances.
Presented by: John Arndt, SavantCo Education

6.3 Special Education Report

Report on Sycamore Academy’s Special Education Program including current data, services and needs.
Presented by: Lisa Fortin and Jennifer Smith, Education Specialists and Tess Brown, Student Support Services Coordinator

6.4 Operations Report

Presentation regarding English Language Learner data and Enrollment data. Operations status report.
Presented by: Laura Girard, Operations Coordinator

6.5 Director’s Report

Presentation regarding school administration, current legislation that may impact the school and capital outlay project.

Presented by: Barbara Hale, Executive Director/Principal

6.6 Sycamore Preparatory Academy

Presentation regarding Sycamore Preparatory Academy petition submission to Chino Valley Unified School District.

Presented by: Barbara Hale, Executive Director/Principal

6.7 School Report

Update on Sycamore’s education program, assessments, and professional development.

Presented by: Jeff Morabito, Assistant Principal

7.0 ACTION ITEMS:

7.1 Employee Handbook (Attachment 7.1)

The board will review and consider the updated Employee Handbook.

Staff recommendation: Staff recommends approval of the updated handbook.

Presented by: Barbara Hale, Executive Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

7.2 Safe School Plan (Attachment 7.2)

The board will review and consider the updated Safe School Plan.

Staff recommendation: Staff recommends approval of the updated plan.

Presented by: Laura Girard, Operations Coordinator

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

7.3 SARC Report (Attachment 7.3)

The board will review and consider the 2015-2016 SARC Report.

Staff recommendation: Staff recommends approval of the 2015-2016 SARC Report.

Presented by: Jeff Morabito, Assistant Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

8.0 CONSENT CALENDAR

Consent Calendar Items are considered routine and may be enacted by a single motion.

8.1 Approval of the Minutes: November 14, 2016 (Attachment 8.1)

8.2 Approval of the Minutes: December 5, 2016 (Attachment 8.2)

8.3 Check Register for November and December 2016 (Attachment 8.3)

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

9.0 BOARD COMMENTS:

10.0 ADJOURNMENT

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

The meeting was adjourned at _____.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE
 Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.
REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY
 The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.
SPECIAL PRESENTATIONS MAY BE MADE
 Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.
REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
 Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Sycamore Academy of Science and Cultural Arts
 Telephone, (951) 678-5217;
FOR MORE INFORMATION
 For more information concerning this agenda, please contact Sycamore Academy of Science and Cultural Arts
 Telephone (951) 678-5217.



Sycamore Academy of Science
and Cultural Arts

Financial Report as of December 31, 2016

fppt.com



Balance Sheet

- 2015 to 2016 Assets increased over 30%
 - Cash fiscal management
 - Increase in fixed assets
 - Increase in A/R from LLC
- 2015 to 2016 Liabilities decreased over 9%
 - Due to Cash Management
 - Current Loans from 2015 paid off in 2016

fppt.com



Profit & Loss

- Due to increase ADA, LCFF Revenue higher
- 2nd Year of SELPA, receiving money sooner
- Title II funds starting to come in
- Normal business practices for November and December(nothing out of ordinary)

fppt.com



Check Register

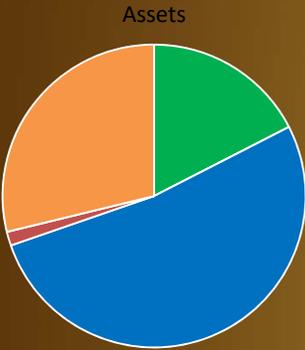
Noted Items

- September
 - CalSTRS – Paying October’s and November’s STRS EE & ER Contribution
 - US National Bank – Paying off Loan (Continuous)
 - Berkshire Hathaway – Paying 15-16 Workers’ Comp adjustment

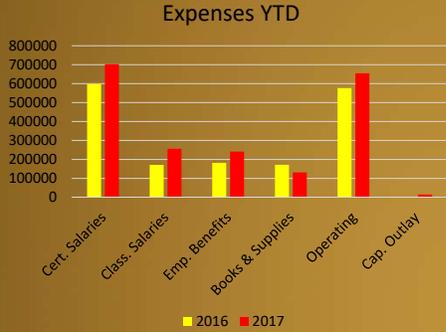
fppt.com



Charts & Graphs



Legend for Assets: Cash (Green), A/R (Blue), Curr. Assets (Red), Fixed Assets, Net (Orange)



Legend for Expenses YTD: 2016 (Yellow), 2017 (Red)

Sycamore Academy of Science and Cultural Arts
Balance Sheet
Year-to-date Comparison
December 2016

	Prior Dec 2015	Actual Dec 2016
Assets		
9120 General Operating Account	232,439.85	312,825.40
9122 BofA Petty Cash	8,386.17	4,439.87
9123 Paypal Account	-	-
9200 Accounts Receivable	393,035.71	473,321.15
9290 Due from Grantor Governments	480,069.10	475,739.57
9299 Inter-Resource Receivable	46,693.54	297,930.02
9330 Prepaid Expenditures (Expenses)	33,547.49	27,032.54
9340 Other Current Assets	1,015.00	-
9341 Deposits	62,216.78	-
9420 Land Improvements	547,698.93	736,314.38
9425 Accumulated Depreciation - Land Improvements	(194,048.98)	(220,833.50)
9440 Equipment	10,378.04	10,378.04
9445 Accumulated Depreciation - Equipment	(518.91)	(2,594.55)
Total Assets	1,620,912.72	2,114,552.92
Liabilities & Fund Balance		
9500 Accounts Payable (Current Liabilities)	216,353.45	862.75
9501 Accrued Liabilities	10,837.22	-
9502 Accrued Payroll	-	458.87
9503 Accrued Payroll Taxes	-	-
9504 PERS Payable	4,566.45	7,102.58
9505 STRS Payable	21,742.59	37,925.84
9506 403(b) Payable	91.40	-
9507 Garnishment Payable	-	-
9508 Summer Holdback	34,158.49	36,818.08
9510 Credit Card Payable	13,261.42	4,572.51
9590 Due to Grantor Governments	(267,903.52)	-
9599 Inter-Resource Payable	46,693.54	297,930.02
9640 Current Loans	343,038.88	-
9669 Other General Long-Term Debt	-	-
Total Liabilities	422,839.92	385,670.65
9791 Beginning Fund Balance	1,198,072.80	1,728,882.27
Total Fund Balance	1,198,072.80	1,728,882.27
Total Liabilities and Fund Balance	1,620,912.72	2,114,552.92

**Sycamore Academy of Science and Cultural Arts
Profit and Loss Statement
Year-to-date Comparison
November & December 2016**

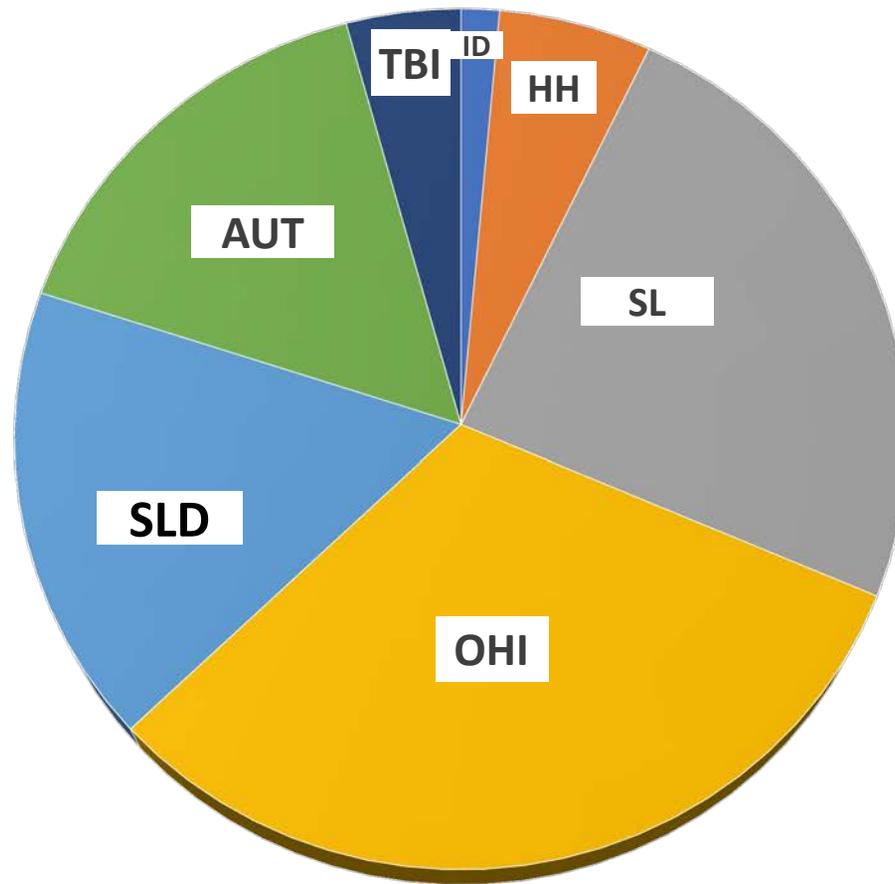
Object Description	Prior Nov & Dec 2015	Actual Nov & Dec 2016	Actual YTD Jul - Dec 2016	1st Interim Budget 2016-2017	Actual YTD to Budget %	Description of mthly Income & Expenses
8011 LCFF State Aid - Current Year	331,410	423,805	1,083,003	2,649,860	40.87%	Higher due to ADA growth 2 of 4 payments received
8012 Education Protection Account State Aid - Current Year	122,882	149,702	299,405	679,247	44.08%	
8096 Transfers to Charter Schools in Lieu of Property Taxes	80,742	114,065	299,425	765,749	39.10%	
8000-8099 Revenue Limit Sources	535,034	687,572	1,681,833	4,094,856	41.07%	
8181 Special Education Entitlements	-	-	-	72,081	0.00%	Title I Funds
8290 All Other Federal Revenue	-	-	7,590	62,500	12.14%	
8100-8299 Federal Revenue	-	-	7,590	134,581	5.64%	
8311 Other State Apportionments - Current Year	-	40,330	115,565	288,325	40.08%	2nd Year
8550 Mandated Cost Reimbursements	91,867	56,602	56,602	144,739	39.11%	2nd One-Time
8560 State Lottery Revenue	16,926	-	43,503	93,417	46.57%	
8590 All Other State Revenue	36,963	120	2,322	-	#DIV/0!	
8300-8599 Other State Revenue	145,756	97,052	217,992	526,481	41.41%	
8640 Donations - Private	100	-	200	-	#DIV/0!	
8641 Fundraising Revenue	-	2,110	2,110	-	#DIV/0!	
8699 All Other Local Revenue	15,069	2,594	13,794	-	#DIV/0!	
8600-8799 Other Local Revenue	15,169	4,704	16,104	-	#DIV/0!	
Total Revenue	695,959	789,328	1,923,519	4,755,918	40.44%	
1100 Certificated Teachers' Salaries	216,550	253,648	577,120	1,631,650	35.37%	
1200 Certificated Pupil Support Salaries	9,600	16,389	32,535	48,553	67.01%	
1300 Certificated Supervisors' and Administrators' Salaries	32,108	37,017	93,063	290,045	32.09%	
1000 Certificated Salaries	258,258	307,054	702,718	1,970,248	35.67%	

		Prior	Actual	Actual YTD	1st Interim	Actual	Description of mthly
		Nov & Dec 2015	Nov & Dec 2016	Jul - Dec 2016	Budget	YTD to	Income & Expenses
					2016-2017	Budget %	
2100	Classified Instructional Salaries	29,122	33,845	62,889	147,081	42.76%	
2200	Classified Support Salaries	17,616	50,655	102,035	50,526	201.95%	
2300	Classified Supervisors' and Administrators' Salaries	32,129	21,678	50,565	169,076	29.91%	
2400	Clerical, Technical, and Office Staff Salaries	10,001	16,097	35,921	58,206	61.71%	
2900	Other Classified Salaries	4,594	1,289	4,785	26,989	17.73%	
2000 Classified Salaries		93,462	123,564	256,195	451,878	56.70%	
3101	State Teachers' Retirement System, certificated positions	23,542	37,290	85,159	247,857	34.36%	
3102	State Teachers' Retirement System, classified positions	370	2,239	3,756	3,249	115.60%	
3202	Public Employees' Retirement System, classified positions	2,871	9,343	16,193	15,119	107.10%	
3301	OASDI/Medicare/Alternative, certificated positions	5,069	4,433	10,087	28,569	35.31%	
3302	OASDI/Medicare/Alternative, classified positions	7,126	8,255	17,592	28,016	62.79%	
3401	Health & Welfare Benefits, certificated positions	18,068	23,047	50,915	268,865	18.94%	
3402	Health & Welfare Benefits, classified positions	6,865	8,794	25,536	81,862	31.19%	
3501	State Unemployment Insurance, certificated positions	-	-	-	24,234	0.00%	
3502	State Unemployment Insurance, classified positions	-	888	962	13,059	7.37%	
3601	Workers' Compensation Insurance, certificated positions	3,936	15,419	21,336	29,554	72.19%	
3602	Workers' Compensation Insurance, classified positions	1,424	6,346	10,460	6,778	154.32%	
3902	Other Benefits, classified positions	-	(91)	(91)	-	#DIV/0!	
3000 Employee Benefits		69,271	115,963	241,905	747,162	32.38%	
4000	Books and Supplies	-	-	1,309	-	#DIV/0!	
4100	Approved Textbooks and Core Curricula Materials	-	-	-	256	0.00%	
4200	Books and Other Reference Materials	-	446	1,576	773	203.88%	
4300	Materials and Supplies	4,000	6,714	24,302	103,307	23.52%	
4301	Office Supplies	33,532	90	26,853	-	#DIV/0!	
4302	Classroom Supplies	1,495	570	4,474	-	#DIV/0!	
4303	Janitorial Supplies	29	-	559	-	#DIV/0!	
4304	Educational Software	90	-	-	-	#DIV/0!	
4305	Instructional Materials and Supplies	58	207	17,651	-	#DIV/0!	
4306	PE Supplies	435	-	1,101	-	#DIV/0!	
4307	Non-Instructional Materials and Supplies	1,191	5,397	37,712	-	#DIV/0!	
4310	Uniforms	-	100	1,396	-	#DIV/0!	
4320	Test Administration	-	-	-	-	#DIV/0!	
4400	Noncapitalized Equipment	113	6,427	6,427	217,082	2.96%	
4410	Classroom Furniture and Equipment	859	14	2,382	-	#DIV/0!	

	Prior Nov & Dec 2015	Actual Nov & Dec 2016	Actual YTD Jul - Dec 2016	1st Interim Budget 2016-2017	Actual YTD to Budget %	Description of mthly Income & Expenses
4420 Computers and Computer Equipment	32,565	1,905	2,066	-	#DIV/0!	
4430 All Other Noncapitalized Furniture and Equipment	15,033	-	-	-	#DIV/0!	
4700 Food	1,054	218	3,847	9,206	41.79%	
4000 Books and Supplies	90,454	22,088	131,656	330,624	39.82%	
5000 Services and Other Operating Expenditure	89	3,000	3,000	-	#DIV/0!	
5100 Subagreements for Services	-	-	-	53,424	0.00%	
5110 District Oversight Fee	5,040	6,866	20,598	-	#DIV/0!	
5200 Travel and Conferences	307	-	308	-	#DIV/0!	
5210 Travel	2,115	2,281	5,180	24,802	20.89%	
5212 Travel - Lodging	1,885	336	1,530	-	#DIV/0!	
5213 Travel - Meals & Entertainment	27	-	-	-	#DIV/0!	
5220 Conferences, Conventions and Meetings	-	-	4,470	3,155	141.68%	
5300 Dues and Memberships	2,615	2,600	5,181	50,909	10.18%	
5301 Dues and Memberships - Professionals	5,085	-	450	-	#DIV/0!	
5302 Subscriptions	2,003	255	15,847	-	#DIV/0!	
5310 Licenses and Fees	11,377	24,222	29,525	-	#DIV/0!	
5400 Insurance	-	-	8,285	33,542	24.70%	
5450 Other Insurance	1,220	5,131	19,898	-	#DIV/0!	
5500 Operations and Housekeeping Services	7,370	1,861	7,149	13,985	51.12%	
5510 Janitorial & Gardening Services	-	-	-	-	#DIV/0!	
5520 Security	-	-	613	-	#DIV/0!	
5530 Technology Services	-	5,400	5,400	-	#DIV/0!	
5600 Rentals, Leases, Repairs, and Noncapitalized Improvements	1,614	1,978	6,120	-	#DIV/0!	
5605 Equipment Lease	-	-	1	-	#DIV/0!	
5610 Rent, Parking, & Other Occupancy	63,811	109,212	327,081	445,709	73.38%	
5620 Utilities	12,446	7,873	37,916	44,185	85.81%	
5630 Real Estate Taxes	1,748	-	343	1,819	18.86%	
5640 Repairs & Maintenance - Buildings	3,000	473	1,698	23,503	7.22%	
5641 Repairs & Maintenance - Equipment	-	-	43	-	#DIV/0!	
5800 Professional/Consulting Services and Operating Expenditures	41,420	16,705	31,333	77,553	40.40%	
5810 Accounting	8,552	-	6,047	9,073	66.65%	
5812 Accreditation/Third Party Review	-	-	-	800	0.00%	
5813 Business Services	20,000	30,048	68,196	120,000	56.83%	
5815 Bank Charges	295	170	2,833	1,830	154.81%	
5816 Payroll Fees	3,134	2,927	6,562	10,135	64.75%	

	Prior Nov & Dec 2015	Actual Nov & Dec 2016	Actual YTD Jul - Dec 2016	1st Interim Budget 2016-2017	Actual YTD to Budget %	Description of mthly Income & Expenses
5817 Education Consultants	-	-	-	-	#DIV/0!	
5820 Computer Services	8,923	-	-	9,467	0.00%	
5830 Legal	9,000	7,000	18,500	47,170	39.22%	
5833 Fines and Penalties	-	-	-	-	#DIV/0!	
5836 Fingerprinting	50	-	1,200	-	#DIV/0!	
5840 Professional Development	-	75	375	46	815.22%	
5843 Student Field Trips	-	-	5,698	-	#DIV/0!	
5852 Contract Labor	986	3,881	4,001	155,377	2.58%	
5870 Special Education Encroachment	-	-	1,014	-	#DIV/0!	
5900 Communications	-	98	331	18,237	1.81%	
5910 Outreach & Communications	-	-	100	-	#DIV/0!	
5911 Recruitment Advertising	-	-	-	-	#DIV/0!	
5912 Enrollment Outreach	-	-	-	-	#DIV/0!	
5914 External Communications	-	-	-	-	#DIV/0!	
5920 Postage, Shipping, and Delivery	935	91	91	-	#DIV/0!	
5930 Printing & Copying	-	-	-	-	#DIV/0!	
5940 Telephone & Telecommunications	2,343	1,471	5,999	-	#DIV/0!	
5950 Fundraising	3,348	1,535	1,535	-	#DIV/0!	
5000 Other Services and Operations	220,738	235,489	654,450	1,144,721	57.17%	
6170 Land Improvements	-	-	-	-	#DIV/0!	
6200 Buildings and Improvements of Buildings	-	-	-	-	#DIV/0!	
6400 Equipment	-	-	-	-	#DIV/0!	
6900 Depreciation Expense	2,140	4,882	14,645	-	#DIV/0!	
6000 Capital Outlay	2,140	4,882	14,645	-	#DIV/0!	
7438 Debt Service - Interest	-	-	-	-	#DIV/0!	
7500 District Oversight Fee	-	-	-	40,949	0.00%	
7000 Other / Direct / Indirect	-	-	-	40,949	0.00%	
Total Expenditures	734,323	809,040	2,001,569	4,685,582	42.72%	
NET INCOME (LOSS)	(38,364)	(19,712)	(78,050)	70,336	-110.97%	

STUDENTS WITH DISABILITIES
16-17 SCHOOL YEAR



ID - Intellectual Disability

HH - Hard of Hearing

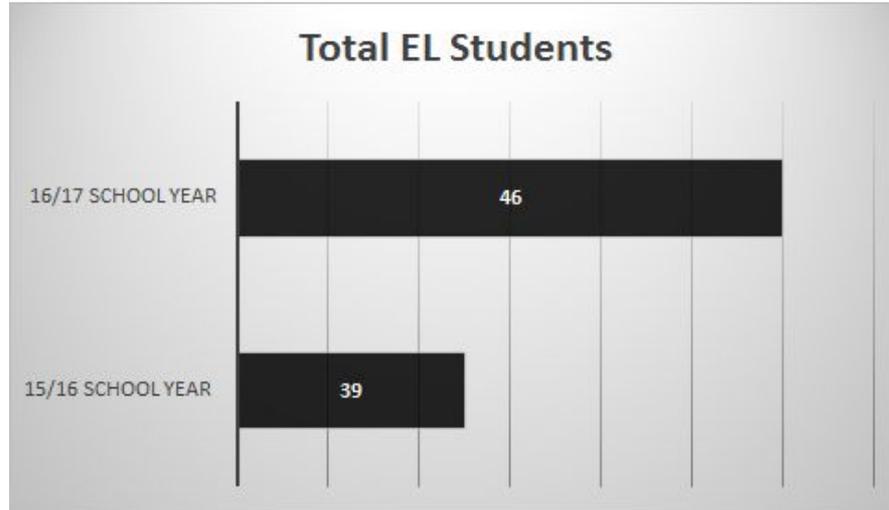
SLI - Speech and Language Impairment

OHI - Other Health Impairment

AUT - Autistic

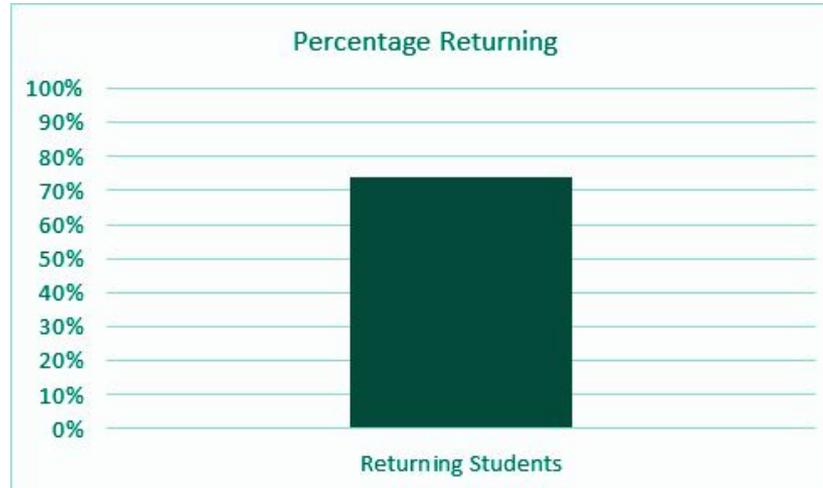
TBI - Traumatic Brain Injury

Sycamore Academy EL Student Data



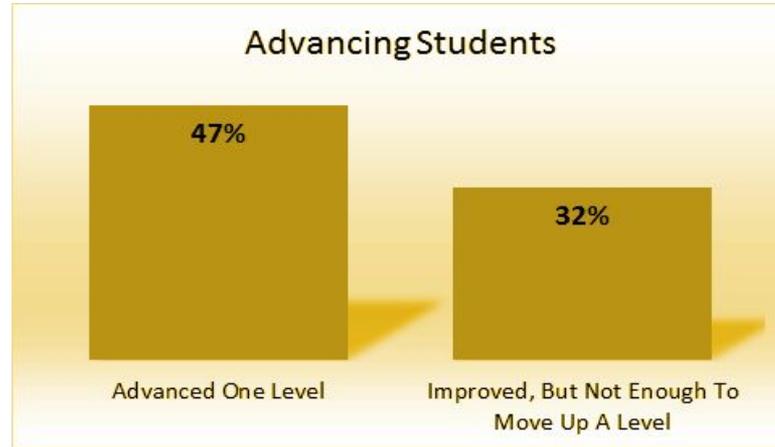
For 16/17 School Year

Returning EL Students



For the 16/17 school year, 74% of EL students are returning students from the 15/16 school year.

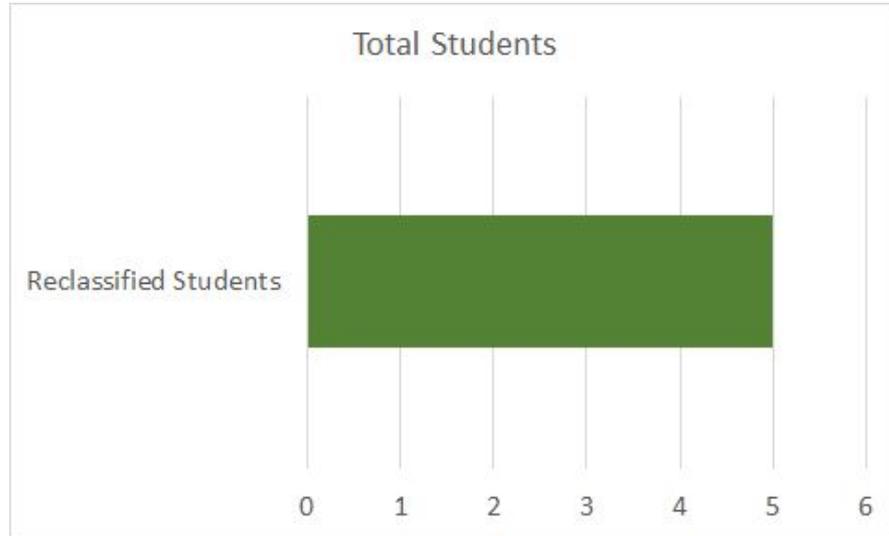
Advancing Students



47% of students moved up a proficiency level.

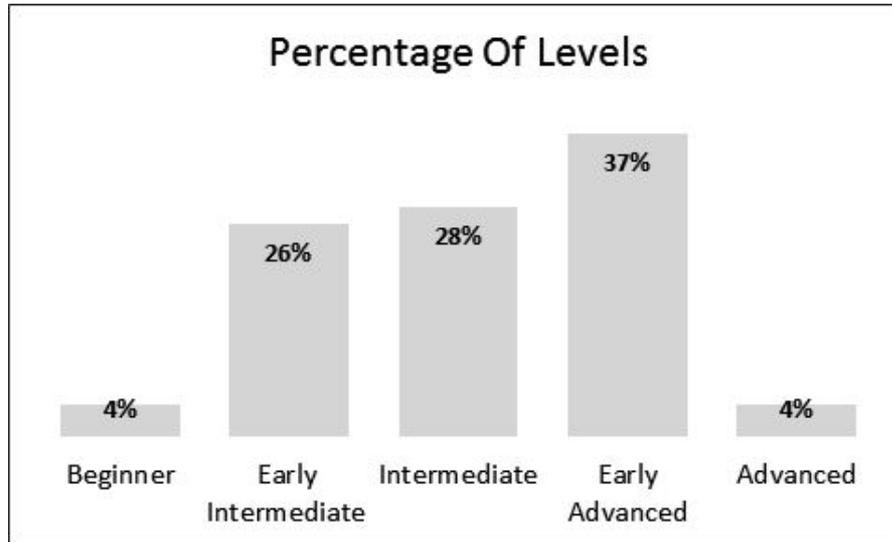
Another 32% improved, but not enough to move up a level.

Reclassifications



5 Students were exited from their EL status, and reclassified to a monitored classification (RFEP).

Proficiency Level



4% of EL students tested at Beginner (Level 1), 26% tested at Early Intermediate (Level 2), 28% tested at Intermediate (Level 3), 37% tested at Early Advanced (level 4), and 4% tested at Advanced (Level 5).

*When a student tests Advanced, we reclassify them (after reviewing proficiency in different academic areas). 1 of the 2 students that tested advanced was reclassified.

Sycamore Preparatory Academy

Operated by the Ronald Reagan Charter School Alliance 501(c)(3)

July 1, 2017 – June 30, 2022

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AFFIRMATION/ASSURANCES

As the authorized lead petitioner and Executive Director, I, Barbara Hale, hereby certify that the information submitted in this petition for the establishment of a California public charter school named Sycamore Preparatory School ("SPS" or the "Charter School") and located within the boundaries of the Chino Valley Unified School District (the "District") is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(c)(1)].
- The Charter School declares it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act [Ref. Education Code Section 4760S(b)(6)].
- The Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations [Ref. Education Code Section 4760S(d)(1)].
- The Charter School will not charge tuition [Ref. Education Code Section 47605(d)(1)].
- The Charter School will admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School will not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing will be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C) [Ref. Education Code Section 4760S(d)(2)(A)-(C)].
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics) [Ref. Education Code Section 4760S(d)(1)].
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. Title S California Code of Regulations Section 11967.5.1(f)(5)(C)].
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers [Ref. California Education Code Section 47605(l)].
- The Charter School will, at all times, maintain all necessary and appropriate insurance coverage.
- The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information [Ref. Education Code Section 47605(d)(3)].
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection [Ref. California Education Code Section 47612.5(a)].
- The Charter School will, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)].
- The Charter School will comply with any jurisdictional limitations to locations of its facilities (Ref. Education Code Sections 47605 and 47605.1).
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. California Education Code Sections 47612(b), 47610].
- The Charter School will comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
- The Charter School will comply with the Family Educational Rights and Privacy Act.
- The Charter School will comply with the Public Records Act as legally required for charter schools.

- The Charter School will comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960].

Signed _____ Date _____

INTERPRETATION OF TERMS

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to Sycamore Preparatory Academy and/or SPA and/or Sycamore and/or Sycamore Prep and/or the Charter School and/or the School shall apply with full force and effect to Ronald Reagan Charter School Alliance (RRCSA) and any and all references to Ronald Reagan Charter School Alliance (RRCSA) shall apply with full force and effect to Sycamore Preparatory Academy. For all purposes related to this Charter or the operations of Sycamore Preparatory Academy, both Sycamore Preparatory Academy and Ronald Reagan Charter School Alliance, shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Throughout this Charter and in any attachments, exhibits, and/or appendices hereto, any time that Sycamore Preparatory Academy states that it will follow the requirements of a particular Section of the Education Code or other law, it means that Sycamore Preparatory Academy will comply with these laws in the same manner and to the same extent as required for California non-charter public schools, except where otherwise specified.

BACKGROUND INFORMATION

The Ronald Reagan Charter School Alliance was formed by a group of parents and teachers who support choice in education for the community. To that end, RRCSA desires to support the Chino community in their vision for a direct-funded charter school that operates independently of, yet collaboratively with, the Chino Valley Unified School District.

The Ronald Reagan Charter School Alliance is a 501(c)(3) established to operate charter schools. RRCSA, since its inception, has only operated one charter school, Sycamore Academy of Science and Cultural Arts. The board currently consists of five (5) members from varied backgrounds as noted below.

Roland Skumawitz: Public School Superintendent - retired

Daniel Leavitt: Entrepreneur

Dr. Ingrid Flores: University Professor

Elizabeth Halikis: Special Education teacher

Matthew Roberson: Banker

The Sycamore Academy of Science and Cultural Arts (SASCA) was authorized as a K – 6 school by Lake Elsinore Unified School District (LEUSD) in June of 2009 for a five (5) year term. The school began operations in September 2009 in a retail center. SASCA received Western Association of Schools and Colleges (WASC) accreditation in 2010 and received a six-year renewal in 2013. In October of 2013 the school submitted the petition for renewal with the addition of 7th and 8th grades which was unanimously approved.

In 2009 when SASCA was approved, the Board elected to be an arm of the District for Special Education. In 2014, the school applied to El Dorado County Charter SELPA (EDCCSELPA) and was accepted, becoming an LEA for Special Education. SASCA has been and continues to be a school in good standing with EDCCSELPA. As such, as RRCSA opens new schools, those new schools are eligible for membership.

In 2013, RRCSA and SASCA Administration began working with an investment banker to secure funding for property and construction of a permanent school-site. In September 2015, the school relocated to a new facility owned by 23151 Palomar Street, LLC. As required by law, the school submitted a request for a material revision to the charter due to the change in location. In collaboration with the Authorizer, the material revision included the addition of TK and Independent Study programs to begin in the 2016-17 school year.

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals" Education Code §47605(b)(5)(A)(ii).

Vision

The vision of Sycamore Preparatory Academy (SPA) is to establish a learning community that promotes the pursuit of wisdom through the use of constructivist theory of learning. Students from transitional kindergarten (TK) to eighth grade are inspired to pursue university level academic studies, as well as to gain skills to be successful in the 21st century global community. Our students will exceed expectations and become critical thinkers, as they are engaged with dynamic instruction practices that inspire them to be motivated, independent, competent, and lifelong learners.

The guiding principle for our school was aptly stated in an article from the Educational Researcher (May 1996):

Students should be allowed to make the subject problematic. We argue that this single principle captures what is essential for instructional practice. It enables us to make sense of chaos, to sort out what is indispensable from what is optional. By itself, the principle does not specify curriculum nor prescribe instruction. But it does provide a compass that points classroom practice in a particular direction and that checks the alignment of its basic elements.

Allowing the subject to be problematic means allowing students to wonder why things are, to inquire, to search for solutions, and to resolve incongruities. It means that both curriculum and instruction should begin with problems, dilemmas, and questions for students. We do not use "problematic" to mean that students should become frustrated and find the subject overly difficult. Rather, we use "problematic" in the sense that student should be allowed an encouraged to problematize what they study, to define problems that elicit their curiosities and sense-making skills.

Sycamore Preparatory Academy faculty and staff will create a collegiate-inspired atmosphere that supports our school's vision, where all students are introduced to the educational benefits of attending a higher-learning institution beyond high school.

Creating long-term academic success takes place through a schoolwide, data driven model of reform that shapes the culture of high expectations for every student. This is accomplished by promoting college and career readiness for all students the moment they arrive at SPA.

SPA faculty and staff members merge their collective experience to formulate consistent language, policies, and programs to support schoolwide goals. SPA adheres to a rigorous, Common Core State Standards-based curriculum which includes: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (“ELA”); Mathematics; Next Generation Science Standards (NGSS), FITNESSGRAM Performance Standards, English Language Development Standards, as well as any additional Standards required by law. Throughout this document, “standards” refers to the appropriate standards as listed above, for the given topic.

Mission and Goals

The mission of the Sycamore Preparatory Academy is to prepare a diverse TK-8 student population for secondary education, college, careers and global citizenship by providing each child with the knowledge, critical skills, and fundamental dispositions to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century every child must construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, value differences, and reflect consistently on his or her growth as a learner.

Overview

Each year, state mandated assessments, as well as multiple measures including authentic assessments, will be utilized to create a plan for improving our academic program. Once goals are identified based on the results of multiple measures, the staff articulates strategies for target improvement areas, including professional development, instructional methods, and curricular materials. The expectations are delivered in consistent and clear communication and represent all vital components that make student academic success happen. Decision-making and program development by stakeholders (administration, teachers, parents, staff and students) tie into our belief regarding overall student success.

The main focus of the educational program is to engage students in questioning their natural and social environment. They are encouraged and helped to take a deeper look into things that are meaningful to them and to other members of their community of inquirers. Students engaged in personal inquiry actively pursue a series of interrelated learning activities. To create this learning environment, we have established the following expectations.

1. Student Centered

- Develop a deep understanding, mastery, and application of important concepts that propel inquisitive lifelong learning and reach high levels of academic achievement;
- Provide an educational environment where students acquire and practice a range of essential skills that are based on the State Standards;
- Use research-based instructional practices that meet the diverse needs of all students
- Align instruction to the range of rigor and format of the State Standards and State Assessment;
- Facilitate character education that emphasizes respect, self-empowerment, leadership, empathy, and citizenship, and fosters patriotism.

2. Problem-based

- Foster students' civic responsibility and the understanding of their role in the global community; and

- Connect curricular concepts with service-centered activities.
- Provide instruction in ways that challenge students' depth of knowledge.

3. Experiential

- Teach reading comprehension through expository text, such as History/Social Studies and Science; and
- Provide multiple opportunities for students to participate in community service projects;
- Foster student competition in the global marketplace
- Offer multi-sensory, multi-modal environment that allows student to interact in real-life contexts

4. Collaborative

- Establish community expectations of mutual respect and high expectations.
- Use classroom management techniques and differentiated instruction strategies to promote student success;
- Utilize a Multi Tiered System of Support to identify and intervene early for at-risk students; and
- Maintain a shared decision-making process with various groups of staff, parents, and community members, which addresses identified needs of both students and SPA's overall educational program;
- Create an atmosphere of inclusiveness for all families; and
- Implement an array of activities and programs which celebrate student success and encourages parent involvement.

Educational Philosophy

SPA provides a rigorous academic curriculum within a student-centered environment, which enables students to be successful in further academic pursuits. All students are held to high academic and behavioral standards and perform service within the greater learning community. Classes are engaging and motivating which supports an environment where students are empowered to think, create, and explore at the highest levels of learning.

Visible Learning, research-based instructional strategies, evidence-based practices, standards-based Piagetian programming, GATE strategies, and service learning drive the educational philosophy of SPA. Students will be provided an inspirational learning environment, rigorous academic standards, and a challenging curriculum enriched with higher level questioning and global mindedness. SPA creates a rich environment enabling students to become independent, competent, and lifelong learners.

The following key elements, described below, comprise SPA's approach to instruction:

Instructional Methodology -Visible Learning

SPA incorporates decades of research to determine which teaching strategies and evidence-based practices have positive effects on student learning. These strategies are not new to teaching or training, but when teachers use these strategies and practices effectively with their students, the outcome is a measurable difference in student achievement. The overarching theme is that achievement is maximized when teachers see learning through the eyes of their students.

The premise of Visible Learning is that teachers' evaluation of themselves, their impact on student learning, and willingness to modify actions in light of feedback, are the key elements to making learning visible. Learning comprises the development of sufficient shallow knowledge to form a theoretical understanding that encompasses related ideas. In most instances, learning is a result of challenge, conflict, or confronting unfamiliar situations. It is commonly held and repeatedly proven throughout educational research that learning begins with what students know (baseline) and proceeds to where we want them to be (standards). The role of the teacher then becomes one of self-evaluation, based on student-generated outcomes, and modifications to the teacher's actions are made in order to garner the desired student-generated outcomes.

According to Making Thinking Visible, How to Promote Engagement, Understanding, and Independence for All Learners (Ritchhart et al. 2011) the following are essential to understanding:

1. Observing closely and describing what is there
2. Building explanations and interpretations
3. Reasoning with evidence
4. Making Connections
5. Considering different viewpoints and perspectives
6. Capturing the heart and forming conclusion
7. Wondering and asking questions
8. Uncovering complexity

Further, key thinking elements necessary for problem solving, decision making and forming judgements include:

1. Identifying patterns and making generalizations
2. Generating possibilities and alternatives
3. Evaluating evidence, arguments, and actions
4. Formulating plans and monitoring actions
5. Identifying claims, assumptions, and bias
6. Clarifying priorities, conditions, and what is known

When teachers are focused on student thinking and learning, the teacher becomes the agent of change for the student. It is then possible for the teacher to present challenges to the students' understanding and make learning happen. Teachers are not the delivery agents for curriculum but rather change agents for student thinking. This requires teachers to actively engage students with ideas and then guide and extend their thinking.

Teachers will:

- Identify the most effective ways to present the subject matter.
- Clearly identify the success criteria to the students.
- Create optimal classroom climate for learning.
- Monitor learning and provide effective feedback.
- Believe that all students can achieve the success criteria.
- Assist students in developing self-reflection and evaluation skills.

Instructional Methodology -Theory of Multiple Intelligences

"If we want our schools to prepare students for the challenges they will face after they leave, we must constantly pose challenges in school that force them to invoke a variety of intelligences. These challenges should have different kinds of solutions, they should involve a variety of intelligences, they should encourage collaboration, and they should provide opportunities for reflection."- Joseph Walters, Harvard, 1992

Dr. Howard Gardner, professor of education at Harvard University, developed the Theory of Multiple Intelligences in 1983. The Theory suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposed seven different intelligences to account for a broader range of human potential in children and adults. An eighth intelligence was added in 1988. Brief explanations of the eight intelligences are listed below:

Linguistic: The ability to think in words and to use language to express and appreciate complex meanings. It involves the ability to understand the order and meaning of words, explaining, teaching and learning, and linguistic skills. This intelligence includes sensitivity to sounds, structure, meanings, and functions of words and language.

Logical-Mathematical Intelligence: The competency to calculate, quantify, consider propositions and hypotheses, and carry out complex mathematical operations. It involves the discernment of relationships and connections, abstract, symbolic thought, sequential reasoning skills, inductive and deductive thinking patterns, and use of the scientific method.

Spatial Intelligence: The capacity to think in three dimensional forms and pictures. There is a need to create vivid mental images to retain information. It involves mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination.

Bodily-Kinesthetic Intelligence: The competency to manipulate objects and fine-tune physical skills. It involves skillful work with objects, as well as athleticism, a sense of timing, and the improvement of skills through mind-body union.

Musical Intelligence: The capacity to be sensitive to pitch, rhythm, timbre, and tone, as demonstrated by composers, conductors, musicians, vocalists, and sensitive listeners. It involves the recognition, creation, and reproduction of music. There is often an affective connection between music and the emotions. Music has an impact on several components of your mind, including memory, imagery, and creativity.

Interpersonal Intelligence: The ability to understand and interact effectively with others. It involves effective verbal and non-verbal communication, the ability to note distinctions among others, sensitivity to the moods and temperament of others, the ability to entertain multiple perspectives, leadership, and collaborative skills.

Intrapersonal Intelligence: The capacity to understand oneself in terms of thinking and feeling and to use such knowledge in planning and directing one's life. It involves not only awareness of the self but also of the human condition.

Naturalist Intelligence: The ability to observe, understand, and organize patterns in the natural environment. It involves an expertise in the recognition and classification of plants, rocks and minerals,

and animals. Has a love of the outdoors and interacts effectively with nature, and is gifted at nurturing and growing things, as well as having the ability to care for and interact with animals.

Best Pedagogical Practices

Best Pedagogical Practices are the methods that achieve positive changes in student attitudes and/or academic behaviors. There are many strategies, approaches, procedures, etc. that can be applied to the following Best Pedagogical Practices however, these five highlight the work of John Hattie and provide the greatest positive effect on student learning.

1. Teacher Clarity—The teacher clearly articulates the purpose of a lesson and the success criteria for the students to gauge their own learning
2. Classroom Discussion—The teacher becomes the “guide on the side” allowing students to engage in robust discussions
3. Feedback—Consistently provide and receive feedback
 - a. Task feedback provides concise information on how well the task was completed
 - b. Process feedback provides questions to challenge the learner’s current thinking
 - c. Conditional feedback provides reflective questions that guide metacognition
 - d. Self-feedback provides personal evaluation and reflection on learning
4. Formative and Summative Assessments—The consistent monitoring of student progress and the use of this information to guide instruction and intervention
5. Metacognitive Strategies—The teacher provides continuous opportunities for students to develop and use metacognition and direct their own learning.

An example of how these "Best Practices" are used by staff to teach a unit of study is as follows:

- At the beginning of the unit: Teacher introduces the purpose of the unit and explains the success criteria for the final learning projects.
- During a unit: Teacher provides tools and resources to assist students in organization. The teacher uses cues and questions during class discussions. Students are asked to make nonlinguistic representations as a review of the main points of the lesson. The teacher provides timely and relevant feedback to student consistently throughout the unit.
- End of a unit: Students work in groups to present an overview as well as similarities and differences to previously learned material found in the unit.

Instructional Methodology - Standards-Based Instruction through Backwards Design

It is the goal of SPA to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of study, teachers look at the grade level standards, in addition to the vertical alignment from the grade before and after their own. Teachers must gain an understanding of what the student must already know in order to achieve mastery of the current level standard. The teacher must understand what the student will learn next in order to determine the degree to which mastery is achieved at the current grade level.

Specifically, faculty will be trained to:

1. Design standards-based instruction (using the principles of backwards design);
2. Align appropriate assessments to the standards;
3. Implement instructional activities that are aligned to standards and reflecting research and evidence-based best practices including MI; and
4. Analyze student achievement outcomes to determine effectiveness.

These strategies have proven to be successful in closing the achievement gap between higher and lower economically disadvantaged students, as well as the target population.

The following provides a detailed description of the standards-based instructional design process to be implemented at Sycamore Preparatory Academy.

Backwards Design, an instructional design method with a strong research base originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe, is currently being employed in reform efforts across the nation. This method of Academic Strategic Success Planning is one in which teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. There are four distinct stages to the backwards design process that SPA uses. The four stages are as follows:

Stage 1: Unpacking and Prioritizing the State Standards

Teachers and administrators apply specific tools necessary to "unpack" and prioritize content standards. This is a necessary, prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers:

- Understand the three steps of the backwards design process (identifying desired results, designing and aligning assessments to those results, and differentiating instruction to meet the needs of all learners); and
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
 - Level of thinking (based on Depth of Knowledge) required by students to reach mastery of the standard (this is tied to creating assessments);
 - Percentage of questions from the statewide assessment that relate to each area of the standards (this is tied to creating assessments); and
 - Identification of standards that serve as "anchors" upon which units are based. Other standards are tied to these "anchor" standards within each unit designed by teachers (this is tied to creating assessments for units as well as individual lessons within the unit).

Stage 2: Aligning Assessments (Formative and Summative) to the State Standards

- Teachers design effective assessments that are aligned to standards and provide an accurate measure of a student's ability to engage in the level of thinking that is required by each standard. Specifically, teachers: Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative);
- Analyze content standards to determine the "achievement target" embedded within each standard (achievement targets are the link between standards and assessment);
- Match an appropriate assessment method to each standard; and
- Establish and articulate clear criteria for reaching grade level content mastery of State Standards.

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

- Teachers implement innovative instructional strategies by: Differentiating the content, process, and products delivered to students in order to provide equal access to standards based education for all learners (including EL students, students with disabilities, academically low achieving, and gifted);
- Incorporating a Multiple Intelligences approach in lesson design and instruction to target the learning strengths of all students;
- Writing and using effective standards-based lesson plans;
- Exploring how all learners (including EL students, students with disabilities, academically low achieving, and gifted) vary in their readiness, interests, and learning profiles; and
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system.

All coursework involves a rich variety of instructional strategies, curriculum, and materials. Sample instructional strategies include:

- Collaborative investigations and demonstrations;
- Mini Lessons that address specific skills within the context of larger projects;
- Giving guidance and allowing adequate time to self-reflect and self-assess;
- Authentic assessments, such as:
 - Basic Phonics Skills Test (BPST);
 - CAASPP interim assessments;
 - Benchmark assessments;
 - Writing prompts;
 - End of chapter tests;
 - Quizzes;
 - Teacher created assessments; and
 - Multiple Intelligence projects.
- Direct instruction;
- Research-based projects;
- Cooperative group work and projects;
- Inter-disciplinary approaches to curriculum;
- The involvement of community members and educational partners in instructional presentation; and
- Mentoring program(s).

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

- Teachers analyze achievement outcomes by: Using Professional Learning Communities to collaborate on lesson planning and delivery;
- Examining student work; and
- Analyzing achievement data from in-house and state-mandated tests.

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and assessments and projects are prepared.

Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels at SPA. Specifically, all teachers are charged with the responsibility of meeting as a grade level no less than weekly to engage in lesson preparation, the examination of student work, and to discuss individual student concerns in order to determine the appropriate course of action regarding student academic success.

The backward design process enables teachers to plan and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Instructional Methodology - GATE Strategies

SPA believes that all students are unique and gifted individuals. To that end, the staff may use teaching strategies for all students that are recommended for differentiating the curriculum for gifted students. GATE strategies provide a challenging learning environment for all students, incorporating depth and complexity, novelty, acceleration and/ or compacting of the curriculum for grade level State Standards. True learning only occurs when one is challenged and made to grapple with information to construct understanding. GATE strategies include multi-level and multi-dimensional curriculum and instruction that benefit all students.

Instructional Methodology -Service Learning

According to the California Task Force on K- 12 Civic Learning, August 2014, www.cde.ca.gov/pd/ca/hs/civgovlegalstudyres.asp. "The success of our nation and state depends on educated, informed, and active citizens and residents... For all students in California to have access to a continuum of civic learning experiences starting in Kindergarten -and to effectively respond to equity issues - we must embed robust civic learning throughout the K- 12 experience, both within and beyond school walls."

As part of the instructional program, SPA includes the *six (6) Research-Based Proven Practices of Civic Learning* into the total school educational program. Integrated throughout all curricular Standards, service learning projects, infused into lessons, enable all students from transitional kindergarten through eighth grade, to experience and engage in research-based areas of effective civic education, as described in the *Guardian of Democracy: The Civic Mission of Schools* report from The Leonore Annenberg Institute for Civics of the Annenberg Public Policy Center at the University of Pennsylvania and the Campaign for the Civic Mission of Schools.

Service learning is a teaching method that combines academic content with direct civic service experiences. Students provide genuine service to their school or community while applying, extending, and/ or deepening their understanding of curricular content. According to a recent study by Florida Learn and Serve, students who were actively involved in civic learning projects showed improved attendance, fewer referrals for discipline problems, and improved grades.

Teachers lead students in service learning projects and activities through the Six Research-Based Proven Practices:

Proven Practice #1: Provide instruction in government, history, law, and democracy.

Proven Practice #2: Discuss current, local, national, or international issues, and events in the classroom, particularly those that young people view as important to their lives.

Proven Practice #3: Design and implement programs that provide students with the opportunity to apply what they learn through performing school or community service that is linked to the formal curriculum and classroom instruction.

Proven Practice #4: Offer extracurricular activities that provide opportunities for young people to get involved in their schools and/or communities.

Proven Practice #5: Encourage student participation in classroom and/or school governance (i.e., classroom ambassadors in TK-8).

Proven Practice #6: Encourage students' participation in role-plays and/or simulations of democratic processes and procedures.

Instructional Methodology – Depth of Knowledge

Norman Webb's Depth of Knowledge Levels categorizes tasks according to the intricacy of thinking essential for successfully completing them. It is clear, as evidenced by the shift from the former CST testing to the new CAASPP testing, that state and federal education agencies recognize the importance of developing problem solving, critical and creative thinking students. The Depth of Knowledge (DoK) levels are used to determine the weight of questions on CAASPP. The higher the level, the greater the weight, demonstrating the importance of teaching students higher level thinking skills, strategies for solving multi-layer problems and building dispositions necessary to accomplish challenging but achievable tasks.

The DoK levels can be described as:

Level 1: Recall and Reproduction. Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are examples of Level 1 tasks.

Level 2: Skills and Concepts. Tasks at this level require the student to make some decisions about the approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are considered Level 2 tasks.

Level 3: Strategic Thinking. Tasks involve more abstract thinking. Examples would include: designing an experiment, analyzing characteristics of a genre or solving unfamiliar problems.

Level 4: Extended Thinking. Tasks require the most complex cognitive efforts. Synthesizing information from multiple sources, transferring knowledge from one context to an unrelated context, designing a data collection tool and analyzing results are examples of Level 4 tasks.

How Learning Best Occurs

Learning occurs best when the student is driven to solve a passionately held question. Consequently, the teacher's role is to provide relevant information and tasks that will engage students in a process of inquiry. One of the major distinctions of this School is the relationship between the student and the subject matter or curriculum. Rather than the subject matter being a set of information to be memorized by the student, it is to be "problematized," that is, the students should relate to the subject matter, whether in the field of mathematics, social studies, science, or any other, with a mind full of questions. The questions should not be about how to pass a test, succeed in the course, get a good grade or avoid detention. Rather, the questions should be about the subject matter per se.

SPA applies the best of research-proven strategies and evidence-based practices to provide a rich and rigorous academic program that gives all students the opportunity and supports to be successful.

- SPA believes that learning best occurs in the following ways: *When parents participate in the educational program*—When the U.S. Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parental involvement and students without parental participation. Therefore, SPA offers many opportunities for parent participation in their child's education, including in-services on the latest research regarding student learning and the use of technology in education.
- *In a collaborative environment*—Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among and between students, teachers, parents, administration, and community is necessary for a successful school.
- *In a climate where there are measurable goals*—This "backwards design" instructional model requires a standards-based system that gives direction to academic programs and is designed to ensure college and career readiness for students. The assessment of students' progress is based on multiple measurement tools looking at the many facets of the learners.
- *In a climate of accountability*—As Schmoker (1996) so simply states, "What gets measured gets done." SPA provides a continuous collection and application of data for students, parents, teachers, administrators, members of the community and Board of Directors as well as the Charter Authorizer.
- *With highly specialized teachers and staff*—Specialized staff development programs provide proactive Instructional leadership. Darling-Hammond (1997) states, "The single most important determinant of student achievement is the expertise and qualifications of teachers." SPA provides a broad spectrum of data-driven training opportunities for staff and participates in selected professional development programs.

- *In programs that have strong literacy components*—Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).
- *In a program that incorporates technology*—*Technological* innovations enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

In addition to using Visible Learning strategies, Multiple Intelligences techniques, and varying DoK in the classroom on a daily basis to teach Standards, the staff creates a series of enrichment courses called CLUBS. All students participate in CLUBS periodically throughout the year. The courses are designed to provide opportunities to apply skills and knowledge in new ways while enhancing each of the eight intelligences that every student possesses. A primary component of this school wide program is to tap into the wide variety of interests, abilities, and talents of our students and encourage all children to utilize a number of high-level thinking skills. This academic course of study includes opportunities for children to: create, classify, imagine, infer, select, and appraise or evaluate in learning situations. Each enrichment course includes three key components described below:

1. Notable Individuals—Students learn about individuals who have made contributions within the area of study.
2. Career Opportunities--Students learn about career opportunities and skills needed for a job in fields related to the area of study.
3. Universal Significance—Students learn how this field of study applies to life in general and/ or how it relates to global issues.

In addition to enrichment CLUBS, students are offered a variety of activities during non-instructional time, enabling them to make selections that best fit their areas of interest. The topics available will be determined by stakeholder survey, reviewed and developed each year.

SPA's Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), SPA's annual goals to be achieved schoolwide will be based on the following eight state priorities:

1. Basic Services
2. Implementation of State Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Performance

Please refer to the tables in *Element I: Measurable Pupil Outcomes*, for a list of school priorities for all pupil subgroups, goals for the priorities, and the specific annual actions to achieve those goals.

Local Control and Accountability Plan

- SPA will adopt and implement a Local Control and Accountability Plan (LCAP) on an annual basis pursuant to Education Code Section 47606.5(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d).
- SPA will comply with all elements of the LCAP pursuant to regulations and a template adopted by the State Board of Education, and reserves the right to establish additional, school specific goals and corresponding assessments throughout the duration of the charter as outlined beginning on or about page 62 of this document.
- SPA will submit the LCAP to the District and the San Bernardino County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

Whom Will SPA Serve?

Chino is located on the west side of San Bernardino County in the state of California. Chino is easily accessible via the 71 and 60 freeways. Chino is bounded by Chino Hills to the west, unincorporated San Bernardino County (near Montclair) to the north, Ontario to the northeast, unincorporated San Bernardino County to the southeast, and unincorporated Riverside County to the south.

The CVUSD boundaries are comprised of three cities: Chino, Chino Hills, and Ontario, which includes twenty (20) elementary schools, two (2) K-8 schools, five (5) junior high schools, five (5) high schools, and three (3) alternative schools.

The chart below indicates that the predominant ethnic groups of CVUSD for the 2015-2016 school year. SPA will make it a priority to recruit a diverse student population, including low-income and academically low achieving students, reflective of similar racial and ethnic backgrounds of those residing in the District, while maintaining the legal requirements for a random public lottery.

Hispanic	American Indian	Asian	Pacific Islander	Filipino	African American	White	Two of more races	Not reported
57.4%	<1%	13.2%	<1%	4.6%	3%	18.8%	2%	<1%

Community/ Parent Interest and Attendance

The Sycamore Academy of Science and Cultural Arts (SASCA) was founded by a team of parents and teachers with a specific vision for the children in the community. The focus of Sycamore Preparatory Academy may have some similarities to SASCA however, the intent is to provide a culture of learning that best represents the community that the school serves.

What It Means to Be an Educated Person in the 21st Century

An educated person is one who has acquired the knowledge, critical skills and fundamental dispositions that will enable him or her to live productively in a democratic society. We define an “educated person” as one who has acquired the following:

Knowledge:

- A deep understanding of the local community; economically, socially, scientifically and politically;
- A deep understanding of our national heritage, including the philosophical, religious, scientific, economic and political ideas that have shaped our institutions;
- Ability to criticize and evaluate the messages and opinions promoted by mass media;
- Ability to analyze, manipulate and evaluate the use of mathematical symbols;
- Ability to comprehend, analyze, interpret and evaluate written text;
- Ability to utilize technology to analyze, interpret and evaluate the natural and social world; and
- Ability to speak and write with clarity of expression, to present ideas that are rationally persuasive and done with correctness and grace.

Critical Skills:

- Problem Solving—Develops effective solutions to the multi-dimensional and complex problems ever-present in personal and professional arenas.
- Decision Making—Can and does make responsible decisions in diverse situations.
- Critical Thinking—Can critically think for oneself by justifying opinions based on evidence and sound reasoning.
- Creative Thinking—Has both the confidence in and capacity for the creative thinking that both enhances experience and results in a variety of life roles.
- Communication—Can express oneself with clarity and authenticity.
- Organization—Can efficiently and productively organize time, space, materials, and tasks.
- Management—Can skillfully help others to optimize their work together through effective management.
- Leadership—Can recognize quality leadership and can provide it when appropriate.

Fundamental Dispositions:

- Ownership—A responsible and invested owner of life-long learning.
- Self-Direction—A reflective self-directed individual with a strong work ethic.
- Quality—A well-developed internal model of quality work.
- Character—Develops a strong sense of purpose within a moral community by exercising such virtues as honesty, integrity, perseverance, thoughtfulness, respect, wisdom, self-control, courage, caring, and justice.
- Collaboration—Seeks to optimize work through collaboration.
- Curiosity and Wonder—Has a sense of curiosity and wonder.
- Community—Is a responsible and active member of a community.

SPA believes that these knowledge, skills and dispositions adequately resolve the tenacious and long-standing problems facing the world. SPA believes fostering the development of these in an educational environment by upholding standards of academic excellence, democratic processes, and developmentally appropriate learning experiences encourage the creative and critical thinking skills that enable students to find workable solutions to real world problems.

SPA recognizes the critical need for developing 21st century learners. Those knowledge, skills, and dispositions listed above are embedded throughout SPA's program. Through collaboration, technology, MI activities, project-based learning, and more, SPA students become independent, critical thinkers and life-long learners that will positive contribute to global community.

How SPA Achieves Student Academic Success

A growth mindset is the expectation at SPA. The growth mindset is the focus of the research and work of Carol Dweck, Ph.D., Professor of Psychology at Stanford University. With the right mindset, we motivate our kids to raise their achievement levels and develop the capacity to establish and achieve self-set goals. SPA staff has the mindset that challenges are to be expected and welcomed as discomfort and mental grappling bring about learning and growth. Through the collaborative effort of all stakeholders, challenges are targeted. The team focuses on growth and improvement for the organization through the interdependence of each individual, understanding and best utilizing each other's strengths while developing each other's weaknesses. Intelligence, abilities, talents, systems, and processes evolve, grow, and improve with a growth mindset and a trusting, collaborative culture.

Staff Development

The community of SPA recognizes that staff development directly impacts student academic success. Professional Learning Communities (PLC's) encourage grade-level articulation and identify needed staff development.

Staff development is planned after the analysis of authentic student performance results from state mandated assessments, grade level assessments (including multiple measures) and teacher observations. The focus of these long-range plans is that all students demonstrate grade level content mastery and achieve at high levels. Staff is taught how to calibrate the curriculum to align with grade level State Standards. They are also guided in the elements of directed lesson design.

A sample PLC on effective instruction may begin with the administrator leading an in-service where a directed lesson is outlined and modeled. Next, teachers observe experienced teachers using this technique in their classroom to teach a standards-based content lesson. Later, the administrator observes the classroom teacher to ensure he/she is able to implement the instructional strategies effectively and follows up with feedback and coaching. Additionally, team members provide support for new staff members by modeling effective lessons embedded with Multiple Intelligences (MI) teaching and assessment strategies.

To deepen teachers' content knowledge and help them engage all students in learning, staff attends site workshops, college courses, and professional conferences. Examples of on-site professional development include in-service training on curriculum calibration, writing, classroom management, interim and summative assessments, and technology use. The staff is encouraged to enroll in college courses on MI, Special Education, and Gifted Education. Staff attendance at conferences such as the California Association for the Gifted provide staff the latest research on instructional strategies.

Homework

SPA recognizes that current research does not support the idea of traditional homework having a positive impact on student achievement. However, homework that promotes building self-motivated, competent, and lifelong learners important.

SPA believes the amount of independent reading students do significantly influences their level of reading performance. Anderson, Fielding, and Wilson (1988) compared the amount of student reading with their scores on achievement tests. The number of minutes spent in out-of-school reading, even if it was a small amount, correlated positively with reading achievement. The more students read outside of

school the higher they scored on reading achievement tests. Students who scored at the 90th percentile on a reading test spent five (5) times as many minutes as children at the 50th percentile, and more than two hundred (200) times as many minutes per day reading books as the child at the 10th percentile. The researchers conclude that, "Among all the ways children spent their time, reading books was the best predictor of measures of reading achievement, reading comprehension, vocabulary, and reading speed, including gains in reading comprehension between second and fifth grade."

The chart below shows the total daily maximum amount time a student should spend on homework. Daily reading is expected of all students. Long-term projects, studying new concepts, special assignments and completion of classwork, are counted in the homework minutes outlined below. These times may vary based on student’s organizational skills and time management skills.

Grades	Maximum amount of time on Homework
TK and K	20 minutes
1 st -3 rd grades	30 minutes
4 th -5 th grades	45 minutes
6 th -8 th grades	60 minutes

Therefore, it is highly suggested that transitional kindergarten through fifth grade students read at least 15 minutes every day, while sixth through eighth grade students are required to read a least 30 minutes every day, in addition to the regularly assigned homework.

Evaluation

Grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those needing improvement. Teachers evaluate a student's work according to established SPA standards. The criteria are appropriate and specific for all students at their grade level according to CCSS. SPA will report grades in a format that aligns with the data received by the state. This format allows parents a means to compare performance to expectations. Teachers are able to monitor growth and growth trajectory which assists in the implementation of MTSS, early intervention.

Administration ensures that student grades conform to a uniform grading system. Grades are based on impartial, consistent observation of the quality of the student's work, and his/her mastery of course content and objectives. Students have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, assessments, and Multiple Intelligences projects.

When reporting student grades to parents/ guardians, staff will provide a narrative description, observational notes, and/or samples of classroom work to better describe student progress in specific skills.

Grade Criteria

Grades are based upon objective criteria. Staff communicates their grading criteria to site Administration, parents/ guardians, and students at the beginning of the school year, beginning of each trimester, specifically for a product and/or any other time as appropriate for the circumstances.

Achievement Levels Descriptors

Achievement Terms	Achievement Levels
Standard Exceeded	4
Standard Met	3
Standard Nearly Met	2
Standard Not Met	1

To align with Smarter Balanced measurement results, SPA uses the same achievement level descriptors. Achievement level descriptors, listed in the chart above, indicate performance levels on standard-based assessments and assignments. The purpose of these descriptors is to specify, in content terms, the knowledge and skills that students display at the four levels of achievement.

Student Involvement

SPA offers students many experiences, which tap in to their eight intelligences. These special opportunities motivate students to excel while expanding their learning potential. SPA will provide opportunities for schoolwide educational events that encourage participation by all students and may include:

Chess Masters	Noon Sports League	Saturday Enrichment Fieldtrips	Gardening Club
Dance Team	Odyssey of the Mind	Robotics Club	Mileage Club
Drama Club	School Performances	Student Council	Glee Club
Jr. Rotary	Health and Fitness Club	Competitive Sports	Archery Club

As part of our school's vision, patriotism is fostered through daily patriotic exercises, which includes reciting the Pledge of Allegiance and the singing of patriotic and seasonal songs of the month. At the beginning of each week, a pre-selected student leads a schoolwide Pledge of Allegiance followed by the songs of the month.

Students are given the opportunity, as part of the curriculum, to participate in a school program during the course of each school year, as well as other performance opportunities during weekly assemblies.

SPA believes student involvement in healthy choices support the physical, social, and emotional needs of each student and programs are in place to address these areas. Programs that support physical vigor include Physical Education, parent supervised lunchtime Mileage Club, and noon sports league.

Each grade level at SPA has the opportunity to engage in service learning community based projects tied to state standard learning components. As a primary element of service learning, students not only have the privilege of working directly with the community, but they also share their educational experiences at events such as schoolwide performances and assemblies.

Parent and Staff Involvement

Parental involvement and support in the education of children is an integral part of improving academic achievement. Educational research has established that properly constructed parent involvement programs can play an important and effective role in the participation of parents in their children's schools and in raising pupil achievement levels.

SPA recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

Further, it is clearly understood that families of English Language Learners, low socio-economic status, and other "at risk" groups often feel unwelcome or intimidated about participating in their child's education. Parent Information Exchanges will be specifically designed to target the engagement these families by providing information and resources specific to their needs, making free child care available during the events, assisting with carpools, providing a translator and translated documents, providing notice and invitation through alternative means.

School Site Council

The SPA School Site Council will be established to further the involvement of parents and guardians in their children's educational program as a parent /faculty advisory council to the Governing Board. This committee will be made up of ten (10) members: one (1) administrator, three (3) teachers, one non-certificated staff member, and five (5) parents. Every effort will be made to ensure that representation of various subgroup populations is made, including: English Language Learners, GATE, and Special Education. The responsibilities of this committee include:

- Develop and honor a Full Value Contract, based on the 7 Habits of Highly Effective People, that provides structure within which expectations for group operations are established and members are held accountable.
- Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. school-wide needs assessment, LCAP, Safe School Plan, WASC, etc.);
- Develop a slate of candidates for open positions on the Ronald Reagan Charter School Alliance as needed;
- Establish and maintain partnerships with the community; and
- Provide support to faculty and staff in communicating requirements, needs, programs and events.

The School Site Council shall be elected by their peers for a term of two years with the exception of the first year when half of the members will be elected for a three-year term in order to stagger the membership elections.

English Learner Advisory Committee

The English Learner Advisory Committee (ELAC), if required to be established under applicable state law, will consist of elected parents of English Learner (EL) students and staff members whose primary function will be to advise the administration and staff on programs and services for English Learners.

Additionally, the ELAC will assist in the development of a site-based needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance. Additionally, a primary focus for the SPA ELAC will be the development and facilitation of a plan each year for increasing engagement of parents of English Learner students.

Leadership Team

Leadership Team will assist the administration in overall school planning and decision-making. In addition, these selected educators will serve as the instructional and curriculum coordinators, as well as serving as role models for the implementation of instructional "best practices" and grading. Leadership Team members will be responsible for monitoring student achievement and planning and implementing school-wide improvement initiatives.

Sycamore Foundation (Parent/Staff Organization)

The Sycamore Foundation will play an essential role in SPA's educational program. Each parent/guardian and staff person is a member, with no mandatory membership required. The purpose of the organization is to assist the administration and staff in obtaining necessary instructional equipment and materials to further the education of the students. The focus of the Foundation is to support the philosophy and culture of SPA through parent and faculty education programs, workshops, events and activities. Some of the activities and programs may include Emergency Plan materials and supplies, fundraising, family fun nights, Showcases, P.I.E. and many student body events.

The Foundation recognizes the importance of school choice advocacy at local, state, and national levels. They support awareness activities for stakeholders through participation in annual events, for example, National Charter Schools Week, and National School Choice Week, Advocacy Day, etc.

The spirit of cooperation between parents, staff, and students allows SPA to have a Foundation whose members volunteer in a variety of areas. In addition to the activities mentioned above, they will also support student field trips, awards, supplemental instructional materials, and school enhancements.

Parent Participation

- Parent participation in their child's education has a positive impact on student academic success. Parents of children attending SPA understand the importance of their role and involvement in their child's education. There are many possibilities for parents to demonstrate support and interest in the educational program of SPA, such as: Governing Board
- School Site Advisory Council
- Sycamore Foundation
- ELAC and/or Focus Groups
- Volunteering in the classroom
- Attendance at Events
- Support and/or attend programs
- Parent / Teacher/Student Conferences
- Participation with the Foundation
- Curriculum preparation

Attendance

SPA recognizes that a student's attendance record directly contributes to student academic success. Therefore, SPA has a schoolwide goal of no less than 97% daily attendance rate. Parents will be made aware of the attendance policy. SPA will also maintain a School Attendance Review Team (SART) to ensure the daily attendance goal is met for each student.

Student Recognition

As part of SPA's core philosophy to encourage students to excel, a schoolwide recognition system will be used, Sycamore Children Obtain Real Expectations (S.C.O.R.E.) At the fall Parent/Teacher/Student conference, individual goals will be established for each student. As the student accomplishes his/her goals, he/she will be awarded a certificate of achievement and be recognized in a way that promotes future achievement and supports the mission of building the foundation for lifelong learning and success.

A first set of examinations will be administered at the start of each school year. This will determine the students' baselines and assist in establishing appropriate growth targets.

Cum Laude Awards

Special recognition will be based on the statewide assessment results in ELA/ Literacy, Mathematics, Science and Physical Fitness Test (as determined by grade level participation). Students who meet the designated criteria will receive one of three special awards at a gala ceremony:

Summa Cum Laude—Standard Exceeded on all CAASPP (ELA/Literacy & Mathematics), Science and at least 5 out of 6 Healthy Fitness Zones met.

Magna Cum Laude—Standard Exceeded on one CAASPP content, Standard Met on the other CAASPP, Science and at least 5 out of 6 Healthy Fitness Zones met.

Cum Laude—Standard Met on all CAASPP, Science and at least 5 out of 6 Healthy Fitness Zones met.

Behavior

The behavior policy of SPA is designed to ensure that each student has the opportunity to learn in a safe and secure environment. SPA's goal is to develop responsibility, citizenship, and respect for others. Each classroom will develop a Full Value Contract, an agreement about the expectations they have for one another to provide a quality learning environment. Active, respectful, and engaging environments are the best deterrent to negative behaviors. A Full Value Contract begins with the understanding of the 7 Habits of Highly Effective People, (Stephen Covey, 1989) or the version appropriate for the particular age group, and is developed through the collaborative explanation of what each habit means to the group. The Full Value Contract is revisited and modified throughout the year, as the community grows and develops deeper understandings and higher expectations. The purpose of stakeholder engagement and collaborative development is individual accountability. Behavior is then owned by all members of the community instead of dictated and enforced by the leader. This turns discipline into a learning, supporting, and intervening process, much like Restorative Justice, rather than a punitive, consequence driven practice.

Manage Yourself	<p>Habit 1 Be Proactive[®] The Habit of choice</p>	<ul style="list-style-type: none"> • See alternatives, not roadblocks • Focus on what you can influence • I am free to choose and am responsible for my choices
	<p>Habit 2 Begin with the End in Mind[®] The Habit of Vision</p>	<ul style="list-style-type: none"> • Mental creation precedes physical creation • Define practical outcomes
	<p>Habit 3 Put First Things First[®] The Habit of Integrity and Execution</p>	<ul style="list-style-type: none"> • Focus on the important, not just the urgent • Effectiveness requires the integrity to act on your priorities • Plan weekly, act daily
Lead Others	<p>Habit 4 Think Win/Win[®] The Habit of Mutual Benefit</p>	<ul style="list-style-type: none"> • Effective long-term relationships require mutual respect and mutual benefit • Build trust with co-workers
	<p>Habit 5 Seek First to Understand, then to be Understood[®] The Habit of Mutual Understanding</p>	<ul style="list-style-type: none"> • To communicate effectively, we must first understand each other • Practice empathic listening • Give honest, accurate feedback
	<p>Habit 6 Synergize[®] The Habit of Creative Cooperation</p>	<ul style="list-style-type: none"> • The whole is greater than the sum of its parts • Synergize to arrive at new and better alternatives
Unleash Potential	<p>Habit 7 Sharpen the Saw[®] The Habit of Renewal</p>	<ul style="list-style-type: none"> • To maintain and increase effectiveness, we must renew ourselves in body, heart, mind and soul

The schoolwide behavior policy emphasizes positive campus behaviors and eliminates those behaviors that are unsafe and/or disruptive. The Administrators discuss and model the expectations at grade level assemblies at the beginning of the school year and provide more detail of the expectations to the parents within the Handbook.

When a student requires additional behavior intervention resources or support, the student will receive intervention in a similar process to that of academic intervention with the focus on the targeted behavior. Data will be collected, the trigger to the behavior will be identified and targeted interventions will be put into place and tracked. The teacher and support staff will monitor the student’s progress and report any concerns to the administration for additional intervention.

Special Programs

Intervention for Academically Low Achieving Students

- SPA screens and identifies students as academically low achieving with the use of several determinations including, but not limited to: Students scoring below “Standard Met” on the CAASPP in any one subtest score in ELA/ Literacy or Mathematics;
- Students who are at least one year below grade level in the areas of reading, writing, Mathematics, and oral language as measured by school-wide trimester assessments; and
- Students who are at-risk based on classroom performance.

Those students identified as academically low achieving will be targeted for additional academic support. Action Service Plans will be shared with parents as needed throughout the year. Every grade level analyzes ELA/ Literacy reporting strands and strategically groups students according to their individual performance, targeting areas needing additional remediation. In addition, Power Lab, a remedial intervention, will be offered before school and/or after school to students.

Promotion/Retention

School administration will identify students who are "academically low achieving" and intervene as outlined in the "Intervention for Low Achieving Students" section. According to meta-analysis done by John Hattie, "Retention has been found to have a negative effect on academic achievement in language arts, reading, mathematics, work-study skills, social studies, and grade point average." Additionally, "promoted students score better than retained students on social and emotional adjustment, and behavior, self-concept, and attitude toward school." Every effort will be made to employ interventions through the Action Service Plan and thoroughly develop an individualized Multi-Tiered System of Support including thorough progress monitoring for our at-risk students.

The Promotion/Retention Team meets, consults, and makes a recommendation to promote or retain a student depending on the success of the interventions implemented based on the Action Service Plan and documented progress. The final decision to promote or retain is made by administration, based on staff recommendation, and a summary of the evidence for the decision will be presented to the parents.

The decision to retain English Learners is made by the Promotion/ Retention team. One or more members of the team must have expertise in English Language Development (ELD).

The decision to promote or retain students with an Individualized Education Program (IEP) is made by the IEP team.

SPA believes in collaboration and parent involvement and will make every effort to include parents in the decision-making process with regard to promotion/retention however, SPA can retain or promote a student without parent or guardian approval in grades one (1) through eight (8). No student at SPA will be retained for more than one year, including students who were retained prior to enrolling in the school. Parents may appeal the Promotion or Retention decision to the Governing Board.

Acceleration (Grades 1-8)

In cases when students may be recommended for acceleration to a higher grade level due to exceptional academic achievement, SPA will ensure that all policies and procedures are compliant with applicable provisions of the California Education Code, including acceleration to the next grade. SPA recognizes that academic achievement is not the only indicator for acceleration and will ensure that social-emotional wellness will also be key elements in the decision-making process.

Program for the Gifted

SPA is committed to providing students who have been identified as "Gifted" in Grades TK-8 with unique learning experiences that focus on both academic rigor and the social-emotional needs of the student.

The school environment focuses on the premise that all children in grades TK-8 have talents and can learn. Empowering children to think, create, and explore ensures that they successfully meet or exceed the State Standards.

SPA will utilize a Multiple Intelligences Inventory to assess each student in their area of strengths. All students will be assessed in the beginning of the school year to determine the modalities in which they best learn.

All students identified as Gifted will have an Individual Learning Plan (ILP). Each student's ILP will detail ongoing, differentiated learning, which may include literature circles, acceleration* of the curriculum, the use of depth and complexity in questioning, etc. Appropriate pacing and acceleration will be used to challenge each student to reach his/her maximum potential. In addition, the school's philosophy of Visible Learning and Multiple Intelligences will enhance the total educational program for all identified Gifted and Talented Education (GATE) students.

**Acceleration will be a strategy for pacing students through the curriculum at a rate commensurate with their advanced ability. Pacing will allow students to go as far and as fast as their interests and abilities permit. Instructional groups will be formed to enrich their understanding through the incorporation of Multiple Intelligence teaching methods. This pacing will allow Gifted students to accelerate based on their knowledge of the concepts.*

Below will be the basic elements prevalent in each Gifted student's educational course of study:

Cognitive Domain (Academic):

- State Standards mastered and exceeded
- Curriculum compacted**
- Depth, complexity, novelty, pacing, and acceleration used for differentiating the grade level curriculum
- Curriculum related multi-media methods used for each student may include:
 - Final copies of reports and stories published
 - Presentation software used to produce classroom assignments
 - Student produced movies
 - Research-related assignments
- Flexible Grouping*** will be utilized to provide stimulation and challenge, support skill development, and meet specific needs

Affective Domain (Social/Emotional):

- Service learning projects
- Flexible Grouping*** will be utilized to introduce new experiences, build a community of learners, and develop social skills
- As appropriate, referral to counseling services

**According to Meeting the Challenge: A Guidebook for Teaching Gifted Students, published by California Association for the Gifted, 2007:

Curriculum compacting is a strategy used to give students validation for what they already know rather than repeating material already learned. It allows students who demonstrate mastery of

skills and concepts to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. By demonstrating a high level of proficiency in the basic curriculum, the student can then be allowed to use instructional time to engage in more challenging learning experiences.

***Flexible grouping is defined as a variety of specifically designed grouping patterns that allows students to work in many configurations, sometimes alone, sometimes in pairs, sometimes in small or large groups. The choice the teacher makes for organizing the type of grouping to be used may be based on the task, the need or level of the student, or the outcome desired. A student may work effectively in different levels of grouping in different subjects.

Identification Process – Gifted

The identification process will begin with a referral from the classroom teacher or parent via a Parent Nomination & Permission to Assess form completed by the parent/ guardian for a student currently in grades three (3) through eight (8). A brochure about the Gifted program and a parent survey will be sent to the parent/guardian.

Upon receipt of a completed Parent Nomination & Permission to Assess form, a grade-level appropriate assessment (the assessment varies with grade/age level) will be administered.

A multi-dimensional identification procedure that includes a collection of data reflecting the broad spectrum of each student's abilities and needs will be used during the identification process. Multiple sources will determine eligibility for program placement. Once identified, a student will remain identified as a Gifted student indefinitely.

Students may also be identified in the following categories: general intellectual ability, specific academic aptitude, leadership ability, creative ability, psychomotor ability, and Visual and Performing Arts (music, dramatics, and/ or art).

Ethnicity, disability, significant health issues, EL status, and socio-economic factors will not adversely affect eligibility.

The identification process will include research, assessment, documentation, review, and identification and placement. Identification of students eligible for placement in the Gifted program will be a shared responsibility of the administration, teachers, and other staff members at Sycamore Preparatory Academy.

The following criteria, as described below, will be utilized to identify students for placement in the Gifted program (as measured by a portfolio, presentation, or other means of identification by the Gifted review team):

- General Intellectual Ability (Aptitude Assessment)
- Specific Academic Aptitude (CAASPP Assessments)
- Leadership Ability
- Creative Ability
- Psychomotor Ability
- Exceptional Aptitude in Visual and Performing Arts

School/Home Information

SPA utilizes a collaborative communication plan which includes various digital mediums, out-bound phone messaging, take home information, in-person meetings, and community outreach. SPA will also provide email notifications to parents to keep them apprised of student progress.

Information about SPA will be found on the school website at www.sycamoreprep.org.

Some of the information found on SPA's website may include the following:

- School Accountability Report Card (SARC);
- Local Control and Accountability Plan (LCAP);
- Upcoming events;
- Messages from teachers;
- Test data;
- Copy of the monthly and yearly calendars;
- Lunch menu (if applicable); and
- Informational handbooks.

Parent/Teacher Conferences

To keep parents informed and assisting in their child's education, a conference is scheduled with the student's classroom teacher by the eighth week into the school year. At this conference, the teacher, parents, and student:

- Work collaboratively to determine specific goals for the child based on his or her unique needs as they relate to achieving grade level content mastery;
- Review the results of the student's Multiple Intelligences Survey;
- Share feedback on the student's experiences in and out of the classroom as related to the Multiple Intelligences Survey results;
- As appropriate, develop an Action Service Plan for the student to assure progression toward grade level standards;
- Review resources and communication tools for student support; and
- Discuss any additional items related to the student's individual needs.

Additional parent conferences are scheduled based on student needs.

Additional support for parents of English Language Learners:

- A translator will be present for the conference
- All documents will be provided in the appropriate home language

Additional support for parents of at risk students:

- Education Specialist may attend the conference
- Additional resources and referrals provided as needed

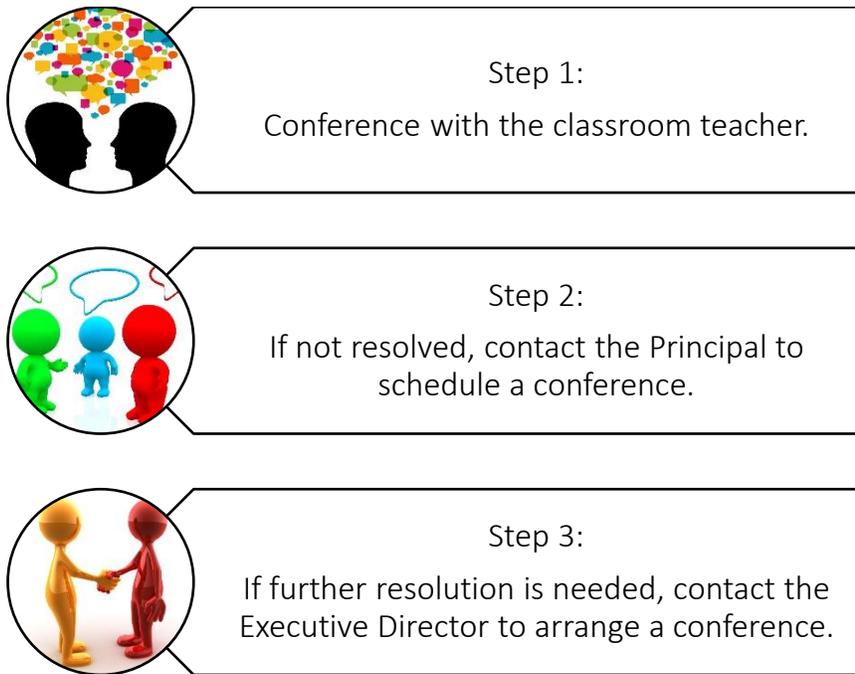
Contact During School Hours

If contact needs to be made with a child during school hours, it must be made through the school office. SPA will not to interrupt classes except in an emergency. A conference with a particular teacher may be

arranged at a mutually convenient time by emailing the teacher or sending a note with the student. SPA has established "power down hours" from 6:00 PM to 6:00 AM ; it is SPA's practice to return all emails within 24 business hours. Parents are encouraged to contact their child's teacher for both positive comments and any questions or concerns that may arise.

Schoolwide Resolution Process

In the event there is a question/concern that directly affects any student, parents are asked to take the following steps, in the order listed on the following graphic, to resolve any issues respectfully and collaboratively.



School Related Issues

SPA encourages all parents to become active members of the school community by contacting SPA with suggestions, ideas, or any positive comments. However, if there is an issue that is not classroom specific, parents are encouraged to contact the school office, and it will be forwarded to the appropriate person, i.e., Executive Director, Principal. Sycamore Foundation, ELAC, etc.

Instructional Program

SPA's program, as explained below, makes significant improvements in the areas of: ELA/Literacy, Mathematics, Science, History/Social Studies, Physical Education, Visual and Performing Arts, World Language, and Technology for all students. Additionally, we continue to close the achievement gap between the highest and lowest performing subgroups, as well as for those students who are identified as socioeconomically disadvantaged, having disabilities, and English learners.

The key features that we believe increase student achievement to its highest possible level are:

- Staff-driven professional development on topics related to educational programs;
- Recommendations of relevant topics for parent education, made by the staff and parent community, to assist parents in meeting their child's individual needs;
- Opportunities for parents to be involved in the educational program for their children;
- Implementation of innovative programs such as Clubs, Classes, MI, and Science Lab that are research-based and proven to be successful;
- Educational reforms that reward excellent teaching and student accomplishments;
- Promotion of new, innovative, and experimental ideas in education (i.e., "play first, eat later");
- Infusion of the intrinsic value of academic pursuits in each child and the value of lifelong learning through the outstanding educational program developed at SPA;
- Ensuring "bell to bell" instruction and increasing daily instructional minutes above the state's minimum requirements to provide greater time for teaching in the core curriculum while maintaining the integrity of programs offered such as Physical Education, Music, Band, World Language Instruction, etc.;
- Having a strong understanding of how children learn and retain information, based on the Theory of Multiple Intelligences;
- Maintaining a continuum of high academic standards in grades TK-8;
- Maintaining a high level of integrity that staff members believe is crucial to a high performing school;
- Utilization of formative assessments and data-driven educational programs;
- Employing highly qualified instructional staff that promote a positive, engaging, and motivating school environment, and who truly believe that all students are gifted;
- Incorporating a collegiate theme that permeates throughout the campus; thus, encouraging students to prepare for higher level education;
- An instructional staff that operates as a Professional Learning Community (PLC), as summarized from the book, *Whatever It Takes*, by Dufour, et al. (see graphic on following page), ensuring a coordinated and coherent program that targets the needs of the whole child; and
- Abiding by PLC objectives:
 - What do we want students to learn?
 - How will we know when students have learned it?
 - What will happen if they don't learn it?
 - What do we do if they already know it?

The graphic below, illustrates elements SPA will use to establish effective Professional Learning Communities (PLC).



Independent Study (Home Study Program)

SPA's educational program may include the enrollment of interested students into a full-time Home Study Program (HSP), which is comprised of the site-based curriculum. The teacher meets with these students and their parents to determine goals, instruction, and assessment of student progress. Students in this program are enrolled students of SPA and held to the same degree of standard and expectation as students in the site-based program.

Students who are enrolled into the HSP will have access to extra-curricular programs, flexible workshop schedule, small group instruction, before and/or after-school intervention, field trips, books, and any resources available to site-based students. These services include a facility staffed by credentialed personnel, ongoing tutoring on-site and regular scheduled meetings (at least one every twenty (20) school days) to go over assignments, standards, and assign new materials. Parents are provided with materials for lessons that reinforce concepts through these monthly meetings with the teachers. HSP students are expected to complete a civic learning project as well and participate in interventions.

SPA will ensure that the HSP students have equal access to the existing services and resources that they would have received in school. HSP students are included in the statewide assessment process and are required to attend the school during testing periods.

In addition to complying with all the laws that apply to charter schools in California in general, SPA will comply with all specific laws applicable to Independent Study for its Independent Study Program. Education Code § 47612.5 states that a charter school that provides Independent Study will comply with Education Code § 51745 et seq. As such, the provision of education through Independent Study is governed by an Independent Study Board Policy adopted by the Ronald Reagan Charter School Alliance and implemented in accordance with individual work and master agreements for each student.

Further, SPA will adhere to all applicable sections of the Education Code for Independent Study, § 51745 et seq., along with its implementing regulations and funding determination requirements of Education Code § 47612.5 and § 47634.2, and Title 5 California Code of Regulations § 11963 - 11963.7 ("SB740"). SPA will adhere to the California Code of Regulations related to audit requirements for charter schools, Title 5 California Code of Regulations § 19850 - 19854. As laws pertaining to charter schools change, SPA reserves the right to make changes to meet the needs of the educational program as approved by the Executive Director and Board of Directors.

Courses of Study

- SPA will adopt the course of study for grades TK-8 to align with the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("ELA/Literacy") and Mathematics; Next Generation Science Standards; and all other California content standards. The current adopted course of study for grades TK to 6 consists of: ELA/Literacy, including knowledge of, and appreciation for, literature, informational text, foundational skills, writing, speaking, and listening;
 - TK curriculum will be aligned to the California Preschool Learning Foundations developed by the California Department of Education (Senate Bill 858, Chapter 32, Statutes of 2014)
- Mathematics, including counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, numbers and operations in fractions, measurement and data, geometry, ratios and proportional relationships, the number system, expressions and equations, and statistics and probability;
- History/Social Studies, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction will provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources;
- Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems;
- Visual and Performing Arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression;
- World language or languages designed to develop a facility for understanding, speaking, reading, and writing the particular language;

- Health, including instruction in the principles and practices of individual, family, and community health; and
- Physical Education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind.
- The current adopted course of study for grades 7 and 8 offers State Standards, including the Common Core State Standards in ELA and mathematics, the Next Generation Science Standards, and California Content Standards-based courses in the following areas:
 - ELA/Literacy, including knowledge of and appreciation for literature, language, and composition, and the skills of reading, listening, and speaking;
 - Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures;
 - History/Social Studies, studying the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789, as well as, studying 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;
 - Science, including the physical and biological aspects, with emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences;
 - Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression;
 - World language or languages designed to develop a facility for understanding, speaking, reading, and writing the particular language;
 - Health, including instruction in the principles and practices of individual, Family, and community health; and
 - Physical Education, with emphasis given to physical activities that are conducive to health and to vigor of body and mind.

Curriculum and Materials

Curriculum

SPA's curriculum is consistent with the State Standards: Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("ELA/Literacy") and Mathematics; Next Generation Science Standards; and all other California content standards. Understanding students' areas of strength and the development of the total child is emphasized at SPA. All instructional materials are selected for use in grades TK-8 to teach the content areas below. The following is a brief summary of the general curriculum studied in the elementary and junior high school years.

ELA/Literacy

The ELA/Literacy curriculum is comprised of a comprehensive and balanced reading program used in all grade levels. In addition, in the primary grades there is an emphasis on phonemic awareness and a systematic phonics instructional approach, which includes fluency.

- SPA advances the ELA/Literacy achievement levels of students by: Providing a comprehensive ELA/Literacy education program for grades TK-8, through integrated thematic units of study;

- Providing on line support programs, such as, IXL;
- Providing additional instructional minutes over the state recommendation;
- Providing extensive and multi-year professional development in ELA/Literacy instruction;
- Allocating funding to support professional development, materials, and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the State Standards in ELA/Literacy.

The intensive writing program, taught throughout the curriculum, may utilize the Step Up to Writing Program to focus on the State Standards in Writing and Language.

Mathematics

Instruction in Mathematics concentrates on solving problems; developing abstract, analytic thinking skills, learning how to deal effectively and comfortably with variables and equations, and using mathematical notation effectively to model situations.

- SPA advances the mathematic achievement levels of students by: Providing a comprehensive mathematics education program for grades TK-8, through textbook adoption and supplemental texts such as: JUMP Math;
- Providing online support programs, such as, the IXL, which is used to help students acquire and develop problem-solving skills in mathematics;
- Providing additional instructional minutes over the state recommendation;
- Providing extensive and multi-year professional development in mathematics instruction that addresses State Standards in Mathematics;
- Allocating funding to support professional development, materials, and equipment; and
- Developing measurement tools for students and staff to assess progress in meeting the State Standards in Mathematics.

Science

- Science instruction at SPA will be designed to provide knowledge of living and non-living things, their relationships to humans, and their effect upon the environment. It also provides students with an awareness of the world around them and the world's effect upon them as well as their effect upon the world. The curriculum will be comprised of Disciplinary Core Ideas (DCI): Life Sciences, Earth and Space Sciences, and Physical Sciences. SPA staff will develop, coordinate, and provide instruction in a science curriculum that incorporates experimentation, habits, and skills that scientists and engineers use day in and day out. The curriculum will be aligned to the Next Generation Science Standards for investigation and experimentation, and is designed to develop all of the following: Providing a comprehensive science education program for grades TK-8 that includes hands-on, real-world application;
- Understanding of basic scientific facts, investigation, and principles;
- Relevance of science, technology, engineering and mathematics to everyday life;
- Interests and life experiences of students or be connected to societal or personal concerns that require scientific or technological knowledge; and
- Analytical and intellectual skills to increase levels of depth and sophistication.

History/Social Studies

History/Social Studies consists of an overview of world geography and emphasizes the cause and effect relationships between diverse groups. History is studied to give students an understanding of the experiences and contributions of various ethnic groups and cultures. As part of the curriculum, students may participate in specialized field trips.

Technology

Each classroom will have access to state-of-the-art technology to enhance and support instruction. Staff will have access to a computer in conjunction with multi-media instructional programs. All students will produce multi-media presentations. When working on research-based projects, students may utilize laptops or similar devices. Students will be taught keyboarding skills that are necessary to access and participate in state mandated assessments for the State Standards. Examples of technology used include desktop and laptop computers, tablets, document cameras, LCD projector, and various software. All audio-visual materials shown by the teachers will be "G" rated or Administration approved.

Music/Art/Drama

Teachers will provide general musical instruction and facilitate the development of appreciation and understanding of concepts. Monthly patriotic and traditional songs will be learned and sung at weekly schoolwide assemblies. Opportunities for drama experience will be provided in each classroom and students may participate in a grade level school performance.

Art lessons will be designed to help students understand the nature of art with emphasis on color, design, art principles, and art appreciation. Creative expression is encouraged throughout instruction.

Physical Education

In the TK through primary grades, physical education programs will include basic movement skills performed with and without the use of equipment. At the elementary and junior high level, a variety of activities will be used to improve physical strength, health, and endurance. Activities will be selected with the goal of developing each student physically, emotionally, and mentally. Students participate in activities throughout the year that develop skills in agility, flexibility, upper body strength, and cardio-vascular endurance. At the same time, cooperation, team-building, collaboration and communication skills are fostered through physical activity and sports. Each spring, skills will be tested as part of the state's Physical Fitness Test (PFT) in grades five (5) and eight (8). These skills include: one mile jog, curl ups, right angle push-ups, trunk lift, shoulder stretch, and sit-and-reach. While only fifth and eighth grade are reported, all students will document their personal best results in each of these areas.

Materials

SPA will utilize curricular materials for the core content areas that will be selected based on an analysis of their alignment with the State Standards, the available assessment and universal access resources that accompany each program, and their fit with the school's instructional philosophy of an academically rigorous, Multiple Intelligences infused curriculum.

A collaborative curriculum committee will engage in a thorough and timely curriculum review process and will make recommendations to the Board regarding curriculum purchases. Transitional kindergarten will follow a modified (kindergarten) curriculum for core academic content that is age and developmentally appropriate.

Operations, Projected Enrollment, and Instructional Minutes

Operations

- The term of this five-year charter will be July 1, 2017 - June 30, 2022.
- Grade level configuration for 2017-2018 through 2021-2022 school years is currently projected to be TK-8.
- Executive Director’s cell phone number is 951-473-5370.
- School year calendars and bell schedules will be developed annually and submitted to the board for approval.
- The website will be www.sycamoreprep.org.

Projected Enrollment

The Chino Valley parent community has been highly visible in their support and desire to have public school choice for their children. The Ronald Reagan Charter School Alliance is an exceptionally reputable, established and well-organized non-profit agency in a position to assist the community with their desire for an independently operated public charter school. This partnership is especially unique in that the Executive Director of RRCSA is from the Chino Valley, having gone through the CVUSD system from first grade through high school graduation.

SPA’s projected, site-based enrollment for the 2017-2018 school year is 800 total students. SPA’s program will also be designed to allow for growth should the community interest increase. SPA may alter its class sizes as necessary to accommodate its educational program, parent demand, or fiscal needs.

2017-2018 Projections

	TK	K	1	2	3	4	5	6	7	8	Total
Students	20	66	88	88	88	90	90	90	90	90	800
Teachers	1	3	4	4	4	3	3	3	3	3	31

The chart shown above is a projection and in no way intended to limit the school from appropriate, manageable growth.

School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Enrollment	800	800	800	800	800

The chart shown above is a projection and in no way intended to limit the school from growth as deemed appropriate and manageable by RRCSA.

Instructional Minutes

In California, there are both required and recommended actions regarding courses of study and the instructional time needed to deliver them to elementary and secondary students. In the absence of either the Education Code or a recommendation from the State Board of Education (SBE) and the California Department of Education (CDE), external recommendations from national subject-area associations are available as guidelines.

The law does not require a specific number of minutes of English Language Development for English Learners (EL) in charter schools. SPA will have the discretion to determine the amount of time appropriate for students at different English language proficiency levels. EL instruction will be embedded throughout the instructional program.

SPA students will receive, at a minimum, the number of instructional minutes for the school year as required by Education Code Section 47612.5, as may be amended by the Legislature. To expand the opportunities for all students and to lessen the impact of pullout time for specialized learning situations, SPA will extend the school's instructional day.

Projected Master Calendar

A draft of the school master calendar and bell schedule can be found attached. The Governing Board will determine the school calendar and take action to approve a calendar during a general session each year. Stakeholders will be invited to provide input during through the annual survey and during the public comments time of the general meeting of the Governing Board.

Professional Learning Community (PLC) Meetings, training, workshops, in-service, and professional development may take place on minimum days.

Components of the Daily Schedule

Agenda: Each student in grades 1-8 at SPA has an agenda that may be utilized to:

- Assist students in developing personal responsibility and accountability;
- Record homework assignment descriptions and due dates;
- Outline project descriptions and due dates; and
- Provide communication between teachers and parents regarding student progress, concerns, etc.

Students are provided class time each day to record all information as described above.

College Prep: This targeted intervention program takes place during the school day. Each teacher in grades 3-8 utilizes statewide, standardized assessment data, including teacher-created assessments, to create flexible groups from student assessment results. The instruction provided to these small groups during the regular instructional day targets specific ELA/Literacy areas, such as Reading Informational Text or Language. Administration determines which teachers are best suited for each student group based on a number of factors, including, but not limited to, teacher data on statewide standardized assessments and proficiency in particular areas of instruction. As students' progress in their performance of the targeted content areas, they move within the flexible groups to a higher performing group. Students who struggle to meet grade level expectations move within the flexible groups to receive a more "individualized" approach.

Power Lab: A before and/or after-school intervention will be designed for students in state testing grades who are nearly meeting grade level standards in ELA/Literacy and/or Mathematics, or are in danger of slipping below grade level proficiency in these areas. Teachers facilitating this intervention communicate with each student's classroom teacher to determine progress made in the subject area(s) for which they are receiving intervention. Student progress in the subject area is monitored frequently.

World Language: World Language is a key component to the uniqueness of our instructional program. SPA understands the necessity of world language acquisition to position students for 21st century career success and prepares students to be globally competent. Languages taught by World Language Instructors may include Chinese, French, Italian, and German.

Service Learning: Service Learning activities and projects will be incorporated within our state standards-based instructional program, promoting application of knowledge to the global community.

Technology Instruction: Technology Instruction includes typing, Internet-based research, Internet safety and etiquette, computer program instruction (Word, PowerPoint, email, etc.), Students will learn to present information using a multi-media format. Students will learn to complete homework, as well as formative and summative assessments, online.

Visual and Performing Arts (VAPA): Visual and Performing Arts are incorporated throughout the SPA academic program. VAPA includes Art Appreciation (such as "Art Masters" or a similar program), participation in school performances, dance, choir, band, music, and drama to aid in students' development of aesthetic appreciation and the skills of creative expression.

Science, Technology, Engineering, Arts, and Mathematics (STEAM): SPA will focus on Science, Technology, Engineering, Arts, and Mathematics as an integrated unit. The skills and knowledge in each of these disciplines are essential for students' academic success as these fields are deeply interdependent in the real world and in how students learn most efficiently. STEAM is both an interdisciplinary and applied approach that is coupled with hands-on, problem-based teaming.

Science Lab: For science to be taught properly and affectively, labs will be integral part of SPA's science curriculum for grades TK-8. Students will be provided supplemental instruction with a priority on making observations and gathering evidence for developing a deep understanding of the science content. In addition, students will be taught how to understand the nature of science, the attitudes of science, and the skills for scientific reasoning.

Addressing the Needs of all Students

SPA strongly believes that when teachers and parents collaborate to address unique student needs and barriers preventing academic success, students succeed. Teachers will meet with other teachers frequently to compare their student data, discuss student performance and concerns, instructional strategies, interventions, and enrichment techniques.

SPA serves all students, including those determined to be at-risk of not meeting grade level proficiency standards. SPA identifies at-risk students based on standardized tests and classroom assessments. There will be targeted intervention by teachers who have proven instructionally strong in these designated areas. Students performing above grade level standards will be given the opportunity to

participate in studies that challenge and address their strengths. Enrichment field trips may be provided to all students at various times throughout the year.

Students At-Risk of Low Achievement

- SPA will analyze the following data to identify at-risk students in accordance with our educational philosophy/mission: Students scoring below grade level on the CAASPP in any one subtest score in ELA/Literacy and/or Mathematics;
- Students who are at least one year below grade level in the areas of reading, writing, and mathematics as identified by interim assessments; and
- Students recommended for academic intervention based on report card grades indicating performance below grade level.

SPA will use diagnostic assessments in reading, writing, and mathematics to help identify struggling students within the first eight (8) weeks of school.

Expanded Learning Experiences for Academically Low Achieving Students

SPA believes in an inclusion model of instruction. All students, including academically low achieving students, will be provided grade level standards-based instruction within the regular classroom with the regular classroom teacher. Education Specialists will work collaboratively with the regular classroom teachers to individualize and address students learning needs. SPA's state testing scores and rankings prove that this is a successful model. Below is a list of ways SPA will provide comprehensive and expanded learning experiences for students.

Comprehensive Learning Experiences Offered to All Students

- Theory of Multiple Intelligences will be the basis for instruction in all core academic areas:
 - ELA/Literacy
 - Mathematics
 - Science
 - History/Social Studies
- Expository materials will be used to teach reading through informational text.
- Each classroom will be embedded with state-of-the-art technology to enhance and support instruction.
- College Prep: Intervention/ Enrichment program will provide targeted instruction in ELA/ Literacy to all students in state testing grades during the school day.
- Power Lab: This before and/or after-school intervention will be designed for students in state testing grades who are nearly meeting grade level standards in ELA/Literacy and/or Mathematics, or are in danger of slipping below grade level proficiency in these areas.
- Teachers will implement standards-based lessons to meet the needs of <all students. This includes checking for understanding and guided practice, which allows teachers to quickly identify the students that need more support.
- Teachers will use innovative instructional strategies to differentiate instruction for all learners.
- English Learners will receive Specially Designed Academic Instruction in English (SDALE) targeted at their English proficiency level within the classroom.
- Students at all ability levels will be taught using G.A.T.E. strategies.

- Visible Learning strategies will be incorporated into lesson design providing students at all ability levels to be challenged.
- *Action Service Plans* will be implemented for all students that are in danger of becoming or have been designated as low achieving students.

Expanded Learning Experiences Offered to All Students

- Students will participate in Physical Education that is taught by a credentialed Physical Education teacher.
- Students will receive World Language instruction.
- Service learning activities will be incorporated into instruction for students.
- Students will have access to technology on a daily basis.
- Students in designated grade levels will participate in S.T.E.A.M. activities.
- Students will receive supplemental science instruction in a Science Lab.
- Visual and Performing Arts will be incorporated throughout the academic program. Students will have the opportunity to participate in music, art, and drama.
- Instructional lessons will be taught beyond the walls of the classroom using Theory of Multiple Intelligences.

Comprehensive Learning Experiences for At-Risk & Low-Achieving Students

- *Action Service Plans* will be used to inform parents that their child is falling below academic expectations (see below). Teachers and parents will use this as a way to monitor growth and find strategies that will assist in achieving grade level mastery on all standards and state mandated assessments.
- SPA will provide additional assistance for academically low achieving students in state testing grades through the free before and/or after school intervention program, Power Lab.
- Teachers may recommend any student that is struggling academically or socially for the Student Study Team (SST) process. This includes students on an *Action Service Plan* that is unsuccessful. The team will identify the student's strengths and weaknesses, and develop a "Success Plan" during the Student Success Team meeting.

Action Service Plans

SPA will use the *Action Service Plan* to inform parents/guardians by the eighth week of school, or anytime during the school year, that their child's work is falling below academic expectations and is now considered at-risk, which could result in retention. Those students identified as academically low achieving will be targeted for additional academic support. Through the *Academic Strategic Success Plan*, teachers will collaborate with parents each trimester (at least) on targeted strategies and interventions that may be helpful to ensure the at-risk student is meeting grade level standards. The parents/guardians, teacher, and student (as determined by teacher) will be required to attend collaborative meetings in order to set goals and objectives.

Data will be gathered through frequent interim assessments performed in the core subject areas. Teachers will have tools to track all of their students and ensure they are making sufficient progress. The *Action Service Plan* will be updated to identify if interventions have been successful or if additional intervention is necessary.

If a student is deemed as making adequate progress, the student will continue to be monitored to ensure academic success. If the student does not make adequate progress, further remediation /intervention will be considered, including, but not limited to, retention, and/or a psychoeducational assessment.

Intervention

Despite the amount of individualization built into the SPA curriculum, some students need additional attention and/or services. As indicated previously, Power Lab, a free remedial before and/ or after school intervention, will be offered to students in state testing grades. Although optional, student's participation is strongly encouraged. College Prep is a targeted, standards-based intervention/ enrichment preparation program for students in state testing grades that will take place during the school day.

Students not in state testing grades will participate in small group, targeted instruction during the school day. Students in these grades requiring intervention can also be placed on an Action Service Plan, entailing a number of possible interventions based on student need.

If further intervention is needed, a pre-referral process will be utilized. The pre-referral process will identify interventions the classroom teacher has previously attempted, along with the outcomes. Referrals may lead to a Student Success Team (see section below) meeting between appropriate staff and parents, where documented academic, behavioral, and/or attendance concerns will be addressed and strategies will be developed for interventions. Through a collaborative effort, administrators, teachers, as well as special education specialists, will meet to identify students who require individualized assistance in academic and/ or non-academic areas.

Student progress and the effectiveness of modifications and/or interventions will be monitored by utilizing performance data software, teacher observations, and collaboration between all involved staff. Professional Learning Communities (PLC) will exist to develop strategies for student achievement and discuss ways to meet the needs of all students. Prior to students being referred to the Student Success Team (SST), teachers will meet as a grade level to confer about student concerns and potential classroom accommodations and/or modifications.

Student Success Team (SST)

If a student is struggling either academically or socially, the classroom teacher will implement intervention strategies to remediate the problem. When further measures are required, the teacher or parent will request a Student Success Team meeting. The team will include the parents, classroom teacher, an administrator or designee, the Student Success Team Coordinator, special education specialist, nurse (if staffed and participation is appropriate), school psychologist, and student, as deemed appropriate. The team will identify the student's strengths and weaknesses, and then develop a "Success Plan." Often, the plan will include a follow-up meeting. Students who need psychoeducational testing may be referred through the Student Success Team.

Examples of a Success Plan may include modifications of classroom work and assessments and/or further formal testing. Student Success Teams will revisit student progress and implementation of modifications to determine their effectiveness. With the completion of formal psychoeducational testing, recommendations for placement in special programs and/ or referrals to other support

personnel will be made, if necessary. Servicing may include push-in (full inclusion), pullout, and/or ongoing consultation.

The graphic on the following page detail the Student Success Team (SST) referral process at SPA.

Socioeconomically Disadvantaged Students

- SPA will address the unique needs of socioeconomically disadvantaged students in a sensitive and confidential way. SPA will: Offer the National School Lunch Program (Pending Approval);
- Supply gently-used uniforms;
- Give diagnostic assessments as early as possible, such as the Basic Phonics Skills Test (BPST), to determine reading readiness and performance levels for assigning students for appropriate interventions;
- Provide equal access to all activities; Provide free intervention programs (Power Lab) before and/ or after school to address academic concerns of students who are in danger of slipping below grade level standards; Utilize Academic Strategic Success Plans (see Appendices for Academic Strategic Success Plan) for students who are considered at-risk of not meeting grade level standards;
- Direct parents to resources and additional information, as needed;
- Guide each student toward personal academic goal development and how to attain those goals;
- Offer Parent Collegiate Days to provide families with strategies and support to enhance their child's academic and social-emotional growth;
- Provide free field trips that will allow every child to attend; and
- Give referrals to parents for outside agencies that will provide counseling services as needed. Parents will be responsible for such services unless the student is receiving Special Education services and meets the requirement for counseling services through the SELPA.

Schoolwide Services

SPA believes healthy choices support the physical, social, and emotional needs of each student, and programs will be in place to address these areas. Programs that support physical vigor will include: Physical Education, parent- supervised lunch-time options and after school athletic choices.

Support services will also be available to all students. The pre-referral process will specify interventions the classroom teacher has previously attempted, along with the outcomes. Referrals may lead to an SST meeting between appropriate staff, parents and when appropriate, the student, where documented behavioral, attendance, academic, and/ or social-emotional concerns will be addressed and strategies developed for interventions. Through a collaborative effort, administrators, teachers, and the student will meet to identify students who require individualized assistance, modifications or intervention in academic and/ or non-academic areas. Student Study Teams will revisit student progress and implementation of modifications to determine their effectiveness.

Power Lab will be offered free of charge before and/or after school for students who are in danger of slipping below grade level standards. Student progress and effectiveness of modifications will be monitored utilizing performance data software, teacher observations, and collaboration between the support staff. PLC's exist to develop strategies for student achievement and discuss ways to meet the needs of all students. Usually prior to students being referred to the SST, teachers will meet at grade

level to confer about student concerns and potential classroom accommodations and/ or modifications. Collaboration and teamwork among staff, particularly during the SST process will ensure that all students' needs are addressed and met. Should a student require psychoeducational testing, recommendations for placement in special programs, support services and/or referrals to other support personnel will be made in compliance with law. Services may include pullout, inclusion programs, and/ or ongoing consultation as determined by the IEP or 504 team.

Student Study Team Referral Process
Language Assessment Team Referral Process

TEACHER INTERVENTION: Hold an informal SST/LAT meeting with your team. Discuss classroom intervention and determine appropriate evidence and documentation of your concerns to be collected. Refer for vision and/or hearing screening if deemed appropriate. Document interventions and results of interventions in the student's Learning Record for not less than thirty (30) days.

PARENT/TEACHER/STUDENT CONFERENCE: Together, create an Action Service Plan to be implemented to address the concerns. Review S.C.O.R.E. goals and edit if needed to align with Action Service Plan and Expected School-wide Learning Results. Monitor and document progress for not less than thirty (30) days.

ACTION SERVICE PLAN: After 30-45 days of multiple interventions with documentation and/or evidence of outcomes, hold an informal SST/LAT meeting with your team to assess progress and determine next steps.

INTERVENTIONS ARE SUCCESSFUL:
Continue interventions that are needed, end interventions that are no longer necessary and continue to monitor progress.

INTERVENTIONS ARE NOT SUCCESSFUL: Team determines if:
a. changes to ASP are appropriate, or
b. additional resources are needed (if "b", see below)

PROCEED WITH FORMAL SST:

1. Complete Referral Form.
2. Submit all documentation to the Support Services Coordinator.
3. Send Developmental/Health History form home.
4. Continue to implement any successful interventions.
5. Continue to collect evidence and document outcomes in the students Learning Record.
6. 10 days prior to the scheduled meeting, submit all documentation to the Support Services Coordinator.

DURING THE FORMAL SST:

The team will determine:

1. Appropriate extended services and request referrals (i.e. Victor Community, H.O.P.E, C.A.R.E.S., Parent Project, etc.).
2. Create a new Action Service Plan if appropriate.
3. Refer to Special Education team or 504 team if appropriate.

English Learners (EL)

SPA will comply with all applicable federal and state legal requirements regarding English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and state standardized testing requirements. SPA will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents. Additionally, SPA will meet all requirements of applicable federal and state law relative to equal access to the curriculum for EL students.

Identification

Students are initially identified based on the Home Language Survey (HLS) and then assessed with the state adopted the English Language Proficiency Assessment for California--Initial Identification Assessment (ELPAC-IIA). The ELPAC-IIA is a shorter and more targeted assessment than the previous CELDT assessment, resulting in a faster turn-around of test results and ability to determine placement in to the program. If a student is determined not to be an English Learner according to the ELPAC-IIA, the student will be designated as an English Only student or Initially Fluent English Proficiency (IFEP). This determination has not yet been made by the State and therefore, SPA reserves the right to adjust the procedure according to CDE direction.

Once a student is determined to be an English Learner according to the ELPAC-IIA, the English Language Proficiency Assessment for California (ELPAC) will be administered annually.

At this time, the ELPAC levels are expected to be; Emerging, Expanding and Bridging. No longer will students be scored as Levels 1-5.

ELD Program

All English Language Learners have access to all programs, services and resources described in this document. In addition, SPA provides an English Language Learner support program that includes English Language Development to ensure a smooth, successful transition into academic English courses. Knowledge and skills in English language development for English Language Learners is integrated into the daily instructional delivery of all core and non-core classes.

Listening and Speaking:

- Students learn to identify the major elements in passages; they practice retelling by identifying characters, setting and major events.
- Students use vocabulary introduced in reading and writing for oral communication.
- Students understand chronological organization by discovering the following: who, what, when, where, and how. This elicits understanding of basic concepts through connection with real life experiences.

Systematic Vocabulary Building:

- Students learn specific categories of words and progress towards understanding the relationship between structural features of words and word meaning.
- Students use the dictionary with ease and use context to gain the meaning of unfamiliar words.

Reading Comprehension and Fluency:

- Students read assigned texts and self-selected materials with ease and use scanning skills.
- Students analyze, synthesize and evaluate material read.

Academic English:

- Students master the language of literacy in texts, tests, and formal writing.
- Students understand and use more difficult, abstract, specialized and technical words by developing stronger background knowledge of subject matter.

Academic language is continuously developed and explicitly taught as its own area of study and within all subject areas. It is taught and developed in specialized ELD instruction, through English language arts team-teaching, and in specialized groupings and curriculum throughout the regular instructional day. SPA provides newcomers, at any time of the school year, with additional support that includes one or more of the following: before and/or after school tutoring, small group instruction, inclusion, one-to-one training and additional extended learning opportunities.

Qualified Cross-cultural Language and Academic Development (CLAD) teachers provide English Language Development instruction. Instructional delivery techniques emphasize the use of Specially Designed Academic Instruction in English (SDAIE), sheltered content instruction, and acceleration in academic literacy. SDAIE strategies are presented as appropriate for all students, not just second language learners, as they strive to develop both basic and advanced literacy levels. The strategies include:

- Assessment of background knowledge (point of view)
- Effective use of contextual clues
- Simplifying input
- Use of visuals and realia
- Checking frequently for understanding
- Designing appropriate lessons
- Planning student-centered lessons
- Summative and formative assessment
- Authentic project based assessment

Academic English acquisition calls for the development of a more advanced level of literacy so that students may achieve deep learning of the more complex knowledge and skills embedded in and defined by grade level content standards. Strategies will include:

- Scaffolding—Teachers observe their students and gradually make them accountable for their own thinking by modeling, demonstrating, bridging, contextualizing abstract concepts, building

schema, developing metacognition and self-monitoring, re-reading text and presenting material in a variety of ways.

- Complex reading—Teachers help students practice advanced vocabulary, choral reading, tutorial reading, classroom community reading and independent reading of advanced material.
- Complex writing—Teachers help students practice and apply academic language proficiency through writing of topical draft, special-interest writing, writing with a scribe, quick writing, essay writing, process writing, and academic journals.

Reclassification

Students must show evidence of being fully English proficient by achieving academically at or above grade level, with modifications for special education students, having met grade-level standards in all content areas on at least one standards-based exam and meeting or exceeding grade level expectations on a writing sample. Absent the final determination of ELPAC, it is noted that the student must score appropriately on the ELPAC assessment in addition to the aforementioned criteria for reclassification. The reclassification process involves the student’s teacher, the English Language Development (ELD) teacher or TOSA, the Principal or designee, and the parents. When students meet the criteria for reclassification their progress is monitored for two years. During this time teachers document and review the student’s achievement at each trimester during the school year. If a student falls below grade level he/she is referred to a Language Assessment Team (LAT) and a decision is made to possibly reverse the reclassification and re-enter the student into the English Language Development program. When a student successfully completes two years of monitoring he/she is exited from the English Language Development program.

Plan for Special Education

Effective beginning with the 2015-2016 school year and pursuant to Education Code section 47641(a), SASCA provided LEUSD written assurances of its ability and capacity to participate as a local educational agency in a special education plan approved by the State Board of Education. As such, SASCA exercised its right to participate as a local educational agency in a special education plan approved by the State Board of Education. SASCA is deemed a local educational agency for the purposes of compliance with federal law (specifically, IDEIA.) and for eligibility for federal and state special education funds and is currently a member in good standing of the El Dorado County Charter SELPA. As a condition for opening SPA for the 2017-2018 school year, RRCSA will provide CVUSD with written confirmation of SPA’s acceptance to the El Dorado County Charter SELPA.

General Assurances

SPA shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act of 1992 (“ADA”), and the Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.* “IDEA”).

For the purposes of providing special education services under IDEIA, charter schools must be a member of a Special Education Local Planning Area (SELPA). California law provides charter schools with two options for doing so:

- Operate as a “school within the district” for purposes of special education.

- Act as a local education agency (LEA) and join a SELPA independently of the charter’s authorizer.

The following provisions govern the application of special education to SPA students:

- A. It is understood that all children will have access to SPA and no student shall be denied admission based solely on disability status.
- B. Pursuant to Education Code Section 47640 *et seq.*, SPA will operate as a charter school that is its own LEA and responsible for complying with all provisions of the IDEIA and implementing regulations as they relate to local educational agencies. As such, SPA shall participate in an approved special education local plan (SELPA) that is consistent with subdivision (a), (b), or (c) of Education Code section 56195.1 and shall be deemed a local educational agency (“LEA”) that is responsible for complying with all provisions of the IDEIA and implementing regulations as they relate to local educational agencies.
- C. SPA will participate as a local educational agency for the purpose of Special Education. Should SPA choose to change SELPAs, SPA will provide the District with proof of acceptance to another State Board of Education approved SELPA that is consistent with subdivision (a), (b), or (c) of Education Code Section 56195.1 at least one month prior to the proposed effective date of the change.

Indemnification

Because SPA shall operate as its own LEA for the purposes of special education, the District shall have no responsibility for the coordination or provision of special education services to SPA students, regardless of the school district of residence of students, and SPA shall be exclusively responsible for the coordination and provision of special education services to SPA students and for any and all other obligations of a school or school district relative to services for students with special needs, including identification of such students. SPA’s insurance and indemnification obligations pursuant to this Charter, specifically including all requirements to provide insurance coverage for the District and District personnel and/or to indemnify, defend, and hold harmless the District and all the “Indemnitees” as identified in the Indemnification section of this Charter, below, shall extend with full force and effect to any and all matters in any way related to or arising from compliance with the IDEIA, Section 504, the ADA, and the provision of services to students with special needs and access to the Charter School and its facilities.

Services

1. SPA shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). At all times, SPA shall comply with all state and federal laws related to the identification of students with special needs and the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.
2. *Identification and Referral:* SPA understands that all children with disabilities residing in the community, including children with disabilities who are homeless or are wards of the court and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services must be identified, located and evaluated. SPA personnel will actively seek out children in need of special education and related services in compliance with Child Find including, but not limited to, careful analysis of all student files and data, parent and family communications and community notices.

3. *Individualized Education Plan*: An Individualized Education Program (IEP) will be developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. A review of each IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.
4. *Eligibility and Placement*: Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include all required representatives.
5. *Educational Services and Programs*: To the extent that the agreed upon IEP requires special education or related services, SPA shall provide and/or arrange for such services. To the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.
6. SPA may request related services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) from its SELPA, subject to SELPA approval and availability. SPA may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors. In no event shall it be the District's responsibility to provide such services, though SPA and the District may, at their discretion, enter into a written contract separate from this Charter and for separate consideration, to have SPA purchase services from the District in the manner described in any such written contract.

Parent Concerns

1. Children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process. SPA shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to SPA. SPA shall respond to and address the parent/guardian concerns.
2. *Complaints*: SPA shall address/respond to/investigate all complaints regarding all special education services at SPA.
3. *Due Process Hearings*: SPA may initiate a due process hearing on behalf of a student enrolled in SPA as is legally necessary to meet a school agency's responsibilities under Federal and State law.

Funding

SPA will participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.

Professional Development for SPA Staff

The Principal, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal Special Education laws, including those sponsored by the El Dorado County Charter SELPA. SPA also intends to seek professional development opportunities for staff through trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Reporting

SPA, in collaboration with SELPA, will collect and maintain the following information on disabled students as required by IDEIA:

- A calculation of all school-age students with disabilities being provided Special Education services by age, grade, category of disability, and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from State assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and "out of school," organized by disability and length of suspensions; and
- The basis of exit from SPA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of SPA's Principal, or designee. The Principal, or designee, will ensure that a central file with all Special Education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The Principal, or designee, will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents/guardians of a student with an IEP at SPA must give written consent for the evaluation and placement of their child, be included in the decision-making process when there is a change in placement under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five (5) days, after which a meeting between the parents/guardians and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parents/guardians with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. SPA will utilize the Notice of Procedural Safeguards used by the El Dorado County Charter SELPA.

Due Process Hearings

SPA may initiate a due process hearing or request for mediation with respect to an enrolled student. In the event that the parents/guardians file for a due process hearing, or request mediation, SPA will work to defend the case. In the event that it is determined that legal representation is needed, SPA will be represented by legal counsel of its choosing. SPA understands that it has sole discretion to settle any matter in mediation or due process. SPA will also have sole discretion to file an appeal from a due process hearing or take other legal action involving any SPA student necessary to protect its rights. As an LEA member of the El Dorado County Charter SELPA, SPA acts as an autonomous LEA with all of the legal rights and responsibilities as they relate to SELPA membership, representation, participation, and adherence to applicable laws and SELPA policy.

Section 504 of the Rehabilitation Act

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

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

- The 504 team may also consider the following information in its evaluation:
 - Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
 - Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
 - Tests and other evaluation materials will be administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than rejecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by SPA's professional staff. The 504 Plan will describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

"The measurable pupil outcomes identified for use by the charter school, 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school "Education Code §47605(b)(5)(B).

A. Overview

- SPA will be proactive in systematically tracking student progress towards reaching and surpassing state proficiency standards for all students. This will include the following targeted populations: Hispanic or Latino, Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, and foster youths. In addition to state mandated assessments, SPA will regularly administer internal assessments. This internal documentation includes, but is not limited to, diagnostic assessments and tools to measure students' academic progress, such as: Basic Phonic Skills Test (BPST) for grades TK-3;
- Curriculum -embedded diagnostic and benchmark assessments;
- Multiple Intelligences assessments and projects;
- CAASPP Interim Assessments;
- Writing prompts;
- Academic Strategic Success Plan;
- Graphs of performance (in reading, physical fitness, etc.); and
- Rubrics (staff, student, or collaboratively generated); and other methods with which students may assess progress.

SPA will engage in a rigorous focus on achievement standards in all academic areas. The paramount objective is to develop self-motivated, competent, and lifelong learners. To do this, students need to be able to assess and evaluate their own learning. Therefore, SPA students will be encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement. In doing so, students will monitor their academic growth and will be encouraged to further their success through the administered assessments. Teachers and students working collaboratively in developing rubrics will be one way to further this process.

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum, which is aligned to the State Standards. The Standards comprise three main sections: a comprehensive K-5 section and two content area-specific sections for grades 6-8, one for ELA/Literacy (ELA) and one for History/Social Studies, Science, and Technical Subjects.

The curriculum will evolve incrementally as the school refines its student outcomes and adjusts to any changes in the State Standards that may become applicable to charter schools.

SPA will meet statewide standards and conduct required state mandated student assessments as required by Education Code Section 47605(c). SPA will meet the State Standards performance goals by

working as a Professional Learning Community to ensure that all students meet or exceed grade level proficiency in the core academic areas.

Schoolwide Measurable Outcomes

SPA is committed to continued growth for all students toward mastery of the State Standards, with a special emphasis on increasing mastery for low-performing students and those in targeted subgroups. As such, SPA will maintain a growth pattern schoolwide and for numerically significant student subgroups that places its achievement outcomes on state tests at least equal to those of the schools of residence for attending students.

ELA/ Literacy:

Goal—On average, SPA students will achieve at least equal to the academic performance of the comparison public schools.

Mathematics:

Goal—On average, SPA students will achieve at least equal to the academic performance of the comparison public schools.

Subject-matter outcomes will be revised to align with state accountability measures as they are finalized, establishing a baseline in 2017-18, and increasing each year thereafter for schoolwide and in all significant student subgroups as indicated in the LCAP.

Science:

Goal—On average, SPA students will achieve at least equal to the academic performance of the comparison public schools.

Physical Fitness:

Goal—On average, SPA students will achieve at least equal to the physical fitness performance of the comparison public schools.

Attendance:

Goal—To maintain average daily student attendance at 95% or higher.

English Learners

A solid understanding of the relationships between English sounds and letters -the relationships between the spoken and written language - is the focus for teachers working with English Learners (EL). These are the first concepts developed through the recognition and production of English sounds. Teachers will use both the English Language Development (ELD) and the ELA/Literacy Standards to ensure English Learners develop proficiency in Reading for Literature, Reading for Informational Text, Reading for Foundational Skills, Writing, Speaking and Listening, and Language.

SPA staff will provide a robust and comprehensive instructional program for EL students.

- Measurable Pupil Outcomes: At SPA, our goals include the following: At least 50% of all EL students will meet the minimum requirements aligned to the proficiency level descriptors, to gain proficiency in a range of rigorous academic English language skills.
- Maintain a lower achievement gap between the average of all students and those who are English Learners in the area of ELA/Literacy, as compared to district counterparts (This goal may be adjusted based on state mandated assessments performance levels and/or mandated requirements).
- Maintain a lower achievement gap between the average of all students and those who are English Learners in the area of Mathematics, as compared to district counterparts (This goal may be adjusted based on state mandated assessments performance levels and/or mandated requirements).
- SPA's plan to address EL students that have not made adequate progress is as follows: Intensive intervention program, including Power Lab (targeting ELA/Literacy) and College Prep (targeting specific reporting strands in ELA/Literacy during small-group instruction), which includes frequent progress monitoring and opportunities for acceleration.
- Utilization of directed, structured, and research-based instruction utilizing programs such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration.
- Structured, targeted, and rigorous standards-based instruction integrating the Theory of Multiple Intelligences which centers on students' learning strengths.
- LAT process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness.
- The form of intervention varies with the student's English language development test level, age, and/ or grade level.

Outcomes that Align with the Eight State Priorities

SPA has clearly defined schoolwide goals in compliance with California Education Code sections 47605(b)(S)(B) and 52060(d). As mentioned below, "all students" include Students with Disabilities, numerically significant student subgroups, English Learners, Foster Youth, etc., as applicable to SPA pursuant to Education Code Section 47607(a)(3)(B).

SPA will pursue the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and/or federal standards (including Common Core) and reflect proficiency measures required by the selected assessments, as well as applicable state priorities detailed in California Education Code 52060(d) that apply for grade levels served, or the nature of the program operated, by SPA. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be identified as one that meets both the following criteria from California Education Code 47607(a)(3)(B):

The subgroup consists of at least thirty (30) pupils each of whom has a valid test score.

For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least fifteen (15) pupils (Ed. Code 52052(a)(3)).

The following charts delineate SPA's schoolwide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by SPA and methods for measuring progress, all aligned with the state's priorities defined in California Education Code 52060(d). As the state finalizes new school performance measures (e.g., CAASPP), and finalizes/updates the format for the LCAP as applicable to charter schools, SPA will ensure that it creates and updates its plans and goals accordingly. Actions intended to ensure that SPA meets these goals and targets are delineated throughout this charter petition. See the following charts for suggested school actions, their corresponding assessments and the personnel responsible for their implementation.

Achievement Goal #1: Basic Services			
<i>SPA teachers are appropriately assigned and credentialed. Every pupil at SPA will have sufficient access to standards-aligned instructional materials. Facilities are maintained in good repair.</i>			
School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Employ teachers with appropriate credentials for their assignments.	Comprehensive hiring and interview process	Fully credentialed staff	Governing Board, Executive Director, Principal
Offer Teacher Induction support	Review the number of staff members who obtained their clear credential each year	The percent of staff members without clear credentials decreases annually	Principal
Provide students with standards-aligned instructional materials	Classroom Observations, Grade Level Materials Inventory	All students will have access to printed and/or digital instructional materials	Administration, Leadership Team
Maintain facilities in compliance with SARC and/or FUA	Facility walk-through and checklist	Clean and safe facilities	Principal, Operations Coordinator

Achievement Goal #2; Implementation of State Standards			
<i>SPA will fully implement CCSS, ensuring that all student have access to quality instruction of the CCSS, ELD, and NGSS.</i>			
School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
EL students will receive ELD support to achieve academic content knowledge as defined by CCSS	Review of ELA assessments	EL students gain content and English language proficiency	Administrative Team, Teachers

Focus development of interdisciplinary, themed curricular units of study	Classroom observations, assessment results	Students demonstrate progress each term toward mastery of CCSS	Administrative Team, Teachers
Provide staff development on ELD standards and ELPAC performance levels	Sign in sheets, training materials	Staff will attend training.	Principal
Increase student access to technology	Technology available to all students throughout the school day.	Random student survey will demonstrate increase in use of	Principal, Operations Coordinator, Teachers
Engage faculty in PLCs, grade level and vertical planning time	Number of PLCs and planning, sign-in sheets for PLCs	Consistent teacher attendance at PLCs, grade level and other planning meetings	Principal, Teachers

Achievement Goal #3 – Parental Involvement

SPA will increase parent involvement, including efforts to see parent input for making decisions for the school, and how the school will promote parent participation

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Provide parent training on topics related to charters, the educational program, CCSS and CAASPP	Sign in sheets, informational materials	Parent participation as measured by sign in sheets	Executive Director, Principal, Teachers
Offer child care and refreshments at parent meetings	Sign in sheets, receipts	Increased parent attendance at meetings	Principal, Staff
Solicit parent feedback through Annual Parent Survey	Survey participation	Majority of parents respond to survey	Principal, Teachers

Achievement Goal #4: Student Achievement

SPA students will demonstrate increased achievement toward mastery of all state standards as evidenced by multiple measures.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Obtain resources to support teaching and learning in the classroom.	Classroom observations, site walk-through, invoices for materials	Students' improved performance on multiple assessments	Administrative Team, Teachers
Consistency in the adherence of high academic standards and expectations	CAASPP, ELPAC, survey feedback	Individual, subgroup and schoolwide goals are achieved	Principal, Teachers
Implement MTSS appropriately and effectively.	Student progress data, support documentation	Designated "at-risk" students show improved performance on multiple measures	Administrative Team, Teachers

Achievement Goal #5: Student Engagement			
<i>SPA will maintain student engagement as measured by attendance rate, participation in events/activities and low truancy rate.</i>			
School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Emphasize the importance of daily attendance to all students	Review ADA rate	ADA rate above 95%	Principal, Attendance Clerk
Ensure stakeholder awareness of attendance policies and impact on academic achievement	Sign in sheets for P.I.E. events, survey, number of SART meetings	Participation at P.I.E. as evidenced on sign-in sheets, survey results, ADA rate of 95% or higher	Principal, Attendance Clerk

Achievement Goal #6: School Climate			
<i>SPA will maintain a positive school climate as measured by a low suspension/expulsion rate, stakeholders feedback on surveys, minimal uniform complaints and other feedback.</i>			
School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Emphasize campus safety to all stakeholders	Monthly practice drills, participation in CA Great Shakeout	Improved response time on monthly drills, feedback from stakeholders on CAGS	Administrative Team
Consistent communication with all stakeholders	Website, Monthly Newsletter, Facebook, Twitter, School	Increase stakeholders opening up email, social media feedback	Administrative Team, Teachers
Stakeholders receive, have access, and understand SPA's suspension and expulsion policy	Handbook acknowledgements on file	Suspension and Expulsion Rate will be less than 2% annually schoolwide and for all subgroups.	Principal, Teachers, staff
Provide professional training in safety, crisis prevention, and behavioral intervention	Agendas, sign in sheets	Participation in trainings, training feedback	Principal, Teachers
Implement the Acceptable Use of Technology	Agreement on file for all students	100% of agreements on file	Principal, Teachers, Office Staff

Achievement Goal #7: Course Access			
<i>All SPA students will have access to a broad course of study including programs that provide for service learning opportunities, enrichment through VAPA and Social Sciences.</i>			
School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
All students will have equitable access to the program and courses outlined within the charter.	Comparison of the schedules of all subgroups.	Participation in various courses will be equitable among various subgroups.	Administrative Team

Additional support for at risk students and students with special needs.	Intervention plans and at risk students' performance	Student attendance at Excellence Academy and subgroup performance across multiple	Principal, Teachers
Access to a variety of non-core courses	A variety of non-core courses, clubs and activities are available to	Rosters and attendance will evidence equity	Principal, Teachers
Provide professional development and PLC time for teachers	Agendas, sign-in sheets, and meeting minutes	Consistent attendance from staff at all meetings	Principal, Teachers

Achievement Goal#8: Student Performance
Students will demonstrate developmentally appropriate mastery of Standards and progress toward achieving individual SCORE goals.

School Action	Method of Assessment	Measurable Outcomes	Person(s) Responsible
Provide all students with appropriate interventions, accommodations and supports to progress toward mastery of CCSS	CAASPP (Grades 3-8) ELPAC data Survey feedback Local assessments	Student achievement results will increase at a rate equivalent to one year's growth or more in	Principal, Teachers
Train all students in the use of technology, basic operations, safety and etiquette.	Local assessment, survey results	All students will demonstrate proficiency in knowledge and use of technology as well as internet safety and etiquette as demonstrated on proficient scores on local	Principal, teachers, Operations Coordinator
Utilize technology to enhance collaboration, communication and problem-solving skills among all stakeholders.	Stakeholder survey results, online assignment completion rate	Online assignment completion rate and average scores will be higher than "traditional" assignments. Participation among stakeholders in online	Principal, teachers, Operations Coordinator

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practical, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card” Education Code §47605(b)(5)(C).

The Charter School affirms that, to the extent practicable, the method for measurable pupil outcomes for the state priorities should be consistent with the way information is reported on a school accountability report card, however SPA reserves the right to provide additional measures to demonstrate progress toward meeting goals.

Assessment Methodology and Philosophy

1. SPA's assessment methods will be based on the following beliefs: Authentic:
Student assessments will be authentic. SPA will use the Backward Design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, pretests will be given, learning outcomes established, and assessments designed before any learning activities are introduced. Teachers will know what specific skills and information they want their students to attain before they can design the learning steps necessary for student achievement.
2. Multiple Measures:
Just as students have multiple intelligences, they also respond differently to different forms of assessments. Therefore, SPA will ensure a variety of assessments (i.e. content-specific tests, observations, projects, standardized tests, classroom discussions, and multiple intelligence presentations) are used to measure student achievement. This multiple measures approach will improve the reliability of assessment data.
3. On-going:
Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers will use formative (specific skills), and summative (overall concepts) assessments as evidence of student achievement. This compilation of student data will be used to drive instruction, confer with parents, and set learning goals within and across grade levels.
4. Informative Assessments:
Assessments will be utilized to inform instruction and intervention. SPA will promote and support reflection and self-evaluation on the part of students, staff, and parents.

Assessment Design

Student performance will be measured through assessment methods directly corresponding to specific achievement targets that have been made apparent to students as part of the instructional program. Teachers will be trained to identify the exact achievement target that is required for each content standard. Identifying the achievement targets for each content standard will allow teachers to determine the most appropriate type of assessment to determine student mastery of a given standard. This method will include such assessments as selected response, essays, performances, and products.

Mandated Assessments

As required by the California Department of Education, students will also participate in the California Assessment of Student Performance and Progress (CAASPP) and all mandated accountability measures.

SPA will conduct all required pupil assessments. SPA firmly believes that the academic program will fully prepare students for success in statewide assessment programs. Additional support structures (i.e., MTSS, before and after-school tutoring, mentoring program, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

SPA's current assessment system is further described in the table below:

Assessment	When Administered	Purpose
Smarter Balanced	Spring	Measure overall program in grades 3-8
California Standards Test (CST) / Next Generation Science Standards (NGSS) Assessment in Science	Spring	Assess student proficiency in Science Standards in grades 5 & 8
California English Language Development Test (ELPAC)	Anticipated – Spring administration for the 2017-18 school year	Assess student English proficiency in reading, writing, listening and speaking, at all grade levels.
California Physical Fitness	Spring	Assess student physical fitness in grades 5 and 7.
CAASPP Interim assessments in ELA/Literacy and Mathematics and/or Local Benchmark	Throughout the year	Assess and monitor students' progress toward meeting State standards.
Local, targeted assessments in various subject areas	Throughout the year	Assess and monitor students' progress toward meeting State

SPA understands that the state mandated assessments system may give parents and students accurate information about whether students are on track to graduate high school ready for college and the workplace. It will provide teachers with resources to tailor instruction to student needs through a digital library of instructional best practices. Notably, educators will be able to easily compare student achievement between schools, districts, and states to ensure that students are making progress.

SPA's academic program will fully prepare students for success, specifically college and career readiness and in these statewide assessment programs. Additional support structures (i.e., before and after-school tutoring, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable settings.

A. Pupil Outcomes

Sycamore Preparatory Academy commits to a rigorous focus on academic standards in all subject areas. SPA's paramount objective will be to develop self-motivated, competent, and lifelong learners. To accomplish this goal, students will need to be able to assess and evaluate their own learning. Throughout SPA's program, students will be encouraged to take a more active and consistent role in evaluating their learning and setting their own goals for achievement. In doing so, students will monitor their academic growth from the results received through administered assessments. Teachers will work collaboratively in developing rubrics to further this process. Students will be expected to meet or exceed the state standards in the following areas as described on the subsequent pages:

SUBJECT	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
<p>ELA/Literacy:</p> <ul style="list-style-type: none"> ● Literature ● Informational Text ● Foundational Skills (K-5) ● Writing ● Speaking and Listening ● Language 	<ul style="list-style-type: none"> ● Read at or above grade level ● Utilize expository text to increase reading comprehension ● Enjoy and appreciate a variety of literary genres ● Develop grade level vocabulary with associated meaning and transfer into written text ● Sequence a story, recall details, and summarize main ideas ● Write compositions with appropriate grade level conventions of writing ● Develop competence in oral 	<ul style="list-style-type: none"> ● CAASPP (Grades 3-8) ● ELPAC ● Student IEP Assessments ● Student Self-Assessment ● Peer Assessment ● Student Journals ● Basic Phonic Skills Test (BPST) ● Writing Standards Assessment ● Oral Presentations Rubrics ● Writing Rubrics ● Standards-Based Unit Assessments ● Project-Based Assessments ● Local Assessments ● Multiple Intelligences-Based Assessments and Projects

<p>Mathematics:</p> <p><i>Grade TK/K.</i></p> <ul style="list-style-type: none"> Counting and Cardinality Operations and Algebraic Thinking Number and Operations in Base Ten Measurement and Data Geometry <p><i>Grades 1-2</i></p> <ul style="list-style-type: none"> Operations and Algebraic Thinking Number and Operations in Base Ten Measurement and Data Geometry <p><i>Grades 3-5</i></p> <ul style="list-style-type: none"> Operations and Algebraic Thinking Number and Operations in Base Ten Number and Operations - Fractions Measurement and Data Geometry <p><i>Grades 6-8</i></p> <ul style="list-style-type: none"> Ratios & Proportional Relationships The Number System Expressions and Equations Geometry Statistics and Probability Seeing Structure in Expressions Arithmetic with Polynomials and Rational Expressions Creating Equations Reasoning with Equations and Inequalities 	<p>Develop basic grade level computational and procedural skills</p> <ul style="list-style-type: none"> Analyze problems and frame the appropriate operations to solve the problem Understand grade level mathematical terminology Develop logical thinking through the analysis of evidence Connect mathematical algorithms and processes with real life application Master visual representations such as graphs, models, signs and symbols associated with mathematical understanding 	<p>CAASPP (Grade 3-8)</p> <ul style="list-style-type: none"> Student IEP Assessments Standards-Based Performance Assessment Local Assessments Multiple Intelligences Based Assessments and Projects Grade level Summative/ Interim Mathematics Test
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<p>History/(Social Studies: <i>TK/K/1</i></p> <ul style="list-style-type: none"> • One's Place in Time and Space <p><i>2nd/3rd grades:</i></p> <ul style="list-style-type: none"> • People Who Make a Difference <p>Continuity and Change</p> <p><i>4th/5th grades:</i></p> <ul style="list-style-type: none"> • California: A Changing State • United States History and Geography: Making a New Nation <p><i>6th/7th/8th</i></p> <ul style="list-style-type: none"> • World History • Geography • Ancient Civilizations • Medieval and Early Modern Times • U.S Constitution • Early Republic Civil War & Its Aftermath 	<ul style="list-style-type: none"> • Develop grade-level chronological and spatial skills in relationship to historical knowledge • Exhibit an understanding of research-based evidence, points of view, and their impact on forming personal opinion • Identify key historical events and their relationship to current cultural and social norms • Synthesize information from a variety of cultural and historical sources • Understand the democratic process and responsibility to civic values • Obtain a factual and conceptual understanding of history, humanities, geography, and other social sciences 	<ul style="list-style-type: none"> • Curriculum-Embedded Assessments • Student Self-Assessment • Peer Assessment • Standards-Based Unit Assessments • Project-Based Assessments • Local Assessments • Multiple Intelligences- Based Assessments and Projects • Service Learning Project assessments and reflections
<p>Science <i>Grade TK -8</i></p> <ul style="list-style-type: none"> • Biology • Physical Sciences • Earth Sciences • Engineering • Technology • Application Science Research 	<ul style="list-style-type: none"> • Describe observable patterns in the natural world in order to answer scientist questions. • Plan and conduct an investigation in collaboration with peers. • Define a simple problem that can be solved through the development of a new or improved object or tool. • Read grade-appropriate texts and use media to obtain scientific information to determine hypotheses. • Develop a model or prototype • Obtain and combine information from books and other reliable media. • Construct an argument with evidence, data, and/or a model • Use a model to test interactions concerning the 	<ul style="list-style-type: none"> • CAASPP (Grades 5 & 8) • Curriculum-Embedded Assessments • Project-Based Assessments • Authentic Assessments • Laboratory Reports • Experiment Results and Conclusions • Oral Presentations • Local Assessments • Multiple Intelligences-Based Assessments and Projects

	<p>functioning of a natural system or a machine</p> <ul style="list-style-type: none"> • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships • Represent data in graphical displays to reveal patterns that Indicate relationships • Analyze and interpret data to determine similarities and differences in findings 	
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Data Management and Analysis

At the beginning of the year, and as an ongoing process of Staff Development, statewide assessment data will be used in implementing the Local Control Accountability Plan to meet yearly growth goals. SPA will use a Student Information System (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content standard, student subgroup, grade-level, and classroom. The staff will be trained on how to interpret standardized test data and engage in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends.

Data analysis will be connected to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of criterion-referenced data and modify their instructional designs accordingly. In this way, staff will be continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. At no time, will SPA become complacent with the examination of assessment findings. The goal is continuous improvement to achieve the highest possible quality educational program.

SPA will utilize data analysis software and programs to examine and monitor all student academic progress, specifically, student performance within subgroups. Data from state mandated assessments will be used to track subgroup progress. Staff will reference the list of subgroups provided by CDE in order to identify all subgroups as those may change from time to time. Staff will track and analyze scores of each represented subgroup to ensure growth targets are met each year and the gap between the highest and lowest performing subgroups is decreasing.

- SPA will work to close the achievement gap for subgroups by determining the subgroups which exhibit the greatest differential in performance according to the CAASPP data. Then the following strategies and actions will be taken to decrease any potential achievement gap between subgroups: Staff will participate in professional development to enhance instructional practices and methods.
- Before and/or after school intervention programs will be utilized to target specific areas of need, specifically, ELA/ Literacy and Mathematics, in alignment with State Standards.

- Student progress in title intervention programs will be monitored frequently.
- Student remediation or acceleration will occur, as appropriate.
- Staff will be trained on Multiple Intelligences and best practices of teaching.
- Staff will integrate the Theory of Multiple Intelligences within lessons to address student learning strengths.
- Data analysis of subgroup performance will take place upon release of state test score results. The data will be used in creating targeted intervention programs and will assist in determining the needs of each subgroup to improve student academic performance.
- Staff will use directed, structured, and research-based instruction such as reading and language computer-based programs for emergent readers and speakers and intensive language acquisition programs, which includes frequent progress monitoring and opportunities for acceleration.

Use and Reporting of Data

SPA will be a data-driven school. Teachers and parents will use assessment data to monitor each student's progress in meeting the State Standards. As discussed in the professional development section in Element I, teachers will develop the expertise to use data to understand student strengths and challenges. Teacher will also develop the skills they need to individualize instruction and overcome these challenges.

SPA will use Student Information System(s) to manage data including but not limited to; attendance, discipline, demographics, course schedules, health records, support services, rosters, assessment data, etc. The selection of an appropriate SIS will be determined by Administration with special attention paid to the ability to maintain security of records, data backup, and ongoing enhancement to improve services.

To assist and promote students in achieving high standards, goals will be established for each child in the areas specific to the child's individual needs. As discussed previously, S.C.O.R.E. goals will be established in the Fall. Encouragement and continued guidance will be the primary responsibilities of the teachers and parents. An Action Service Plan will be developed by teachers, students and parents for students identified as at-risk. Students identified as at-risk will be assessed and monitored more frequently, based on their particular needs. Progress reports will be distributed midway through each trimester to those students who are not making sufficient progress on grade level standards.

All parents will be provided with opportunities to participate in training on school policies and procedures utilizing the Sycamore Preparatory Academy Handbook, Board Policies, and current research and legislation at one or more P.I.E. night(s). Additionally, parents may be instructed on how to access the SPA and California Department of Education websites and well as the Parent Portal to the SIS to understand the assessment data and to help their child succeed in meeting the State Standards.

Student progress towards skill mastery will be documented three (3) times annually in standards-based report cards. Parents will have online access to student grades and attendance throughout the year and can be provided with a printed copy of the report card. A parent conference will be held by the eighth week during the first trimester. Additional conferences will be held on an as-needed basis. Teachers will share students' academic, social, and emotional progress with parents. Additionally, results from the Multiple Intelligences survey are given to each child at the beginning of the school year, will be

explained to parents to assist their children in retaining information and thereby reaching their maximum academic potential. Students will participate in conferences, along with their parents, to reinforce student responsibility for their own learning.

As a Professional Learning Community (PLC), the main focus of our school will be student learning. SPA will use PLCs to analyze, compile and organize data, review the school's instructional programs, and evaluate each individual student's progress toward grade level standards mastery. Grade level teams will meet frequently for this purpose. Each team will develop an action plan to address specific grade level needs, as well as individual student needs made evident by the results of the assessment data. A more detailed plan of instruction will be developed for those students who are identified as at-risk of not meeting state standards in core content areas. The staff will use an online record system to facilitate data collection and analysis of our instructional program as it relates to meeting the State Standards.

Staff articulation between grade levels and content areas will occur on a regular basis. Working in this manner will allow the SPA team to address the areas of identified need more effectively so that an ever-increasing number of students master grade level content. This will accelerate closing the achievement gap found with economically disadvantaged children, English Learners, and other subgroups. This information will be kept current in the school's student information system.

School Accountability Report Card

The School Accountability Report Card (SARC) will be established after the first year of operation, updated annually, and will be made available on the school's website. An annual performance report will be submitted to the state based upon the data compiled and developed by SPA's administration. The report will include, but is not limited to, data on:

- Level of parent involvement
- Demographic data of student population
- Teacher and staff demographics and qualifications
- Class sizes courses offered
- State assessment results
- Health and safety areas
- Governance
- Materials and Supplies available to students

SPA will utilize the template provided by the State and will complete the SARC prior to the state deadline.

Local Control and Accountability Plan

The annual update to the LCAP will be produced and submitted to the District and County in accordance with Education Code Sections 47606.5 and 47604.33.

Benchmarks to be Met

The achievement of Sycamore Preparatory Academy is measured is both growth and absolute measures and is compared to the achievement of selected local schools that have similar demographic characteristics. In gauging the success of SPA during the renewal term, the analysis of its academic

performance includes a comparison of the academic achievement of Sycamore Preparatory Academy's students to the academic achievement of two sets of comparison local schools: 1. The residence schools Sycamore Preparatory Academy students would have otherwise attended ("Resident Schools"); and 2. Local schools of similar demographic characteristics ("Demographically Similar Schools").

"Resident Schools" are selected by using Sycamore Preparatory Academy students' home addresses to identify the local schools they otherwise would have attended. The local schools most represented at SPA are chosen as comparison "resident schools."

"Demographically Similar Schools" are those schools with like demographic statistics to that of SPA. When considering "likeness," the following demographic information may be considered: socio-economic status, race and ethnicity, English Language learner population, Special Education population, and any unduplicated classification. This is not to be considered a complete list and the factors may change as the population of the school may change.

ELEMENT 4: GOVERNANCE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement” Education Code § 47605(b)(5)(D).

A. Description of Organization

SPA will be a direct-funded independent charter school operated by the Ronald Reagan Charter School Alliance, a California nonprofit Public Benefit Corporation pursuant to California law. The Charter School will operate autonomously from the District. Members of the Governing Board will comply with applicable ethics and Conflict of Interest standards set forth in the California Corporations Code for nonprofit corporations.

Pursuant to California Education Code Section 47604(c), the District will not be liable for the debts and obligations of SPA, operated by Ronald Reagan Charter School Alliance, a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SPA as long as the District has complied with all oversight responsibilities required by law.

B. Governance Structure

Ronald Reagan Charter School Alliance is a nonprofit public benefit corporation governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, which are consistent with the terms of this charter. RRCSA maintains Articles of Incorporation with the California Secretary of State and has tax-exempt status from both the State of California and the IRS.

Sycamore Preparatory Academy does not discriminate against any employee on the basis of race, color, creed, age, sex, religion, national origin, disability, sexual orientation, or marital/partnership status. SPA is nonsectarian in its programs, admission policies, employment practices, and all other operations.

C. Board of Directors

The governing body for SPA is the Ronald Reagan Charter School Alliance. There are five (5) voting members of the Board of Directors. RRCSA reserves the right to expand the number of seats on the Board of Directors at its sole discretion at any time in the future, in compliance with the organization’s Bylaws.

Desired areas of expertise to fulfill the mission and vision of Sycamore Preparatory Academy for students among the board members include: education management and instruction, real estate and construction, public relations and marketing, business, grant writing, school development, legal services, accounting and school finance, nonprofit community development and nonprofit compliance.

RRCSA is the Governing Board for two schools, the Sycamore Academy of Science and Cultural Arts and the Sycamore Preparatory Academy. The primary address for RRCSA will be at the SASCA site however, the board may elect to hold meetings at either site. All meetings will be posted on both school’s websites and at both locations. The school that is not hosting the meeting will have a live broadcast during the meeting and the Governing Board will receive public comments from both sites.

D. Process for Selecting Board of Directors and Creating Policy

Each director will hold office unless otherwise removed from office in accordance with the current Bylaws for four (4) years and until a successor director has been designated and qualified. The process for elections of new Board Members will be as set forth in the current Bylaws of the Ronald Reagan Charter School Alliance. Members may serve any number of consecutive terms.

An organizational meeting will be held annually. The Officers of the Corporation include a President and Secretary/Treasurer.

Potential Board Members are selected by the School Site Council (SSC) of each school. Each SSC will compile a slate of candidates from which the Governing Board will select its new members during a general meeting.

E. Meetings

Sycamore Preparatory Academy's Board of Directors will conduct all Board meetings in accordance with the Ralph M. Brown Act as set forth in California Government Code section 54950 *et seq.*

The Board of Directors meets at least 9 times throughout the year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. These meetings are held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act. The charter school pledges that meetings not held within District boundaries will have an agenda posted within the District and a facility equipped to allow parent access in District boundaries by teleconference. Staff at each site facilitate public participation at each of the sites.

A majority of the directors then in office will constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting will be adjourned. Directors may not vote by proxy.

Members of the Board of Directors may participate in teleconference meetings so long as all of the requirements in the Brown Act are complied with in accordance with the bylaws.

F. The Decision-Making Process

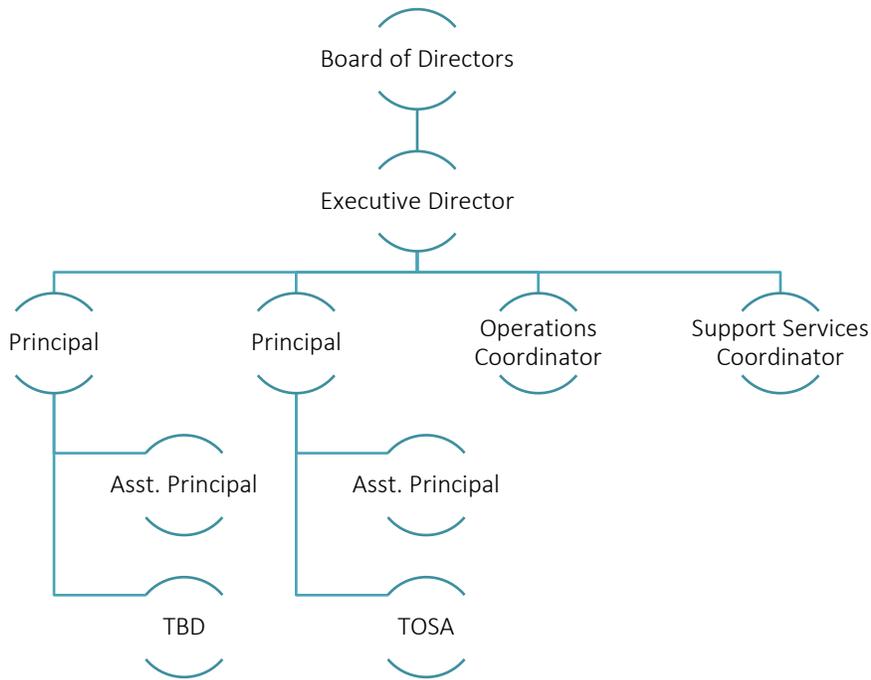
SPA's decision-making process, in which all school stakeholders are represented, is designed to:

- Ensure that all decisions made regarding policy and practices are focused to achieve the educational student outcomes outlined in the petition;
- Involve all staff members in educational program development;
- Include parents, community members, and all school personnel as active partners; and
- Guarantee that all stakeholders model a collaborative school culture.

The model of decision-making is democratic in nature. The Board of Directors reviews the academic program and provides support in achieving short-term and long-term goals set by the school.

A current Organizational Chart for Sycamore Preparatory Academy is outlined below.

Organizational Chart



G. Roles and Responsibilities for Board of Directors

The qualifications for being a member of the Board of Directors includes the following:

- The ability to attend board meetings.
- A willingness to actively support and promote the mission and vision of the Sycamore Schools.
- Have knowledge of constructivist theory and practices.
- Have a thorough knowledge of the charter petition.
- Have knowledge about roles and responsibilities of being a governing board member.

The Board of Directors contracts with companies that can provide expertise in areas in which the members of the Board may be unfamiliar (attorneys, accountants, etc.). The Board of Directors, can at its discretion, contract with a company or employ in house experts.

The following list includes some of the roles and responsibilities of Governing Board members:

- Review and evaluate progress toward fulfilling the mission and vision of the School.
- Hire, evaluate, and, if necessary, remove Executive Director.
- Conduct, manage and control the affairs and activities of the corporation.
- Adopt, make and use a corporate seal.
- Borrow money and incur indebtedness.
- Carry on a business and apply revenues.
- Act as trustees under any trust of the corporation.
- Acquire by purchase, exchange, lease, gift, devise, bequest, etc. any real or personal property.
- Assume any obligations and contracts.

- Carry out such other duties as are described in the Charter and as approved by the chartering authority and the Charter Schools Act of 1992.
- Further details are included in the bylaws.
- The duties of the President include: Presides at the Board of Directors' meetings; and
- Exercises and performs such other powers and duties as the Board of Directors may assign from time to time.
- The duties of the Vice-President, if appointed, include: Fulfills the duties of the Chairman in the Chairman's absence.
- The duties of the Treasurer include: Oversees or causes to oversee all books, records of accounts, and business transactions;
- Oversees all deposits and disbursements of money and valuables;
- Responsible for contracting with an independent auditor;
- Oversees the formation and function of annual audit committee findings and reporting; and
- Serves as a liaison to the District on issues related to fiscal matters.
- The duties of the Secretary include: Keeps or causes to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board (the minutes of meetings will include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings);
- Keeps or causes to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date;
- Gives, or causes to be given, notice of all meetings of the Board and of committees of the Board of Directors that these Bylaws require to be given;
- Keeps the corporate seal, if any, in safe custody and will have such other powers and perform such other duties as the Board of Directors or the Bylaws may require; and
- Implements Brown Act training and serves as a liaison to the District on issues related to policy and records.

The overall duties of the Board of Directors include, but are not limited to:

- Promotes and guides the mission and vision of the school;
- Hires and evaluates the Executive Director;
- Receives reports directly from the Executive Director of the total operation of school including, but not limited to, budget, curriculum, activities, student achievement data, evaluation of Principal, and renewal of staff contracts;
- Ratifies contracts of employees after recommendation by the Executive Director;
- Acts as a fiscal agent, which includes the receipt of funds for operations;
- Develops, reviews, or revises performance measures, including school goals;
- Reviews the school master calendar and schedule of Board meetings;
- Develops Board of Directors policies and procedures;
- Participates in the dispute resolution, when necessary;
- Ratifies charter amendments;
- Approves annual fiscal audit and performance report;
- Ratifies personnel discipline decisions (suspensions or dismissals), as needed; and
- Ratifies compensation plans and stipend schedules.

To ensure the school's ongoing success, the Board of Directors provides external accountability, internal oversight and leadership.

H. Right to Board Member Position by Authorizing School District

SPA recognizes the governing board of a school district that grants a charter for the establishment of a charter school formed and organized pursuant to Education Code section 47604(b) shall be entitled to a single representative on the board of directors of the nonprofit public benefit corporation. The District, at its discretion, shall appoint the District representative. The District representative shall serve solely at the District's discretion and shall have no limit on the number of consecutive or total terms he/she may serve, but it will be within the District's discretion whether or not to appoint such a representative at any time. The RRCSA Bylaws shall specify that no restrictions on the appointment, qualifications, service or terms for removal of other members of the Board of Directors shall apply to any District appointee pursuant to Education Code section 47604(b) and such appointee shall serve at the pleasure of and be removed only by the action of the District Governing Board or designee.

I. Duties of the Executive Director

In addition to the roles and responsibilities designated in the bylaws, the Executive Director:

- Must have a master's degree from an accredited college/university.
- Must have a valid California administrative credential.
- Must demonstrate his/her ability as the lead learner.
- Knowledge of the students and their families, including their background and aspirations.
- Knowledge of the local community in which the students and their families live and work. Since one of our concerns is to connect school learning with the world outside school, it is vital that the director have a growing understanding of the community to assist students and staff in making these connections.
- Knowledge, understanding and experience in constructivist education.
- Promote a collaborative team culture among all staff with the focus of accomplishing the mission and vision of the School.
- Serve as the educational leader of the School by initiating proposals, expanding opportunities for the School to accomplish its goals and the Standards, and inspiring others to work towards high standards.
- Conduct and organize yearly program evaluation by managing the process of analyzing assessment data to improve student achievement in meeting the Standards and the School goals and measurable outcomes.
- Assist in the development and implementation of Board policies.
- Support all staff by encouraging and providing opportunities for their professional development.
- Be responsible for the supervision and evaluation of all assigned staff.
- Ensure that the School is fiscally sound and stable.
- Ensure timely reporting to the charter authorizer of necessary reports and documents as specified in the charter, as otherwise required by law or regulation, or as requested by the District.
- Prepare and submit Proposition 39 facility request annually, if needed.
- Prepare and conduct charter renewals in collaboration with SSC.

J. Parent Involvement

Educational leaders have long recognized the value of parental involvement in the educational process, and the link between parental engagement and individual student achievement. The following committees shall provide parents opportunities for input on schoolwide operations and school involvement activities:

It is clearly understood that families of English Language Learners, low socio-economic status, and other “at risk” groups often feel unwelcome or intimidated about participating in their child’s education. Parent Information Exchanges will be specifically designed to target the engagement these families by providing information and resources specific to their needs, making free child care available during the events, assisting with carpools, providing a translator and translated documents, providing notice and invitation through alternative means.

School Site Council

The SPA School Site Council will be established to further the involvement of parents and guardians in their children's educational program as a parent /faculty advisory board. This committee will be made up of ten (10) members: one (1) administrator, three (3) teachers, one non-certificated staff member, and five (5) parents (including one from each of the following parent groups: English Language Learners, GATE, and Special Education). The responsibilities of this committee include:

- Develop and honor a Full Value Contract that provides structure within which expectations for group operations are established and members are held accountable.
- Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. school-wide needs assessment, LCAP, Safe School Plan, WASC, etc.);
- Develop a slate of candidates for open positions on the Ronald Reagan Charter School Alliance as needed.
- Establish and maintain partnerships with the community; and
- Provide support to faculty and staff in communicating requirements, needs, programs and events.

The School Site Council shall be elected by their peers for a term of two years with the exception of the first year when half of the members will be elected for a three-year term in order to stagger the membership elections.

English Learner Advisory Committee (ELAC)

In the event that Sycamore Preparatory Academy reaches 21 or more English Language learners that establishes a need for an advisory committee, an ELAC will be established. The ELAC will be comprised of 4 to 8 parents, Principal or designee, and one faculty member. ELAC representatives are elected by nomination and electronic ballot for a term of one school year.

The responsibilities of the English Language Advisory Committee are as follow:

- Develop and honor a Full Value Contract that provides structure within which expectations for group operations are established and members are held accountable.

- Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. school-wide needs assessment, LCAP, Safe School Plan, WASC accreditation, etc.).
- Formulate initiatives to support English Language Learners.
- Develop and facilitate a plan to increase parent involvement for English Language students.
- Solicit and encourage community participation.
- Provide input to School Site Council on the most effective ways to support full participation of English Language Learners in all school activities.

Sycamore Foundation (Parent/Staff Organization)

The Sycamore Foundation is a non-profit, public benefit, tax-exempt supporting organization to Ronald Reagan Charter School Alliance. The Sycamore Foundation will play an essential role in supporting SPA. Each parent / guardian and staff person may participate but participation in the activities of the Foundation is not mandatory. The purpose of the organization is to assist the administration and staff in obtaining necessary instructional equipment and materials to further the education of the students. The focus of the Foundation is to support the philosophy and culture of SPA through parent and faculty education programs, workshops, events and activities. Some of the activities and programs may include Emergency Plan materials and supplies, fundraising, family fun nights, Showcases, P.I.E., and many student body events.

The Foundation recognizes the importance of school choice advocacy at local, state, and national levels. They support awareness activities for stakeholders through participation in annual events, for example, National Charter Schools Week, and National School Choice Week, Advocacy Day, etc.

The spirit of cooperation between parents, staff, and students allows SPA to have a Foundation whose members volunteer in a variety of areas. In addition to the activities mentioned above, they will also support student field trips, awards, supplemental instructional materials, and school enhancements.

ELEMENTS: EMPLOYEE QUALIFICATIONS

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

A. Code of Professionalism

SPA staff members will be a dedicated group of professionals who believe that education is a "vocation" and "not a job." They will be bound by a common philosophy and belief that all children are gifted and can learn. Staff members at SPA will be actively committed to working together and ensuring that the mission and vision are upheld. The staff will be proactive in the planning, implementation, and evaluation of the instructional program and school operation. They will be accountable for students' academic and social growth, and fulfill all required duties and responsibilities.

SPA will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, gender identity, marital status, physical disability, mental disability, medical condition, or age.

The following Code of Ethics applies to all staff members of SPA, full or part-time.

Code of Ethics - Preamble

All members of Sycamore Preparatory Academy believe in and support the mission statement, which is:

The mission of the Sycamore Preparatory Academy is to prepare a diverse TK-8 student population for secondary education, college, careers and global citizenship by providing each child with the knowledge, critical skills, and fundamental dispositions to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century every child must construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, value differences, and reflect consistently on his or her growth as a learner.

All staff believes the freedom to learn and to teach, with a guarantee of equal educational opportunity for all, is essential to fulfilling the school's mission. All staff recognizes and accepts the responsibility to educate every student according to the highest ethical standards.

All staff understands the magnitude of the responsibility in the field of education. They engage individually and collectively to hold each other accountable in accordance with the provisions of the Code of Ethics.

All staff holds the core belief that education is the single most important profession and feels it is essential that all staff approach their work every day with a positive and enthusiastic frame of mind. SPA students deserve the best we have to offer—our talents, knowledge, and skill—to nurture democratic citizenship and inspire students to become the future world leaders in all occupations. In addition, we believe that education is the profession with the highest expectations and that the only acceptable standard for the education of our youth is the standard of greatness.

All staff realize the challenges we all face in society today; yet, the expectation is that the family of every single young person who walks through SPA holds these same values and high expectations for their child(ren). We support parents in their quest for excellence in the cognitive and affective domains for their child(ren).

Principle I. Commitment to the Students

All members work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling this commitment, all members will:

- Encourage students to independent action in the pursuit of learning and provide access to varying points of view.
- Prepare the subject matter carefully, present it to the students without distortion and, within the limits of time and curriculum, give all points of view a fair hearing.
- Protect the health and safety of students.
- Honor the integrity of students and influence them through constructive criticism rather than by ridicule, harassment, intimidation, or placing students and their parents in the middle of adult issues and/or needs.
- Provide for participation in educational programs without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition hate crimes set forth in Penal Code section 422.55 or association with persons with such characteristics, both in what is taught and how it is taught.
- Neither solicit nor involve students or their parents in schemes for commercial gain, thereby insuring that professional relationships with students shall not be used for private advantage.
- Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II. Commitment to the Public

All members believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All members share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All members bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all members:

- Have an obligation to support education and the Sycamore Preparatory Academy and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of the Sycamore Prep.
- Do not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Ensure that institutional privileges shall not be used for private gain. Do not exploit pupils, their parents, colleagues, nor the school system itself for private advantage. Do not accept gifts or favors that might impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III. Commitment to the Profession

All members believe that the quality of their services directly influences the nation and its citizens. All members therefore exert every effort to raise standards, to improve service, to promote a climate in

which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions that attract persons worthy of trust to careers in education. In fulfilling these goals, all members:

- Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
- Do not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
- Do not use profanity, sarcasm, threats, or direct hostility towards other members.
- Do not misrepresent one's own professional qualifications.
- Do not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes.
- Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes.
- Do not misrepresent conditions of employment; live up to the letter and spirit of contracts.

Administrators have the responsibility to enforce the Code after checking the validity of any allegation and providing opportunities for representation.

Consequences of the Violation of the Code of Ethics

Consequences depend on the severity of the misconduct as determined by the Executive Director.

Consequences include:

- Issuance of notice of unsatisfactory act, which remains in the personnel file.
- Suspension without pay (number of days depends on severity).
- Termination.

B. Assurances for Teachers

SPA will comply with Education Code § 47605(1), which states:

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

SPA teachers will conform to the legal requirement that all charter school teachers who teach core content will hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(1)). Most teachers will hold multiple subject credentials, but SPA reserves the right to hire single subject credentialed teachers. Transitional kindergarten teachers shall meet the credentialing requirements pursuant to Education Code Section 48000(g). SPA will maintain current copies of all teacher credentials, which will be made readily available for inspection and will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

SPA will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, gender identity, marital status, physical disability, mental disability, medical condition or age. Individual contracts will address, among other issues: employment terms and conditions, duties, term and work schedule, compensation, employee benefits, performance evaluation, and child abuse and neglect reporting. The employee will be given a job description of the

position hired, work calendar, and a copy of Notice to Employee Labor Code 2810.5. SPA will be a school of choice and no employee will be forced to work at SPA.

C. Hiring Assumptions

The state, federal, and local revenues received by SPA will be used to pay for the costs of staff members, with precise allocations to be determined based on current budget conditions at the time of each budget submittal.

Employee Titles

In the 2017-2018 school year, SPA assumes it will employ:

- 1 FTE Principal;
- 1 FTE Assistant Principal;
- 31 FTE teachers for grades TK-8;
- 2.5 FTE non-certificated office staff;
- 10 FTE non-certificated support staff and
- 1.5 FTE custodial staff

Additional teachers and non-teaching staff may be retained at the school, as needed, and dependent on student enrollment.

Special Education staff needs will be determined by the needs of the student population.

The following positions will split their time and the costs shared in proportion to each school's ADA:

- Executive Director;
- Operations Coordinator; and
- Support Service Coordinator.

Employees will receive compensation depending upon experience, job responsibilities, and contingent on the charter school's budget. All full-time staff will be eligible for health benefits package. The Executive Director may submit to the School's Board for approval, amendments to specific personnel policies, including job descriptions, calendar, work day/school year, and procedures for disputes. These changes occur within the normal day to day operations and do not constitute a material revision of this charter.

The management of the school will be under the direction of the Principal. The Executive Director will have the responsibility for overseeing the entire corporation's operation.

D. Employee Qualifications

To be employed by Sycamore Preparatory Academy, the charter requires the following conditions to be satisfied:

- All employees must fulfill California Education Code Section 44237, which requires fingerprints to be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice. The employee is responsible to pay for the fingerprinting costs.
- All employees who are child-care custodians, medical practitioners or non-medical practitioners, as defined by Penal Code, are to report known or suspected instances of child abuse. Prior to employment, each person in the above position shall sign a statement, on a form provided to him/her by his/her employer, to the effect that he/she has knowledge of the provisions of the

Child Abuse and Neglect Reporting Act (Penal Code Section 11166 *et seq.*) and will comply with those provisions. The Executive Director shall ensure that the provisions of this policy are carried out in accordance with the law.

- SPA employees shall be notified of the requirements regarding AB490 Ensuring Educational Rights and Stability for Foster youth (Steinberg), Chapter 862, statutes of 2003, and sign a statement of such notification.
- All employees must complete the “I-9” form to verify that they have the legal right to work in the United States.
- All employees must have a social security card.
- All employees, volunteers, and students must provide the results of a TB test as required by current state law applicable to non-charter public schools in California and renew their TB verification every four years.
- Employees in a teaching capacity must have and maintain the appropriate credential requirements for the position held. This includes, but is not limited to, multiple subject, single subject, or added authorizations such as those for Transitional Kindergarten.
 - Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:
 - At least 24 units in early childhood education, or childhood development, or both.
 - As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
 - A child development permit issued by the CTC

E. Job Descriptions

Job descriptions for the school's key positions will be approved by the Governing board prior to filling the position. Job descriptions may be edited from time to time as needs are assessed and in order to maximize the effectiveness and efficiency of our program and systems.

F. Process for Staff Recruitment and Selection

The Executive Director will coordinate the employment procedures, which may include, but are not limited to, the following:

- Assure equal opportunities and open process;
- Announce openings (use of EDJOIN, other recruitment sites/agencies, and website postings);
- Develop interview procedures and questions
- Establish an ad hoc personnel committee to:
 - Recruit applicants through various means (university contacts, job fairs, etc.);
 - Review resumes, copies of credentials, and letters of reference;
 - Verify previous employment and references;
 - Review candidates' application portfolios;
 - Interview candidates;
 - Make recommendations to the Executive Director
- Executive Director may conduct a formal interview with the prospective candidate;

- The Executive Director has the ultimate responsibility for recommending the hiring of teachers and support staff to the Board of Directors;
- The Board of Directors ratifies contracts of employees after recommendation by the Executive Director; and
- Prior to the first day of work for any potential employee, SPA performs all required background checks according to existing California State law (verify teaching credential, employment documents, medical clearance (TB), finger printing and criminal record clearance, legal status, certification of adherence to mandated reporting (child abuse) requirement and drug-free environment requirement).

G. Professional Learning

“Fundamental shifts in thinking about professional learning involve moving from professional development to professional learning, focus on students, attending to requisite knowledge and skills, engaging in systematic inquiry into the effectiveness of practice, being explicitly about underpinning theories of professionalism and engaging everyone in the system in learning.”(Timperly, 2011)

Professional Learning will always focus on student learning. Students are the reason for teachers to engage in learning and developing their practice therefore, professional learning requires two goals. The first goal must be identified through student data, the student learning that the faculty intends to improve. The second goal must be identified through research-based, collaborative, collegiate discussions about weakness in practice that must be remedied.

The following are the guidelines for selection of professional learning:

1. Must align to the mission and vision of Sycamore Preparatory Academy
2. Must align to the needs of the students as demonstrated by student assessments including specifically targeted areas to support:
 - a. English Learners
 - b. Special Education
 - c. Specifically targeted to support academically low achieving students
3. Must align to the goals and budget projections as outlined in the LCAP
4. Must be practical and reasonable, demonstrating appropriate use of school resources.

H. Staff Evaluation

The evaluation of the teaching staff will be a collaborative effort based on the California Standards for the Teaching Profession. At the start of each school year, teachers will use student data and reflective practices to analyze target areas for improvement of their individual and/or group practices. Teachers utilize the form provided by administration to document their baseline, goal, and action plan to achieve the goal. At the end of each term, teachers submit a written reflection of their progress, including evidence. At the end of the year, teachers submit the culmination of their

The purpose of this system is not only to establish goals, but also to communicate to the Executive Director and/or Principal how each teacher perceives their strengths and particular areas of focus for that specific school year, and how they will affect student learning. Discussions will be based on data from individual students, grade level performance, and schoolwide overall

performance. This provides administration with the information needed to provide effective feedback and support.

The administrators will conduct both formal and informal classroom visits, including walk-throughs and conferences with teachers on an on-going basis. These conferences will include collaborative discussions on effectiveness of lessons toward student achievement.

Administrators will conduct an informal conference with each teacher to reflect on progress made regarding the California Standards for the Teaching Profession and how his/her goals impacted student achievement. The administrator may give a written evaluation to each teacher.

Assistance and Interventions for Teachers will include:

- Suggestions offered by administrator(s);
- Mentor program—teaming up a new teacher with a master teacher;
- Peer Visitation—teacher is released to view other teacher(s) performing model lessons;
- Consult with team partner(s), other grade level member(s), and/or a master teacher;
- Clinical supervision, visitation notes and conferences by administrator(s);
- Peer coaching by a master teacher;
- Substitute release days for planning, observation, articulation;
- Workshop/conference attendance;
- Ongoing constructivist training by professional consultants; and
- Release time for Professional Learning Community (PLC) development.

Performance Review System for Classified Staff

The evaluation of the classified staff at SPA will be based on individual job description performance, informal walk-throughs, and adherence to the agreed upon Code of Ethics. Additionally, classified employees will be evaluated through:

- Ongoing supervision and observation by administrator(s); and
- Evaluation by administrator(s).

Assistance and Interventions for Classified Staff

Resources for classified personnel will include:

- Workshops and training;
- Mentoring and conferencing with peers, teachers, and administrator(s); and
- Conflict resolution mediated by administrators.

ELEMENT 6 - HEALTH AND SAFETY

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." Education Code § 47605(b)(5)(F)

SPA is committed to providing a safe and healthy environment in which every member of the school community learns and thrives. SPA will ensure the safety of all students and staff by complying with applicable state and federal laws. SPA will adopt and implement a comprehensive plan of health, safety, and risk management policies. This plan will be kept on file in the school's front office and in each room on campus. Changes to the plan will be communicated to staff annually and as needed. The Emergency Plan will utilize F.E.M.A. (Federal Emergency Management Agency) guidelines in its planning and preparations. All staff will receive training in emergency response, including appropriate "first responder" training or its equivalent.

A. Facilities

SPA will maintain a safe and healthy work and school environment. SPA will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with California Building Standards Code.

SPA anticipates requesting and receiving a Field Act compliant facility from the District under Proposition 39 unless the District and SPA agree to an alternative arrangement.

- In the event that SPA obtains a private, non-District building, it will comply with local city and county ordinances, safety codes, and other relevant codes for the building that the school will occupy. OSHA (Occupational Safety and Health Administration) and Department of Health & Safety regulations will be followed. SPA will account for safety considerations in reviewing the specifications necessary to house the number of students anticipated in grades TK-8. In the event SPA will later occupy a private facility, campus cleanliness and security will be maintained as follows: All buildings comply with California Building Standards Code, Federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and evidence as such will be on file;
- A safety inspection of the grounds and facilities will occur on a monthly, or as needed, basis;
- Employees will report any unsafe conditions, or potential hazards, to the administration immediately; and
- Ongoing communication with law enforcement and local police regarding crime around and within the campus will occur.

SPA will annually test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained and in an operable condition at all times. SPA will conduct fire drills as required under Education Code Section 32001.

B. Staff Responsibilities

All employees will be responsible for their own safety, as well as that of others in the workplace. SPA will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. If an employee suspects a danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which SPA is responsible, the employee will bring it to the attention of the administration immediately.

The Administration will arrange for the correction of any unsafe condition or concealed danger immediately and will inform staff of the problem. Employees will be encouraged to report any workplace injury/accident to the administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, the administration or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident will be reported.

On a periodic basis, the Board of Directors may issue rules and guidelines governing workplace safety and health. Employees will familiarize themselves with the rules and guidelines, as strict compliance is expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be permitted.

C. Role of Staff to Report Child Abuse

- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. SPA will adhere to the requirements of California Penal Code § 11166 regarding child abuse reporting. SPA staff must report to the proper authorities if they suspect the following occurring to a student: Sexual assault;
- Neglect;
- Willful cruelty or unjustifiable punishment;
- Cruel or inhuman corporal punishment or injury; and/or
- Abuse in out-of-home care.

The reporting person need only "reasonably suspect" that abuse or neglect has occurred. The reporting person will not have to prove abuse.

Administration will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that, under California law, one who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six (6) months confinement in a county jail or by a fine of one thousand dollars (\$ 1,000) or by both.

Staff will not investigate any suspected incident(s) of abuse; only report it to the proper authorities. A written report of the situation will be completed and the Child Protective Services will be immediately notified. If necessary, the local Police Department will be informed of the situation, as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/or Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

D. Student Health and Safety

SPA will be committed to ensuring that students have a safe and healthy environment in which to learn. The following procedures will be implemented:

- Immunizations must be up-to-date with required boosters, if applicable. SPA shall adhere to the new laws regarding immunizations (Senate Bill 277) to the extent applicable, which went into effect January 1, 2016;
- Prior to admission, parents must present proof of immunization for polio, D.T.P., measles, mumps, hepatitis, rubella, and any other immunizations required for enrollment in non-charter public schools;
- All incoming 7th grade students must be immunized with pertussis (whooping cough) vaccine booster;
- Records of student immunizations will be maintained in the health office;
- Proof must be presented that a child of age five (5) or six (6) entering school has had a physical examination within the last twelve (12) months;
- A required emergency card for all students and staff is completely filled out each year and updated throughout the year as necessary;
- SPA will provide an appropriate screening for students' health (including pupils' vision and hearing, and the screening of pupils for scoliosis) equivalent to that provided by non -charter public schools per state mandates;
- A referral will be made through the health office to agencies and/or local hospitals for chronic illness and treatment of communicable diseases;
- Students will be released during the school day in the custody of an adult only if:
 - The adult is the student's custodial parent(s)/guardian(s);
 - The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/ guardian cannot be reached, office staff will verify the adult's identity;
 - The adult is an authorized law enforcement officer acting in accordance with the law; or
 - The adult is taking the student to emergency medical care, at the request of the administration or designee.
- Field Trip Waiver, Network Use Agreement, and Parent /Guardian Release Authorization for Photographs, Films, Slides, Video, and Audio Tape Recordings of Students Enrolled in Education Programs, along with any other required forms, will be completed at the time of school registration;
- A policy will be established explaining that the school functions as a drug-free, alcohol-free, and smoke-free environment;
- Students will be required to adhere to an established dress code, which will be clearly communicated through the Sycamore Preparatory Academy Handbook;
- A discipline policy for all students will be clearly outlined in the Behavior section of the Sycamore Preparatory Academy Handbook; and
- The Board of Directors will adopt a resolution with administrative rules and regulations in regards to risk management and safety prior to the opening of the school.

E. Emergency Preparedness

SPA staff will be trained annually on the safety procedures outlined in the Safe School Plan. The Safe School Plan will be reviewed annually by the School Site Committee. The School Site Committee will provide the Governing Board with recommendations for improvement as needed.

The Safe School Plan ensures that:

- Each employee of the school shall furnish the school with a criminal record summary.
- Visitors on site must sign in/sign out and will be issued identification badges.
- The school will conduct regular emergency evacuation drills in accordance with the regulations of the San Bernardino County Fire Department, Chino Valley Fire District and/or the Fire Marshall.
- All fire safety equipment shall be tested and maintained to comply with all fire and safety regulations and/or requests or directive of the Fire Marshall.
- Prior to admission, parents must present proof of immunization as required for enrollment in California non-charter public schools.
- Immunizations must be up-to-date with required boosters.
- Records of student immunizations shall be maintained in the health office.
- Proof must be presented that a child of age 5 or 6 entering into public school has had a physical examination within the last 12 months.
- Screenings for students' health equivalent to that provided by regular non-charter public schools per state mandates will be conducted.
- Policies and procedures for response to natural disasters and emergencies, including but not limited to, fires, earthquakes, floods, hostage situations and active shooter will be maintained.
- Instructional and administrative staff will receive training in emergency response, including appropriate first responder training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines will be followed.
- A safety inspection of the grounds and facilities will occur on at least a monthly basis.
- The School shall comply with Education Code section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code.
- F.E.M.A. guidelines will be used in planning and preparation.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed.
- Ongoing communication with law enforcement and local police regarding crime around and within campus site will occur.
- Weapons will not be tolerated on campus.
- Traffic and pedestrian safety will be closely monitored.
- Material Safety Data Sheets will be maintained.
- All staff will adhere to Universal precautions for bloodborne pathogens.

F. Medication in School

Policies relating to the administration of prescription drugs and other medicines will be followed.

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, written parent permission, and dispensing instructions from the prescribing physician. Parents will complete the appropriate form, authorizing SPA staff to administer medication. School staff members who will be selected to administer medication will first receive training from qualified medical personnel as well as training in the proper documentation and storage of the medication. Staff authorized to administer the medication will be afforded appropriate liability protection. If the parent/guardian so chooses, he/she may administer the medication to his/ her own child, or may designate another individual who is not a school employee to administer the medication to the student.

Upon written request by the parent/ guardian, and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing, will be allowed to self-administer, self-monitor, or self-test. The student will be expected to observe universal precautions in the handling of blood and other bodily fluids.

In order for a pupil to be assisted by the school nurse or other designated school personnel, the school will obtain a written statement from the physician and the parent. The physician statement must detail the name of the medication, method, amount, and time schedules by which the medication is to be taken. Additionally, a written statement from the parent, foster parent, or guardian of the pupil must be submitted indicating the desire that SPA will assist the pupil in the manner set forth in the Statement of the Physician.

SPA may employ a registered nurse to administer insulin and Diastat when necessary.

In order for a pupil to carry and self-administer a prescription, auto-injectable epinephrine, or carry and self-administer inhaled asthma medication, SPA will obtain a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken. SPA will have the physician /surgeon confirm that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication. A written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, will provide a release for:

The School Nurse, Health Technician, or other designated school personnel such as Office Manager, Coordinator of Attendance or School Receptionist will consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication; and Civil liability of SPA and school personnel if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

The written statements specified in this section will be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes. SPA will also have on hand epinephrine injectors prescribed to the school.

1. The School Nurse or Health Technician will: Place the medications in a locked cabinet or refrigerator, as needed;
2. Log times for administering medications for each student and establish a tickler system to ensure that medications are dispensed at the appropriate times; and

3. Call students to receive medications at the appropriate times.

In cases where medications are long-term prescriptions, the School Nurse, Health Technician, or other designated school personnel such as Office Manager, Coordinator of Attendance, or School Receptionist, will provide parents with at least one week's notice to alert them that additional medication is needed. In the event that enrollment is insufficient to justify continuing to employ a School Nurse and/or Health Technician, another appropriately trained school staff member will perform these obligations.

G. Bloodborne Pathogens

SPA will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. A written infectious control plan will be in place designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

H. Procedures for Background Checks

RRCSA complies with all applicable state and federal laws regarding background checks and clearance of all personnel. RRCSA complies with all State and Federal laws concerning the maintenance and disclosure of employee records. Employees and contractors of SPA will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director is responsible for monitoring compliance. The Board President shall monitor the fingerprinting and background of the Executive Director.

I. Tuberculosis Risk Assessment and Examination

Faculty and staff will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

J. Immunizations

All students enrolled and all staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All incoming 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. SPA shall adhere to the new laws regarding immunizations (Senate Bill 277) to the extent applicable, which went into effect January 1, 2016.

K. Vision, Hearing, and Scoliosis

Sycamore Preparatory Academy will provide appropriate screening for students' health equivalent to that provided by regular non-charter public schools per state and/or federal mandates.

L. Diabetes

1. SPA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452 .7. The information sheet will include, but will not be limited to all of the following: A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and methods of prevention of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

M. Drug-Free/Alcohol-Free/Smoke-Free Environment

SPA will function as a drug-free, alcohol-free and smoke-free, including e-cigarettes, environment.

N. Anti-Discrimination and Harassment Policies and Procedures

SPA will be committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

SPA will have a comprehensive policy in place to prevent and immediately remediate any concerns about discrimination or harassment at SPA (including employee to employee, employee to student, and student to employee misconduct).

Misconduct of this nature will be taken very seriously and will be addressed in both the sexual misconduct policy and the Employee Handbook. SPA will immediately undertake a thorough and objective investigation of the harassment allegation(s).

As of 7/1/17, SPA will post specified, required Title IX information in a conspicuous location on their web site.

O. Internal Disputes

Internal disputes at Sycamore Preparatory Academy, including disputes among students, staff, parents, and Corporate Board members, will be resolved pursuant to the policies and processes developed by the school to be included in the Informational Handbook. The Chartering Agency will not intervene in any such internal disputes and will refer any complaints or reports regarding such disputes to the Ronald Reagan Charter School Alliance Board President and/or Executive Director, unless: 1) the dispute has given the Chartering Agency reasonable cause to believe that a violation of this charter or related laws or agreements has occurred , 2) the Chartering Agency believes there may be an immediate threat to the health and safety of students and employees at the site, or 3) the RRCSA Board of Directors requests the Chartering Agency to intervene in the dispute.

P. Grievance Procedure for Parents and Students

SPA will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This will include any investigation of any complaint filed with SPA alleging its noncompliance with these laws or alleging any actions that would be prohibited by these laws. SPA will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Sycamore Preparatory Academy will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Q. Insurance Requirements

RRCSA/SPA shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Chino Valley Unified School District's risk manager and as specified below. RRCSA/SPA's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end RRCSA/SPA's right to operate as a charter school pursuant to this Charter or cause RRCSA/SPA to cease operations until RRCSA/SPA has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of RRCSA/SPA, throughout the life of the Charter, RRCSA/SPA shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury" and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of \$3,000,000 per occurrence.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of RRCSA/SPA. If any Chino

Valley Unified School District property is leased, rented or borrowed, it shall also be insured by RRCSA/SPA in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage providing coverage for educators' legal liability and error and omissions, including, but not limited to, coverage for sexual abuse/molestation and sexual harassment, in an amount not less than \$2,000,000 per "claim" with an aggregate policy limit of \$2,000,000. This Professional Liability insurance and/or coverage must be "claims made" and not "claims made and reported."

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Chino Valley Unified School District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "Chino Valley Unified School District and the Chino Valley Unified School District Personnel") as additional insureds; (b) shall insure Chino Valley Unified School District and Chino Valley Unified School District Personnel to the same extent as RRCSA/SPA; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Chino Valley Unified School District and/or by the Chino Valley Unified School District Personnel shall be in excess of RRCSA/SPA's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by RRCSA/SPA; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the Chino Valley Unified School District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the Lake Elsinore Unified School District by the insurer, RRCSA/SPA shall also provide the Chino Valley Unified School District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, RRCSA/SPA shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the Chino Valley Unified School District's option.

The acceptance by the Chino Valley Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of RRCSA/SPA or of any insurer or joint powers authority to the Chino Valley Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Chino Valley Unified School District and/or the Chino Valley Unified School District Personnel are waived.

RRCSA/SPA shall provide to the Chino Valley Unified School District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Chino Valley Unified School District within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of RRCSA/SPA to defend, indemnify, and hold harmless the Chino Valley Unified School District and the Chino Valley Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of RRCSA/SPA to defend, indemnify, and hold harmless the Chino Valley Unified School District and the Chino Valley Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the Chino Valley Unified School District.

RRCSA/SPA shall promptly respond to all inquiries from the Chino Valley Unified School District regarding any claims against RRCSA/SPA and/or any obligation of RRCSA/SPA under the foregoing provisions of this charter.

R. Evidence of Insurance

Upon receipt from the insurance carrier, Sycamore Preparatory Academy will furnish to the Chartering Agency within thirty (30) days of all new policies inception, renewals or changes, certificates of such insurance signed by authorized representatives of the insurance carrier.

S. Risk Management

1. Sycamore Preparatory Academy shall use best efforts to adhere to the following Risk Management Guidelines: RRCSA has adopted policies and protocols concerning risk management and safety and may adopt additional policies as needed.
2. Sycamore Preparatory Academy will adhere to established claim reporting guidelines, especially as they relate to timelines and completeness of reporting, and provide assistance requested by the underwriting agency or its representatives in the investigation and defense of a claim.
3. At a minimum, Sycamore Preparatory Academy will require that all users provide a certificate of insurance with acceptable liability limits, depending upon the nature of the activity, and written agreement by the user group to defend, indemnify and hold harmless Sycamore Preparatory Academy and its chartering authority from any and all losses which may occur, however caused, as a result of the user group use of the facility.
4. Sycamore Preparatory Academy will conduct regular, ongoing inspections of its facilities and equipment pursuant to the contracted underwriter's risk management guidelines. Defective or dangerous conditions discovered through these inspections will be promptly corrected. Sycamore Preparatory Academy will keep written records of these inspections on file for at least one (1) year after the date of the inspection.
5. Sycamore Preparatory Academy will obtain parent or legal guardian permission for all voluntary field trips, excursions or on-campus extracurricular activities.
6. Sycamore Preparatory Academy employees and parent volunteers will provide proof of automobile liability insurance coverage and a valid driver's license prior to driving on SPA business or activities. Only participants in the activity will ride in the vehicle while it is being driven on school business.
7. Sycamore Preparatory Academy will not allow employees or the public to use the school's power tools or equipment for their personal business. Any equipment which is loaned to employees or students will have a loan form completed by the borrower and the parent/legal guardian, if appropriate, and will only be loaned if there is a school purpose involved and only upon approval of the site administrator or designee.
8. Sycamore Preparatory Academy will comply with local, state, and federal laws and regulations that apply to charter schools in regard to termination of employees, handling of sexual harassment complaints, and conducting business in a nondiscriminatory manner.
9. When Sycamore Preparatory Academy decides to use the services of independent contractors rather than hiring employees, Sycamore Preparatory Academy will be responsible for proper risk management of those activities. Sycamore Preparatory Academy will also assume responsibility for any taxes and penalties, which may be assessed by the U.S. Internal Revenue Service or California Franchise Tax Board.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted” Education Code § 47605(b)(5)(G.)

Sycamore Preparatory Academy will strive to have a broad representation of student demographics similar to that of the District. Lottery selection will ensure fair and equitable selection of students in the event that more students apply than can be accommodated. SPA will conduct a yearly self-evaluation process on the school's student demographics to ensure diversity is a priority within the school culture, classroom, and community.

A. Open Enrollment Policy

SPA will implement an open enrollment process as established by the Board of Directors. Each student will attend SPA on a voluntary basis. No student will be denied admittance to the school based on race, sexual orientation, religion, ethnicity, national origin, gender, gender identity, disability, or any other protected classification under local, state, and federal laws; including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code. Further, at SPA's Parent Information Exchange (P.I.E.) nights, parents will be provided with a very clear and accurate picture of the school's learning experience so they can make the most appropriate choice for their children.

SPA will adhere to the McKinney-Vento Homeless Assistance Act. This ensures that each parent of a homeless child will have equal access to the same free, appropriate public education as provided to other children.

Following the public random lottery drawing each year, students not able to attend SPA due to space limitations will be placed on a waiting list in the order the registration is received, and then will be contacted when a vacancy occurs. The students and their families will be informed of their place on the waiting list. For more information, please see Element 8: Admission Requirements.

B. Community Outreach Plan

SPA will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders in an effort to reach a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Chino Valley Unified School District.

Each year SPA will distribute literature, in English and Spanish, outlining the vision and mission statements for the school and for the purpose of student recruitment. SPA will identify specific locations to reach out to all targeted demographic groups and inaccessible members of the community. SPA will conduct an annual review to evaluate appropriate and effective venues for outreach and recruiting efforts to result in a widespread and fair informational campaign.

SPA's strategy will be to disseminate informational fliers/brochures to many locations within the community, so that our focus is on a broad-based ethnic/racial recruitment effort. These locations may include, but are not limited to, churches, community organizations, preschools, local libraries, tutoring services, and markets:

Churches:

1. Calvary Chapel of the Chino Valley—12205 Pipeline Ave., Chino, CA 91710
2. Calvary Chapel Chino Hills—4201 Eucalyptus, Chino, CA 917 10
3. Chino Valley Community Church—14601 Peyton Dr., Chino Hills, CA 91709
4. Church of Jesus Christ of LOS—4321 Philadelphia St., Chino, CA 91710
5. CrossPoint Church—6950 Edison Ave., Chino, CA 91710
6. St. Paul the Apostle Catholic Church—14085 Peyton Dr., Chino Hills, CA 91709
7. Inland Hills Church—14670 Ramona Ave., Chino, CA 91710
8. Hindu BAPS West Temple—15100 Fairfield Ranch Rd., Chino Hills, CA 91709
9. Calvary Chapel Ontario—1957 S. Vineyard Ave., Ontario, CA 91761
10. Church of Jesus Christ of LOS—522 W. Fermis Ave., Ontario, CA 91762
11. Living Waters—6010 Walnut Avenue, Chino, CA 91710
12. Chino Spanish Seventh Day Adventist—12986 Central Avenue, Chino, CA 91710 13. Victory Outreach Chino—11436 Central Avenue, Chino, CA 91710

Community Organizations:

1. Kiwanis Club—5443 B St., Chino, CA 91710
2. Chino Community Theater—13123 Seventh Street, Chino, CA 91710
3. Chino Valley Lions Club—13201 Central Avenue, Chino, CA 91710
4. Chino Youth & Family Services—13201 Central Avenue, Chino, CA 91710
5. Chino Valley YMCA—5665 Edison Ave., Chino, CA 91710
6. Chino Recreation & Parks Department—13220 Central Ave., Chino, CA 91710
7. Chino Hills Recreation Department—14000 City Center Drive, Chino Hills, CA 91709 8. City of Ontario Recreation Department—1265 S Palmetto Ave., Ontario, CA 91761

Preschools:

1. Montessori Preschool—14635 Pipeline Ave Unit A-D, Chino Hills, CA 91709 2. Heavenly Care—1030 East Riverside Dr., Ontario, CA 91761
1. Creative Kids Preschool—1161 E. Riverside Dr., Ontario, CA 91761
2. Chino Head Start—5585 Riverside Dr., Chino, CA 91710
3. Kiddie Korner—5559 Park Pl., Chino, CA 91710
4. Childtime Learning Center—3656 Riverside Dr., Chino, CA 91710
5. Little Angels Preschool—5135 Walnut Ave., Chino, CA 91710
6. Chino Child Development Center—4266 Walnut Ave., Chino, CA 91710
7. Gateway Academy Childcare—12818 East End Ave., CA 91710
8. Kindercare 13815 Peyton Dr., Chino Hills, CA 91709
9. Kindercare 2410 S. Euclid Ave., Ontario, CA 91762

Libraries:

1. Chino Branch Library—13180 Central Ave., Chino, CA 91710
2. Chino Hills Public Library—14020 City Center Dr., Chino Hills, CA 91709
3. Ontario City Library—215 E. C Street, Ontario, CA 91764
4. San Bernardino County Library (Preserve Community)—15850 Main Street, Chino, CA 91708

Tutoring Services:

1. Kumon Chino Hills South East—15934 Los Serranos Country Club, Chino Hills, CA 91709
 2. Kumon Math and Reading Center of Chino North—5370 Schaefer Ave., Suite A, Chino, CA 91710
 3. Tutorwhiz Inc.—13721 Roswell Ave., Chino, CA 91710
 4. Sylvan Learning Center—12887 Mountain Ave. Chino, CA 91710
 5. Mathnasium—3330 Grand Ave. Suite C, Chino Hills, CA 91709
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1. *Media*—SPA’s community outreach team will create a media packet and on-going press releases will be distributed to local media outlets for media placements. The team will send news releases, reports, recruitment updates, and will pitch them to magazines, newspapers, and city newsletters. SPA will also distribute invitations to community meetings and events. All press releases will be translated into Spanish or other home language, if required. The Inland Valley Daily Bulletin, newspaper
 2. Chino/Chino Hills Champion, newspaper
 3. La Opinion, newspaper

Electronic Media—SPA will maintain and utilize a website for SPA, www.sycamoreprep.org. The website offers information about the school's mission and vision, instructional practices, student registration, potential job openings, upcoming meetings, contact information for parents, as well as, Board members, agendas and meetings.

SPA's website provides full time access to the most current information for parents and other community members. Additionally, SPA will maintain a presence on social media platforms, such as Facebook, Twitter, and YouTube.

Informational webinars will also be held in both Spanish and English to answer programmatic questions and assist families with the enrollment process.

Community Meetings—SPA will conduct community meetings, open to the public, to inform and provide families with information for making a decision about enrolling their children in the Charter School. As needed, Spanish translators will be available to families in attendance. Meetings will be held at least monthly during open enrollment. The school administration and staff will conduct these monthly meetings. Members of the Board of Directors may also be in attendance. The meetings are typically held at the school site, but may be held at locations frequented by all demographic groups targeted by SPA, such as community centers, libraries, and church rooms.

Outreach Activities

Additional outreach and informational activities may include, but are not limited to: public information meetings held at various venues identified by the marketing team, community events, interviews with media outlets, literature distribution, and targeted or thematic community events hosted at the site.

C. Racial & Ethnic Balance Data

The school's student information system will allow accurate collection and analysis of the school's demographic data. The data collected in this way will then be used to generate reports to the Board of Directors, the District, and the State.

SPA's outreach efforts seek to establish a racial and ethnic balance reflective of the general population residing within the District. The marketing efforts will target the disproportionately represented populations.

SPA will make it a priority to dynamically recruit a diverse student population, including low-income and academically low achieving students, reflective of similar racial and ethnic backgrounds of those residing in the District.

ELEMENT 8 - ADMISSION REQUIREMENTS

“Admission requirements, if applicable” Education Code § 47605(b)(5)(H).

A. Non-Discrimination Statutes and Affirmations

SPA shall actively recruit a diverse student population, including academically low achieving and low-income students from surrounding areas, and shall abide by all state and federal laws regarding admissions. SPA shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition. SPA shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, gender identity, gender expression, home language, disability, or any other protected classification under local, state, and federal laws, including any other characteristics outlined in the definition for hate crimes under Section 422.55 of the Penal Code. SPA shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

SPA shall be a school of choice. SPA shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School.

Commitment to the goals, objectives, and mission of the school as set forth in the charter shall be deemed essential for the academic success of all students.

B. Open Enrollment and Application Process

SPA will establish a period of open enrollment for at least thirty (30) days in the spring of each year. The open enrollment period will be called the Application Period in order to better clarify for the public. After the Application Period closes, should SPA receive a number of applications from potential students that exceed the number of spaces available at any given grade level within the school, the school will conduct a random public lottery, as described below.

The application process is comprised of the following:

1. Opportunity for parent attendance at an SPA Information Meeting/Tour
2. Completion of a student Enrollment Application including:
 - a. Proof of residence; and
 - b. Proof of birthdate.

The SPA admission application does not request information that could be used to discriminate against a student or his/her parent/guardian based on any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEIA or Section 504.

After admission, SPA will request completion of a student admissions packet that may include:

- a. Parent/Emergency contact information
- b. proof of immunization;
- c. Technology Network User Agreement;

- d. Photograph / Media Waiver;
- e. Home Language Survey;
- f. Health History;
- g. Authorization to release student records from previous school site;
- h. Copy of student's SST, IEP, or 504 Plan, if applicable
- i. Any other documents required by law according to grade level
- j. Voluntary Socio-Economic Status form

C. Public Random Drawing/Lottery

Admission to the Sycamore Preparatory Academy is open to all students regardless of ethnicity, creed, national origin, gender or disability. The Sycamore Preparatory Academy is nonsectarian in its programs, admission policies, employment practices, and all other operations; it shall not charge tuition. Admission will require a commitment from both parents and students to meet the goals, objectives and mission of the School.

Enrollment Procedures

SPA conducts an open enrollment period for at least thirty days in the spring of each year. For the purpose of clarity to the families, this period will be called the Application Period. To be part of the enrollment process, parents must submit a completed enrollment application prior to the end of the Application Period. Following the Application Period each year, applications will be counted to determine whether any grade level has received more applications than seats available. In the event that this happens, the school will hold a random public lottery to determine enrollment for the impacted grade levels; with the exception of existing students, who are guaranteed enrollment in the following school year. The date of the lottery will be published and posted on SPA's website for all interested parties prior to holding the lottery.

Admission preferences in the case of a public random lottery will be given to the following students in the order below:

- Currently enrolled students (exempt from lottery);
- Children of SPA staff, not to exceed 10% of enrollment;
- Siblings of current students;
- Children residing within the District; and
- All others.

The preferences in the SPA public random drawing as listed above are consistent with Education Code Section 47605(d)(2), and applicable federal law, and non-regulatory guidance.

The following rules and procedures shall be communicated to all interested parties prior to holding the lottery. They are as follows:

- The lottery shall take place within thirty (30) calendar days of the closing of the open enrollment period as defined above;
- The lottery shall take place on the school's campus or in a facility large enough to allow all interested parties who wish to attend to do so;
- All interested parties shall know, prior to the holding of the lottery, how many openings shall be available in the school and in the different grades served by the school;
- The lottery shall take place on a given published date;

- SPA shall comply with all applicable state and federal laws and with any agreement between the Charter School and the District;
- The lottery shall draw names from a general pool of ballots;
- A representative of SPA shall oversee the drawing of names;
- Siblings of students drawn from the random public lottery shall be placed depending upon space available at the given grade level during the lottery process. If there is no opening for the sibling, the sibling shall be placed on the Sibling Priority List for their grade level; and
- The drawing shall continue until all names are drawn.

Those individuals whose names are drawn after all spaces have been filled shall be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. The waiting list shall expire at the end of each school year. Students remaining on the waiting list at the end of each school year must go through the open enrollment process for the upcoming school year, if they remain interested in attending the school. Sibling Priority List shall not expire.

All lottery protocols may be refined as deemed necessary by the Board of Directors.

Families promoted from the waiting list will be contacted when there is an opening. Contact may include email, personal phone call, and/or U.S. Postal Service. Parents/Guardians will have three (3) business days from the date of first notification to respond. In addition, the school will attempt on at least one (1) additional occasion to contact the parent(s)/ guardian(s) of students promoted from the waiting list during the three (3) day period. Those families not responding within the three (3) day period will forfeit their right to enroll their student in the school, and the next student on the waiting list will be contacted to fill the open position. Parents who forfeited their right to accept enrollment when offered, but are still interested in enrolling at SPA at another time, must reapply.

The lottery will be held for all students who were enrolled during the open enrollment period in a grade level that is impacted. For example, if 48 spots are available in second grade, and 52 students seek to enroll during the course of the open enrollment period, then all 52 students would be placed in the lottery for the 48 spots. The remaining four students would be placed on a waiting list. Therefore, each student would have equal opportunity to be accepted into the school in the case that a lottery was necessary.

SPA will utilize a comprehensive recruiting strategy, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups will be targeted for additional recruitment efforts in order to achieve a pool of potential students that will reflect a diverse student population. SPA will use a multitude of free and volunteer strategies to communicate with local families, organizations, and community leaders in an attempt to achieve a racial and ethnic balance reflective of the general population residing within the District's boundaries.

D. Subsequent Years Re-Enrollment

- The following conditions will apply in subsequent years: In the spring, parent(s)/guardian(s) of students attending SPA will be required to complete a Continuing Enrollment Form to guarantee the student's seat into the next school year;

- The school will notify parents via telephone, in-person, and/ or email to complete the Continuing Enrollment Form;
- On at least two (2) separate occasions the school will contact parent(s)/guardian(s) that have not completed the Re-Enrollment Form; and
- Those families not responding within a three (3) day period after being contacted on at least two (2) separate occasions forfeit their right to re-enroll their child in the school for the following school year.

ELEMENT 9: FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority” Education Code 47605 §(b)(5)(I).

A. Annual Independent Audit

The Ronald Reagan Charter School Alliance will form an audit committee each fiscal year (April/May) to contract and oversee the preparation and completion of an annual independent audit of the School’s financial affairs. This committee will retain independent auditors. SPA’s books and records shall be kept and the audit will be conducted in accordance with generally accepted accounting principles and will conform with the California School Audit Guide as it applies to charter schools. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget circulars. The School’s audit committee will review any audit exceptions or deficiencies and report to the Ronald Reagan Charter School Alliance Board of Directors with recommendations on how to resolve them. SPA shall submit the audit to the District on or before December 15, and report in writing to the District the manner in which SPA intends to address any exceptions or deficiencies noted in the audit to the satisfaction of the District. Exceptions and deficiencies so noted shall be addressed within 60 days or within such shorter time as specified in the audit.

These financial audits shall be conducted by an independent auditor and who at a minimum is a CPA with educational institution audit experience and is included on the State Controller’s approved list of independent auditors. The auditor will verify the accuracy of the School’s financial statements, attendance and enrollment, accounting practices, revenue-related data collection and reporting practices and will review the School’s internal controls. The audit will include a review of ADA as reported by Sycamore Prep. Moreover, the audits will assure that the School’s money is being handled responsibly and that its financial statements conform to generally accepted accounting principles. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the District. Sycamore Prep agrees to resolve outstanding issues from the audit prior to the completion of the auditor’s final report. The audit will be completed and submitted to the District, the San Bernardino County Superintendent of Schools, the California Department of Education, the State Controller and the State Board of Education by December 15th following each school year or at a mutually agreed upon earlier date.

In the case that SPA either does not pay for or have an independent audit completed within one month of the applicable timelines, the District may, at its option, pay for an audit to be completed an invoice SPA for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to the Charter School.

Further, the District Board shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the District if the audit reveals no financial or enrollment discrepancies resulting in under or over reporting of greater than three percent (3%) total; in all other cases, SPA shall bear the cost of the audit.

SPA will notify the District of any pending litigation or legal action taken against SPA within thirty (30) calendar days of SPA receiving said notice.

The independent financial audit of the Charter School is public record and will be provided to the public upon request. SPA will post the annual audit on the School's website.

SPA will receive funding pursuant to the Local Control Funding Formula as established in Chapter 47, Statutes of 2013 (AB 97), Chapter 49, Statutes of 2013 (SB 91), Chapter 357, Statutes of 2013 (SB 97) and Chapter 33, Statutes of 2014 (SB 859) as these laws and implementing regulations may be amended from time to time.

B. Audit Exceptions and Deficiencies to be Resolved

RRCSA's audit committee will review any audit exceptions or deficiencies and report to the RRCSA Board of Directors with recommendations on how to resolve them. Audit exceptions and deficiencies will be resolved in conference with the independent auditor to the satisfaction of the Chartering Agency. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Sycamore Preparatory Academy will provide the Chartering Agency with the final audit results by December 15th of each year for the prior fiscal year ending June 30th. The audit will also be submitted to the California Department of Education, the San Bernardino County Department of Education, and the State Controller's Office by December 15th each year.

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

C. Financial Reports

The Executive Director will be responsible for providing Chino Valley Unified School District (CVUSD) with all reports and data necessary to meet county and state financial requirements.

Sycamore Preparatory Academy will submit the following reports (and any other reports required by law, as the same may change from time to time) to the District and the San Bernardino County Office of Education pursuant to Education Code 47604.33:

- A preliminary budget on or before July 1 accompanied by the LCAP for the corresponding year.
- An interim financial report reflecting budget changes through October 31, submitted on or before December 15.
- A second interim financial report reflecting budget changes through January 15, submitted on or before March 15.
- A final, unaudited report for the full prior year, submitted on or before September 15.

In addition, SPA will submit the following reports to the District:

- P-1 Attendance Report—each January, reflecting attendance through the last full school month ending prior to December 31;

- P-2 Attendance Report--each April, reflecting attendance through the last full school month ending prior to April 15;
- Annual/P-3 Attendance Report—each June, reflecting entire year's attendance;
- Annual Update (Local Control Accountability Plan)—annually by July 1, as required pursuant to Education Code section 47606.5;
- Any additional reports as set forth in a Memorandum of Understanding between the Charter School and the District, if applicable; and
- Other financial information requested by the District from time to time to assess the fiscal condition of SPA.

Oversight

In accordance with Education Code § 47613, the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School, or up to three (3) percent in the case that the District provides substantially rent-free facilities for use by SPA. Pursuant to Education Code Section 47613(1), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

ELEMENT 10: STUDENT SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled” Education Code §47605(b)(5)(J).

A. Suspension and Expulsion Procedures

SPA regards suspension and expulsion as a last resort and utilizes all alternative means of correction prior to considering suspension and expulsion.

SPA hereby adopts the provisions of Education Code Section 48900 et seq. as SPA’s student discipline policy and procedure. Because certain terms used in Education Code Section 48900 et seq. are not directly applicable to SPA, the following definitions and modifications are made to these provisions to make them applicable to SPA.

The terms “superintendent” shall mean the SPA Executive Director.

The terms “school” and/or “district” as used in those provisions shall mean SPA.

The terms “governing board” as used in those provisions shall mean the governing board of the Ronald Reagan Charter School Alliance.

Should the Charter School use an administrative hearing panel, that panel shall be made up of three certificated employees engaged by SPA and/or appointed by the Ronald Reagan Charter School Alliance Board, who do not work at SPA.

It is SPA’s understanding that the Board of the San Bernardino County Office of Education will hear appeals of expulsions from charter schools operating within San Bernardino County, including SPA. If the Board of the San Bernardino County Office of Education will not hear such appeals, SPA shall develop an appeal process that affords students due process.

In the event of a decision to expel a student, SPA shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If a pupil who is subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves SPA without graduating or completing the school year for any reason, SPA shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

SPA shall provide written notice to students and parents/guardians, on an annual basis, of the suspension and expulsion procedures adopted and followed by SPA including the information contained in this section of the charter and the specific detailed provisions of Education Code Section 48900 et seq., as adopted hereby.

B. Suspension and Expulsion Procedures for Students with Special Needs

A student identified as an individual with disabilities or for whom SPA has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. SPA 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 SPA 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.

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

1. Services During Suspension

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

2. Procedural Safeguards/Manifestation Determination

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

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

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

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

- Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that such assessment had not been conducted prior to such determination before the behavior that resulted in a change in placement.
- If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- Except in the case of a student removed to an interim alternative educational setting, SPA shall return the child to the placement from which the child was removed, unless the parent and SPA agree to a change of placement as part of the modification of the behavioral intervention plan.

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

ELEMENT 11: RETIREMENT PROGRAMS AND BENEFITS

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or Federal Social Security” Education Code §(b)(5)(K).

A. Retirement Programs

Certificated, non-certificated, and other staff members of the Sycamore Preparatory Academy who currently are members of the State Teachers’ Retirement System (S.T.R.S.), Public Employees Retirement System (P.E.R.S.), and/or the Federal Social Security System shall continue their participation.

All new staff members to the Sycamore Preparatory Academy shall be eligible to participate in the S.T.R.S., P.E.R.S., and/or the Social Security System in compliance with existing laws. The Executive Director is responsible for ensuring that appropriate arrangements for coverage have been made for all eligible SPA employees and that contributions are properly made and accounted for.

The Ronald Reagan Charter School Alliance also reserves the right to offer additional retirement plans as it deems appropriate.

B. Employee Benefits

Employee compensation and benefits are specified in the Employment Agreement for each employee. The Executive Director and Governing Board shall offer additional incentive compensation to those staff members performing additional responsibilities.

Specific information regarding benefits is made available to employees upon hiring and annually.

ELEMENT 12: ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools" Education Code §4760S(b)(5)(L).

Pupils who choose not to attend SPA may choose to attend other public schools in their district of residence or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the Chartering Agency.

Alternative schools for students living within the Chartering Agency attendance area will be the same as those offered to all other students currently residing in the Chartering Agency. The parents/ guardians of each student enrolled in SPA will be informed that said student has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in SPA, except to the extent that such right is extended by the local education agency.

The governing board of a school district will not require any pupil enrolled in the school district to attend a charter school.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school" Education Code §47605(b)(5)(M).

No public school district employee will be required to work at SPA. Persons employed by Sycamore Preparatory Academy will not be considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at SPA and who later wish to return to the District will be treated the same as any other former District employee seeking reemployment. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. SPA will not have any authority to confer any rights to return on District employees. Charter School employees will have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. Employment by Sycamore Preparatory Academy will provide no rights of employment to any other entity, including but not limited to, any rights in the case of closure of SPA.

ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter” Education Code §47605(b)(5)(N).

Occasionally, a dispute may arise between a charter school and its authorizing district. The intent of the dispute resolution process is to resolve disputes quickly and efficiently in order to minimize the burden on the District and the SPA.

SPA and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of SPA or the District’s oversight obligations, or a dispute otherwise arises between the District and SPA, the following procedures shall be followed to resolve the dispute:

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, participation in the dispute resolution procedures outlined in this Element shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.
3. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, and the District has not decided to commence revocation procedures, the District will provide written notification of the violation or issue. The date that this notice is orally provided or sent shall be the “Notice Date.” This notice will also constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent’s designee, and the SPA representative will be the Executive Director or Executive Director’s designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for SPA to attempt to cure the issue shall be deemed and is agreed by SPA and the District to constitute the “reasonable opportunity to remedy the violation” provided for in Education Code Section 47607(d) prior to revocation of the charter. Any agreement reached at the meeting held pursuant to this Step 3 shall be memorialized in written correspondence between the District and SPA subsequent to the meeting.
4. The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.
5. In the event of a dispute raised by SPA against District over the terms of the Charter, SPA shall put the dispute in writing to the Superintendent or designee, and the District Superintendent or

designee shall meet with the Executive Director or Executive Director's designee to seek resolution within two (2) weeks of receiving the written complaint. After this meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the agreement of both District and SPA, with the costs of the mediator to be split by both parties.

Internal Disputes

SPA has an internal dispute resolution process to be used for all internal disputes related to SPA's operations. Parents, students, board members, volunteers, and staff at SPA are provided with a copy of SPA's policies and dispute resolution process. The District will refer all disputes or complaints it receives not related to a possible violation of the Charter or law or the District's oversight obligations to SPA's Executive Director for resolution according to SPA's internal dispute resolution process. The District may choose to submit disputes that are related to possible violations of the charter or law or the District's oversight obligations to SPA's Executive Director for resolution according to SPA's internal dispute resolution process. In the event that SPA's procedures fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the RRCSA Board unless the matter relates to a possible violation of the charter or law or the District's oversight obligations.

Disputes Relating to Charter Revocation

The District will follow all procedures contained in Education Code §47607 and the corresponding implementing regulations approved by the State Board of Education in the event that it initiates the charter revocation process.

ELEMENT 15: SCHOOL CLOSURE PROTOCOL

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records" Education Code §47605(b)(5)(0).

A. Closure Procedures

The following procedures shall constitute the "Closure Protocol" and shall apply in the event Sycamore Preparatory Academy ceases to be a charter school or otherwise closes for any reason:

Any decision to close SPA as a charter school operating pursuant to this Charter shall be documented by official action of the Sycamore Preparatory Academy Board of Directors ("Closure Action"). The action shall identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and the Board of Directors elects not to appeal or otherwise challenge the revocation or non-renewal, the Board of Directors votes to close SPA, or the Charter lapses. The entity responsible for conducting closure related activities is Sycamore Preparatory Academy.

1. In the event of a Closure Action, the following steps shall be implemented: The Ronald Reagan Charter School Alliance, the governing board for Sycamore Preparatory Academy, shall notify the District of the determination of the Closure Action and of the effective date of the closure as a charter school within five (5) business days of the Closure Action.
2. SPA shall send written notification to the home districts of the students that will be returning, within five (5) business days of the determination of the Closure Action. In addition, the District shall be provided with a list of students indicating their last known district of residence.
3. Written notification of the Closure Action and the effective date of closure of SPA shall be made by SPA to the California Department of Education, the San Bernardino Superintendent of Schools, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) by registered mail within five (5) business days of the Closure Action. This notice shall also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
4. Upon closure, Ronald Reagan Charter School Alliance (the non-profit public benefit corporation) shall remain solely responsible for all liabilities arising from the operation of the Charter School.
5. Sycamore Preparatory Academy shall ensure notification to the parents and students of SPA of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided within ten (10) business days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records, and advise parents/ guardians that Sycamore Preparatory Academy shall provide copies of student information that includes grade reports, discipline records, immunization records, and completed coursework upon request.

Sycamore Preparatory Academy shall provide the receiving school districts with copies of all appropriate student records within twenty (20) business days from the determination of the

Closure Action or within twenty (20) business days of the last student attendance day at SPA if SPA is to remain open as a charter school beyond the date that a Closure Action is determined, and shall otherwise assist students in transferring to other schools. All transfer of student records shall be made in compliance with the Family

Educational Rights and Privacy Act 20 USC Section I 232(g). Sycamore Preparatory Academy shall ask the District to store original records of Charter School students.

6. All state assessment results, special education records, and personnel records shall be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
7. As soon as is reasonably practical, Sycamore Preparatory Academy will prepare final financial records. Sycamore Preparatory Academy will also have an independent audit completed by an independent auditor included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six (6) months after closure. Sycamore Preparatory Academy will pay for the final audit. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by the Charter School will be the responsibility of Sycamore Preparatory Academy and not the District. Sycamore Preparatory Academy understands and acknowledges that Sycamore Preparatory Academy will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Sycamore Preparatory Academy understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the SELPA, as appropriate, and other categorical funds will be returned to the source of funds.
8. Sycamore Preparatory Academy shall complete and file any annual reports required pursuant to Education Code Section 47604.33.
9. Upon closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, real estate, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Sycamore Preparatory Academy and, if upon the dissolution of Sycamore Preparatory Academy, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property shall be promptly returned upon Charter School closure to the District.
10. For six (6) calendar months from the Closure Action or effective date of the closure, whichever comes first, sufficient staff shall maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
11. As the Charter School is operated by Sycamore Preparatory Academy, a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board shall follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

12. In addition to the final audit, Sycamore Preparatory Academy shall also submit any required year-end financial reports to the California Department of Education and the District, in the form and timeframe required.
13. As specified in the Budget (found in the Appendix), Sycamore Preparatory Academy shall utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous ADMINISTRATIVE SERVICES

"The manner in which administrative services of the school are to be provided" Education Code §47605(g).

The Board of Directors will set the Charter School's administrative and fiscal policy. SPA's Executive Director will ensure that the educational philosophy and mission will be implemented. The Principal will oversee the day-to-day operation of the school. Sycamore Preparatory Academy may contract with an experienced back office service provider to work in conjunction with our in-house Business Services and/or Human Resources/ Payroll Departments to perform all day-to-day administrative functions.

A. Accounting and Business Services

The Ronald Reagan Charter School Alliance, the governing board for SPA, will oversee the work of SPA's in-house and back office service provider, including, but not limited to: financial reporting, general accounting, payroll, accounts payable/ receivable, budget development, and attendance reporting.

Consultants may also assist SPA staff and the Board of Directors on business issues that could arise during the year.

At this time, RRCSA contracts with SavantCo Education for several financial and business services including financial reporting, developing and maintaining budgets, required attendance reports, payroll and retirement reporting. While there is no discussion to change this service provider at this time, it is noted that a change in the contracted services occurs within the normal business operations of the Charter school and such a change does not constitute a material revision to the charter.

B. Criteria for Contract Services

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

FACILITIES

"The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate" Education Code §47605(g).

The campus located at 15650 Pipeline Avenue, Chino Hills, CA 91709 is currently underutilized. The charter, once approved, will seek to enter into a Facilities Use Agreement with Chino Valley Unified School District for the use of this facility. The school site is owned by the Chino Valley Unified School District and SPA is interested in renting the facility through a separate Facilities Use Agreement.

SPA may submit a request for facilities pursuant to Proposition 39 and its implementing regulations for future years should the Charter and District not be able to reach a Facilities Use Agreement. SPA looks

forward to working with the District to utilize the public facility located at 15650 Pipeline Avenue in Chino Hills or an alternative site that is mutually agreed upon.

According to The California Department of Education, the former Los Serranos Elementary housed 1063 students in the 2002-2003 school year. Currently the District utilizes the facility for Alternative Education Programs and the Charter School is prepared to share the site with those programs.

In the event that Proposition 39 facilities are not requested or provided, SPA will locate in a private facility within the District boundaries that is in compliance with the California State Building Code. SPA would need approximately 50,625 square feet in order to house the number of students anticipated to enroll in the school during its first charter term.

In the event that a private facility is required, SPA will seek to have the landlord pay for all tenant improvements necessary to convert the facility for the charter school's use. The tenant improvements will be done in a manner that will ensure that the facility is compliant with the California State Building Code for educational use. Any private facility will also comply with local zoning, unless a zoning exemption is approved pursuant to the Government Code.

FINANCIAL STATEMENTS

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three year of operation" Education Code §47605(g).

The following documents can be found in the Appendix:

- Five (5) Year Budget Projection;
- Five (5) Year Revenue Projection;
- Five (5) Year Expense Detail;
- Model Assumptions;
- Budget Notes;
- Enrollment Assumptions;
- Payroll and Staffing Detail;
- Five (5) Year Cash Flow Projections; and
- Local Control Funding Formula (LCFF) Schedule.

These documents are based upon the best data available to the petitioners at this time, including the most recent Local Control Funding Formula (LCFF) projections.

Ronald Reagan Charter School Alliance keeps separate books for each school in its organization in accordance with the law (e.g. Education Code § 47605(b)(5)(1)) and does not commingle funds between separate Sycamore schools.

POTENTIAL CIVIL LIABILITY EFFECTS

"Potential civil liability effects, if any, upon the school and upon the District" Education Code §47605(g).

A. Intent

This statement is intended to fulfill the terms of Education Code Section 4760S(g) and provide information regarding the proposed operation and potential effects of the Charter School on the District.

Civil Liability

The Charter School shall be operated by Ronald Reagan Charter School Alliance, a California non-profit public benefit corporation. The corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 2370 1(d). The specific purpose of this corporation is to manage, operate, guide, direct, and promote one or more California public charter schools.

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

The current Bylaws of the Ronald Reagan Charter School Alliance provide for indemnification of the Board of Directors, officers, agents, and employees. Sycamore Preparatory Academy shall purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against risks.

Sycamore Preparatory Academy shall acquire and maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts shall be determined by recommendation of the District and Sycamore Preparatory Academy's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Sycamore Preparatory Academy.

The Sycamore Preparatory Academy shall implement appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and utilizing dispute resolution, as necessary.



Employee Handbook

Mission Statement

The mission of the Ronald Reagan Charter School Alliance is to prepare a diverse TK-8 student population for secondary education, college, careers, and global citizenship by providing each child with the knowledge, critical skills, and fundamental dispositions to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century every child must construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, value differences and reflect consistently on his or her growth as a learner.

Vision Statement

The vision of Sycamore Preparatory Academy (SPA) is to establish a learning community that promotes the pursuit of wisdom through the use of constructivist theory of learning. Students from transitional kindergarten (TK) to eighth grade are inspired to pursue university level academic studies, as well as to gain skills to be successful in the 21st century global community. Our students will exceed expectations and become critical thinkers, as they are engaged with dynamic instruction practices that inspire them to be motivated, independent, competent, and lifelong learners.

BOARD OF DIRECTORS

Mr. Roland Skumawitz—President

Mr. Daniel Leavitt—Secretary/Treasurer

Dr. Ingrid Flores—Trustee

Mrs. Elizabeth Haskin—Trustee

Mr. Matthew Roberson—Trustee

WELCOME

Welcome to the Sycamore Schools! Through teamwork and a collective desire on the part of those employed at the school, we strive to be the educational leader in the communities we serve. We expect Sycamore Schools to fulfill the mission and vision, meet schoolwide goals and exceed community expectations.

You have been chosen for your position because we believe you have the innate desire to work hard to create a culture of learning for each student. We know that by working together we will produce a well-educated student body, as well as employees, that will find working here a rewarding and satisfying experience.

This handbook sets forth the general policies and guidelines that govern your employment. These policies and guidelines are subject to change from time to time to answer changing conditions. In the event that any policy or guideline changes, the new written policies will prevail. Please read this handbook carefully and retain it for future reference. If you have any questions or suggestions, please discuss them with the Principal or Executive Director.

At-Will Employment

Both you and RRCSA have the right to terminate your employment at any time, with or without advance notice and with or without cause. This arrangement is called "employment at-will," and no one in this organization other than the Governing Board has the authority to alter that arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. RRCSA can do so only in a written agreement that is signed by both RRCSA and you.

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EMPLOYEE CLASSIFICATIONS

Federal and state law prohibit discrimination in hiring, promotions, pay, discharge, and other employment actions where the decision is based on such prohibited reasons as the employee's race, gender, age, national origin, or religion. RRCSA is committed to abiding by all local, state, and federal laws in regard to discrimination in all respects. Each employee signs an at will employment agreement when hired by Ronald Reagan Charter School Alliance. Terms of employment are set forth in this separate employment agreement as well as in this Handbook. However, to the extent that the terms of employment in the employment agreement conflict with this Handbook, the agreement will supersede.

Full-Time Employees

If an employee consistently works thirty-five hours per week or more and a minimum of 140 days per school year, the person is considered a regular full-time employee. S/he is eligible for all employee benefits provided by Ronald Reagan Charter School Alliance.

Part-Time Employees

If an employee works a regular weekly shift of less than thirty-five hours per week, s/he is a part-time employee and RRCSA will not provide health and/or other employee benefits.

Employment of Minors

Ronald Reagan Charter School Alliance abides by state and federal regulations governing employment of minors. Therefore, if an employment candidate has not reached their eighteenth birthday and has not earned a high school diploma or the equivalent, this candidate must obtain a work permit from school or any other eligible source before employment commences.

PAY AND BENEFITS

All regular certificated and classified employees will be paid according to the terms of their contract. Each year the employee's performance will be assessed by administration. Although a pay increase is not necessarily given with each performance review, these ratings do provide a basis for determining whether an employee's overall performance merits a pay adjustment.

Pay Day

All employees will be compensated on an eleven-month pay plan, and will be provided the option of participating in a Summer Holdback. Employees are to be paid on the 10th and the 25th of every month, unless:

1. The pay day falls on a weekend; then your check will be issued on the preceding Friday.
2. The pay day falls on a holiday; then your check will be issued on the last workday prior to the holiday.
3. When a pay day occurs during a vacation, employees that typically receive a hard check will receive their pay check via USPS standard post.
4. Bonus checks, for eligible employees, will be issued on December 1 and the last workday of the school year.

Certificated Personnel

Base pay is determined by credential classification of the certificated personnel. Each year the Principal or designee will assess the employee's performance with respect to the factors identified in the Portfolio and Evaluation. Although a pay increase is not necessarily given with each performance review, these ratings do provide a basis for determining whether an employee's overall performance merits a pay adjustment. After the employee submits his/her complete Portfolio and Evaluation, the Principal or designee will finalize the Evaluation and discuss it with the Employee in person. If an employee does not agree with the evaluation after discussing it with the Principal or designee, the employee may request a meeting with the Executive Director or designee to discuss the evaluation further.

Classified Personnel

Base pay is determined by position for classified personnel. Each year the Principal or designee will assess the employee's performance with respect to the factors identified in the employee's job description. Although a pay increase is not necessarily given with each performance review, these ratings do provide a basis for determining whether an employee's overall performance merits a pay adjustment. If an employee does not agree with the evaluation after discussing it with the Principal or designee, the employee may request a meeting with the Executive Director to discuss the evaluation further.

Time Clock and Time Sheets

All hourly employees must clock in and out daily and clock out and back in after each meal break. No employee may begin his/her workday more than 5 minutes before the scheduled shift without prior authorization from the Supervisor. No employee may extend his/her workday beyond the schedule without prior authorization from the Principal. Employees may not clock any other employee in or out. Doing so is cause for immediate termination.

Timesheets are printed on the first business day after the end of each pay period. Employees are expected to review their own timesheet for accuracy, sign the bottom confirming the hours listed or noting any discrepancies and return the document to the immediate supervisor within 24 hours. Discrepancies will be investigated and if evidence supports a change, the change will be made. If the employee fails to clock in and/or out 3 times in a three month period, the employee may be given a written reprimand. Continued failure to properly document work hours using the time clock, may result in termination.

Time Card

Each hourly employee is issued a time card. The time card may be kept in the time card holder or with the employee's identification badge. The time card is the property of the school and must be returned upon termination. Employees that are negligent with school property may be charge the replacement cost of that property.

School Keys

Each employee is issued a key that unlocks certain gates and the restrooms. This key is the property of the school and must be returned upon termination. Each employee must have his/her key in their possession each day in order to ensure access to the restrooms and ensure student safety with regard to opening and locking

gates. Lost keys must be reported to the Operations Coordinator immediately. Employees that are negligent with school property may be charge the replacement cost of that property.

Overtime/Extra Duty

All overtime/extra duty work must be approved in advance by the Executive Director and properly documented.

Stipend Pay

Employees have the opportunity to earn additional pay through stipends. Stipends are determined at the beginning of each year based on available funds, tasks to be completed during that school year and depth and/or breath of school impact on the work product. Stipends are paid according to the stipend plan established at the beginning of each school year.

Wage Garnishment

In the event Ronald Reagan Charter School Alliance is served notice of a lawful garnishment of an employee's earnings they will be notified immediately as required by California law. Due to the expense and inconvenience to all concerned, if an employee is repeatedly or habitually subjected to attachments the employee will be in danger of termination.

Break Times

All employees will take a ten-minute break near the middle of each four-hour segment of each workday. Certificated personnel may take their break time during non-supervisory time such as student recess, snack and lunch times.

Meal Periods

All employees must take a meal period of not less than one half hour within the first five and one-half hours of the work schedule. If an employee is on a daily work schedule of six hours or less the employee may waive the unpaid meal period by mutual written consent with a supervisor.

Sick Day Benefits

At the beginning of each school year as determined by the school calendar, Ronald Reagan Charter School Alliance will provide 24 hours of sick pay benefits to all employees who have worked in California for 30 or more days. Employees may begin to use their 24 hours of sick leave time after ninety days of continuous service. Sick leave time does NOT carry over into subsequent school years. Each qualified employee, however, will earn 24 hours of sick leave time at the beginning of each school year. If, however, an employee is reemployed by Ronald Reagan Charter School Alliance within a year of his or her resignation or termination, that employee's sick leave available at the time of termination or resignation will be reinstated.

RRCSA expects that all employees will use sick leave benefits for the diagnosis, care, or treatment of an existing health condition, or preventive care for themselves or a family member, or if you are a victim of domestic violence, sexual assault or stalking. Family members include the employee's parent, child, spouse, registered

domestic partner, grandparent, grandchild and sibling. A doctor's note will be required upon return if an employee has taken three consecutive sick days.

At the end of each school year, employees will receive payout for 50% of all unused sick leave at their regular hourly rate.

Personal Time Off Benefit

All full time employees who have completed ninety days of continuous service receive seven personal days off with pay per school year. The employee must provide written notice and receive approval for use, at least 24 hours in advanced. Personal Time Off (PTO) will only be denied in the event that the employee's absence conflicts with their attendance at a mandatory school function.

Up to 5 PTO may be carried over to the following school year. All PTO days in excess of the carry-over will be paid out at the end of the school year at Employee's per diem rate.

Personal Leave of Absence

When compelling personal circumstances arise, RRCSA, at its discretion, may grant an employee a personal leave of absence without pay. RRCSA does not provide health or any other insurance benefits during a personal leave. The employee is responsible for payment of all insurance premiums due during personal leave if the employee wishes to maintain benefits. To apply for a personal leave of absence, a Request for Leave of Absence Form must be completed and submitted to the Executive Director or designee for approval. If granted, the leave will be for a stated period of time, at which point employees are expected to return to work.

Family Care and Medical Leave (CFRA LEAVE)

Under the California Family Rights Act of 1993 (CFRA), if you have more than 12 months of service with us and have worked at least 1,250 hours in the 12-month period before the date you want to begin you leave, you may have a right to an unpaid family care or medical leave of up to 12 workweeks in a 12-month period for the birth, adoption, or foster care placement of your child or for your own serious health condition or that of your child, parent, or spouse. Even if you are not eligible for CFRA leave, if disabled by pregnancy, childbirth or related medical conditions, you are entitled to take a pregnancy disability leave of up to four months, depending on your period(s) of actual disability. If you are CFRA-eligible, you have certain rights to take BOTH a pregnancy disability leave and CFRA leave after the birth of your child. Both leaves contain a guarantee of reinstatement to the same or to a comparable position at the end of the leave, subject to any defense allowed under the laws. If possible, you must provide at least 30 days advance notice for foreseeable events (such as the expected birth or a child or a planned medical treatment for yourself or of a family member).

For events that are unforeseeable, we need you to notify us, at least verbally, as soon as you learn of the need for the leave. Failure to comply with these notice rules is grounds for, and may result in, deferral of the requested leave until you comply with this notice policy. RRCSA may require certification from your health care provider or the health care provider of your child, parent, or spouse who has a serious health condition before allowing you a leave for pregnancy or your own serious health condition or to take care of that family member. When medically necessary, leave may be taken on an intermittent or reduced leave schedule. If you are taking a leave for the birth, adoption or foster care placement of a child, the basic minimum duration of the leave is two weeks and you must conclude the leave within one year of the birth or placement for adoption or roster care. Taking a family care or pregnancy disability leave may impact certain benefits and your seniority date. If you want more

information regarding your eligibility for a leave and/or the impact of the leave on your seniority and benefits, please contact the Executive Director.

Pregnancy Disability Leave

Under the California Fair Employment and Housing Act (FEHA), if you are disabled by pregnancy, childbirth or any related medical conditions, you are eligible to take a pregnancy disability leave (PDL). If you are affected by pregnancy or a related medical condition, you are also eligible to transfer to a less strenuous or hazardous position or duties, or to receive other minor accommodation:

- The PDL is for any period(s) of actual disability caused by your pregnancy, childbirth or any related medical conditions up to four months (or 88 work days) per pregnancy.
- The PDL does not need to be taken in one continuous period of time but can be taken on an as-needed basis.
- Prenatal care, morning sickness, doctor-ordered bed rest, childbirth, and recovery from childbirth would all be covered by your PDL.
- Generally, we are required to treat your pregnancy disability the same as we treat other disabilities of similarly situated employees. Depending on how we treat other disabilities, this means your leave will be unpaid.
- We may require a letter from your health care provider of your pregnancy disability.
- At your option, you can use any accrued vacation, sick leave or other accrued time off before taking the remainder of your leave as an unpaid leave. You may also be eligible for state disability insurance.

Taking a pregnancy disability leave may impact certain aspects of your benefits and your seniority date. If you want more information regarding your eligibility for a leave, the impact of the leave on your seniority and benefits, and our policy for other disabilities, please contact the Executive Director.

Military Leave

RRCSA provides military leaves of absence to all employees in compliance with applicable state and laws. Employee's request for military leave should be submitted promptly and accompanied by a copy of orders indicating the beginning and ending dates of your duty period.

Jury Duty

RRCSA employees will be granted a leave of absence without pay to serve on jury duty provided a reasonable notice is given of summons. No compensation will be paid to employees during the term of jury duty. Health and other insurance benefits will remain in effect during a jury duty leave. Employees must check in with the Executive Director or designee either in person or by phone at least twice weekly during jury service. Should employees be excused from jury duty for any reason, either temporarily or permanently, employees are expected to return to work. Jury duty adversely affects the education environment and therefore teachers are encouraged to request a postponement to the next vacation period. In cases the jury duty will result in an undue hardship to the other staff, the Executive Director may initiate a request to have the duty postponed or be excused.

Medical Benefit Plans

RRCSA provides group medical insurance benefits to regular full-time employees. These benefit plans are changed from time to time as the costs and needs change. Premium payments are deducted from employee's paycheck. The employee will be notified in writing of the amount that will be deducted from the employee's paycheck prior to any deduction being made. Benefits provided by these plans are explained in provider benefit booklets and during orientation once eligible.

Workers Compensation Claims

If you believe you have been injured on the job, please contact the Operations Coordinator immediately. It is RRCSA 's duty to provide you with a claim form within one working day after receiving notice or obtaining knowledge of your injury.

EMPLOYEE RESPONSIBILITIES

PROFESSIONAL CONDUCT

Code of Professionalism

The Ronald Reagan Charter School Alliance staff members is a group of professionals who believe that education is effective for all children. For changes to be effective, all staff members at the each school are actively committed to a collective mission and vision. The staff is enthusiastically involved in the planning, implementation, and evaluation of the instructional program and school operation. They are accountable for students' academic and social growth. Each one is a member of a team that owns the successes of the organization, not just a staff member doing a job. The staff will fulfill all duties and responsibilities.

The Ronald Reagan Charter School Alliance will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, physical disability, mental disability, medical condition, or age. The following Code of Ethics, adapted from the California Educational Code, Title 5, Section 80130, applies to all staff members of the Ronald Reagan Charter School Alliance, full or part time.

Preamble

All members of the Ronald Reagan Charter School Alliance believe in the worth and dignity of human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard, as essential to these goals, the protection of freedom to learn and to teach, and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice "education" according to the highest ethical standards. All members recognize the magnitude of the responsibility being accepted in the field of education and engage individually and collectively to hold each other accountable in accordance with the provisions of this Code.

Principle 1. Commitment to the Students

All members work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling this commitment, all members will:

- a. Encourage students to independent action in the pursuit of learning and provide access to varying points of view.
- b. Prepare the subject matter carefully, present it to the students without distortion and, within the limits of time and curriculum, give all points of view a fair hearing.
- c. Protect the health and safety of students.
- d. Honor the integrity of students and influence them through constructive criticism rather than by ridicule, harassment, intimidation, or placing students and their parents in the middle of adult issues and/or needs.
- e. Provide for participation in educational programs without regard to race, color, creed, gender, sexual orientation, or national origin, both in what is taught and how it is taught.
- f. Neither solicit nor involve students or their parents in schemes for commercial gain, thereby insuring that professional relationships with students shall not be used for private advantage.
- g. Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II. Commitment to the Public

All members believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All members share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All members bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all members:

- a. Have an obligation to support education and the Ronald Reagan Charter School Alliance and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of the Ronald Reagan Charter School Alliance.
- b. Do not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- c. Ensure that institutional privileges shall not be used for private gain. Do not exploit pupils, their parents, colleagues, nor the school system itself for private advantage. Do not accept gifts or favors that might impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III. Commitment to the Profession

All members believe that the quality of their services directly influences the nation and its citizens. All members therefore exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions that attract person's worthy of trust to careers in education. In fulfilling these goals, all members:

- Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
- Do not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
- Do not use profanity, sarcasm, threats, or direct hostility towards other members.
- Do not misrepresent one's own professional qualifications.
- Do not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes.
- Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes.

- Do not misrepresent conditions of employment; live up to the letter and spirit of contracts.

Administrators have the responsibility to enforce the Code after checking the validity of any allegation and providing opportunities for representation.

Leaving Work Areas or Premises

Employees are expected to notify their supervisors, Executive Director, or designee, if the need arises to leave the work area or school premises prior to the end of the workday. Leaving without the prior approval of supervisors will result in disciplinary action, which may include dismissal.

Confidential Information Regarding Parents, Students, or Employees

Any information regarding students, parents or employees must be considered confidential.

Employees are cautioned not to give out information to anyone without specific authorization as outlined below:

1. Refer inquiries about students, parents or employees to administration.
2. Refer inquiries from government or private agencies to the Executive Director.
3. Do not provide parents' contact information to other parents without written permission.
4. When sending an email to a group of parents, blind copy all parents to prevent inadvertent distribution of parent contact information.

Employees are expected to maintain the integrity of confidential information and in doing so should remember:

1. Do not discuss a student outside of professional business regarding the student and then only with authorized personnel.
2. Discuss issues directly with the people involved, refrain from spreading gossip.
3. Employees are directed not to discuss pay related topics with other employees.

Dress Standards

As an educational institution, it is essential that employees of RRCSA project a professional image to students, parents, and the surrounding community. All school personnel are expected to maintain a neat, clean and professional appearance, which in no way detracts from the learning process. The following represent the minimum requirements staff is expected achieve on a daily basis:

1. Undergarments are not to be visible (through your clothing or hanging out of clothing).
2. Skirts and/or shorts should be a modest length (at a minimum, should reach the tip of your longest finger when arms are extended to your side).
3. Midriffs are to be covered at all times.
4. Shoes must be appropriate to safely perform your regular work.
5. Images, texts, and symbols on clothing or in tattoos should represent a professional, cooperative and law abiding nature.
6. Yoga pants, leggings, sweats, or similar type of pants are prohibited as work clothing with the exception of during PE or a physical education club.
7. Denim may not have holes
8. T-shirts may only be worn on Fridays or for specific spirit days.

If an employee arrives at work improperly dressed or groomed, the employee may be asked to go home to change and the time lost will be deducted from your paycheck. During school sponsored off campus ventures, all school personnel are expected to wear official apparel of the school.

Absences and Tardiness

Employees who do not report for work on time, or who miss all or part of a day's work, place an extra burden on their fellow employees as well as the program. In order to avoid that unfair burden on others, RRCSA will follow these guidelines regarding absences and tardiness:

- If an employee is repeatedly tardy, and/or repeatedly absent for reasons other than military, jury, or approved medical leave of absence, they will receive a written warning. This applies regardless of whether some or most of the absences are excused.
- Failure to show immediate and significant improvement after receiving a written warning will be grounds for termination.
- In addition, a "no-show, no call" for two consecutive work days, or any falsification or other serious violation of the employee's attendance obligation to their fellow employees and Ronald Reagan Charter School Alliance, will also result in termination. This policy should present no problem for any employee who is making a diligent effort to maintain a good attendance record.
- Certificated personnel **MUST** be on campus thirty minutes prior to instruction daily.

Call-In Procedures

If an employee finds it necessary to be absent from work, the employee must report the absence with as much advance notice as possible. Absences are to be reported in AESOP. Refer to the Employee Toolbox for written instructions on reporting the absence.

Prohibited Conduct

Racial or ethnic remarks, slurs, or jokes will not be tolerated. In addition, sexual harassment is prohibited. Sexual harassment is considered to exist whenever there are unwelcome sexual advances, requests for sexual favors, or any other visual, verbal, or physical conduct or a sexual nature when:

1. Submission to the conduct is made either implicitly or explicitly a condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment has the purpose or effect of unreasonably interfering with the employee's work performance or creating an environment which is intimidating, hostile, or offensive to the employee.

For example, sexually oriented jokes, remarks, gestures, or pictures may be offensive to other employees, and thus are prohibited. In addition, employees with supervisory responsibility may not have a dating or sexual relationship with any employee with whom they assign work, evaluate, or influence employment or compensation decisions without both parties advising the Executive Director or a Board Member of such a relationship, so that appropriate assurances and arrangements may be made to assure mutual consent and no adverse impact in the workplace.

If an employee believes that they have been or may be subjected to any violation of this policy, they are urged to contact the Executive Director, designee or a Board Member immediately so investigative, corrective, and preventative actions can be taken promptly. Any employee, supervisor, or manager who becomes aware of any

Approved by the Governing Board on XXXX

violation of this policy by any employee, supervisor, manager, vendor, or customer should immediately advise the Executive Director or a Board Member to assure that such conduct does not continue. Any manager, supervisor, or employee who engages in any violation of this policy is subject to termination. No employee will be retaliated against the bringing such conduct to Sycamore Academy of Science and Cultural Art's attention.

Harassment

RRCSA does not tolerate the harassment of any employee for any reason by any other employee, supervisor or person with whom RRCSA does business. In addition, harassment for any discriminatory reason, such as race, sex, national origin, disability, or religion, is a violation of various state and federal laws, which subject the individual harasser to liability for any such unlawful conduct. An employee found to be participating in the harassment of any individual or entity connected to RRCSA is subject to termination of employment.

Fraternizing with Students

In order to protect not only RRCSA's reputation and well-being, but also every employee's reputation and well-being, all employees, both faculty and staff, must follow these simple rules in regard to contact with our students:

1. Avoid being alone in a closed windowless room with a student. Otherwise, prop open the door of the windowless room.
2. Never place hands on a student's private areas.
3. Never rub a student. Always err on the side of caution. Each individual must be concerned about physical contact or verbal innuendoes, which could be misunderstood.

Staff Grievance Procedure

RRCSA has established the following grievance protocol, the Intent of which is to solve disputes or complaints in a fair and prompt manner.

Most complaints can be resolved by informal discussions between the concerned party and the other individual(s) involved. RRCSA employees are expected to model appropriate conflict resolution strategies and collaborate in good faith for a mutually acceptable resolution prior to taking next steps. Should the matter remain unresolved, the parties may elect to involve a member of the leadership team as a mediator.

Any employee who wishes to lodge a formal complaint against another RRCSA employee or employee practices must first contact the Executive Director, who will then initiate a meeting with the other parties involved to discuss the problem in an attempt to reach a solution. If the results of the meeting are not satisfactory, a formal complaint may be tiled. Formal complaints forms can be found in the Employee Toolbox and on the Sycamore website (www.SycamoreAcademyCharter.org) and must be submitted to the Executive Director no later than 30 days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current school year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

Should an employee wish to file a formal complaint against the Executive Director, the employee must complete the appropriate form and file it with the RRCSA Governing Board. The correct form can be found in the Employee Toolbox and on the Sycamore website. The completed form can be mailed to the school "ATTN. Governing Board," can be emailed to GoverningBoard@SycamoreAcademyCharter.org or can be delivered at any Board meeting.

SCHOOL SAFETY

Facilities and Operations

RRCSA and its employees will make every effort to maintain working conditions. The principle responsibility for safety falls upon all of us. All employees are requested to cooperate in the prevention of injuries and to enlist the cooperation of other employees, students, and visitors in preventing accidents.

Safe working conditions, work practices, and required personal protective equipment are mandatory and will be encouraged and enforced.

All employees are responsible for reporting safety concerns in writing to the Operations Coordinator. All employees will be trained annually on the safety procedures outlined in the School Plan. There will be no reprisals or other job discrimination for expressing any concern, comment, suggestion or complaint about a safety-related matter.

Campus Security

All employees should be on the alert for unauthorized persons loitering in or around school premises. Employees should report the presence of such persons to the administrative staff immediately. If no administrative staff is available, a report should be made to the local police. All adult persons on campus must have a badge on their person at all times.

Visitor Badges

RRCSA is a "closed campus." Campus visitors must obtain visitor badges from the office. Administration is to be notified of any breaches of this policy. A visitor is authorized to remain on the campus for one hour a week. Employees must help direct any visitor without a badge to check in at the main office or report any violation of this policy to Administration.

Volunteer Badges

Campus volunteers must obtain volunteer badges from the office. In order to volunteer on campus a person must have a current TB record and a volunteer application on file. Employees must direct volunteers to check in at the main office and report any violation of this policy to Administration.

Emergency Preparedness

Earthquake Procedures

In the event of an earthquake, employees inside the building should:

- Stay away from windows, mirrors, glass, and tall furniture including filing cabinets, take cover in a secure location such as under a desk (duck, cover, hold).
- Once the building stops moving, exit the building quickly following the building evacuation route.

In the event of an earthquake, employees outside the building should:

- Move away from any buildings.

- Locate an open area away from trees and power lines.

Fire Prevention

If you are aware of a fire, you should:

- Engage the fire alarm,
- Dial 911,
- Contact the administration if doing so does not compromise the employee's or anyone else's safety,
- Leave the building,
- Move away from the building,
- Not reenter the building until directed to do so by the fire department,
- The Safe School Plan outlines emergency procedures in greater detail and staff should refer to it several times throughout the year.

Drug and Alcohol Policy

RRCSA recognizes a responsibility to help provide a safe and productive work environment for all employees. Toward this end, RRCSA has a particular concern about substance abuse, because it can:

1. Affect an employee's productivity and efficiency.
2. Jeopardize the safety of the employee, the students, co-workers and the public.
3. Impair the reputation of RRCSA and its employees.
4. Violate state and federal statutes. For these reasons, we have developed this policy to deal with those whose drug or alcohol use affects the rest of us.

"No Smoking " Policy

Smoking is detrimental to the health of smokers and non-smokers alike. Smoking is inconsistent with RRCSA's position as a leader in education and our responsibility to set a good example to our students, and is frequently unacceptable to our parents. For these reasons, RRCSA maintains a strict non-smoking policy, which includes e-cigarettes. Smoking is prohibited at all times on and in all school property.

Alcohol

The possession, consumption, purchase, giving or sale of alcohol on school premises is prohibited. Furthermore, no employee will be under the influence of alcohol while on school premises or while performing school business off school premises. Any exception to this policy for special situations (e.g., Christmas Party, etc.) must be approved in advance on a case-by-case basis by the Executive Director and conducted in accordance with any limitations, which accompany approval. In addition, persons whose positions with RRCSA require driving as a part of their work may be removed from such positions if found to have been driving under the influence of alcohol whether on duty or off duty.

Legal Drugs

"Legal Drugs" are those prescribed or over-the-counter drugs, which are legally obtained by the employee and used for the purpose for which they were prescribed and sold. Even such legal drugs may affect the safety of the

employee or co-workers or members of the public. Therefore, any employee who is taking any legal drug, which might impair safety, performance, or any motor functions must advise his or her supervisor before reporting to work under such medication. If RRCSA determines that such use does not pose any safety risk, the employee will be permitted to work.

Illegal Drugs

"Illegal Drugs" are drugs or controlled substances which are:

1. Not legally obtainable,
2. Legally obtainable, but not obtained in a lawful manner. Examples include marijuana and prescription drugs, which were not lawfully obtained.

The use, purchase, sale, transfer, possession, being under the influence, or the presence in one's system of a detectable amount of an illegal drug by any employee is prohibited:

1. On school premises,
2. Where the employee is performing school business off premises,
3. Where such activity away from school premises or business the employee's suitability for continued employment or may harm the reputation of RRCSA and its employees.

Any violation of this policy will be grounds for immediate termination.

Self-Identification to School Administration

If you:

1. Take the initiative of advising your supervisor in advance that you have a medical problem with regard to alcohol or drug use,
2. Have not engaged in misconduct or repeated poor performance at work, and
3. Demonstrate a commitment to take the necessary remedial action,

You will be eligible for a medical leave of absence for such purpose and will not be subjected to disciplinary action.

ADDITIONAL DUTIES

Child Abuse Reporting

It is the policy of RRCSA that all employees shall comply with the California State law child abuse reporting procedures Section 1 166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

"... any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity of within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically

possible by telephone and shall prepare and send a written report thereof with 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of a child s/he suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Classroom teachers who become aware or suspected child abuse should request class coverage from the office and immediately make the report.

Communication

All employees receive a "SycamoreAcademyCharter.org" email address through Google Apps for Education when hired. Written communication is sent via email and copies of documents are stored electronically in the Google Drive linked to employee email. At a minimum, all employees are expected to check their email at the start and finish of their workday. This procedure is intended to help employees remain abreast of new information and changes to policy, procedures and schedules.

Each employee is provided access to the school's Google Calendar in order to stay apprised of activities and events and assist in the accurate dissemination of this information to the families.

TEACHERS

Independent Study Contracts

Teachers will comply with RRCSA's policies and procedures related to Independent Study including but not limited to:

- Provide assignment representative of classroom instruction,
- Sign contracts prior to start date,
- Collect work within 20 school days,
- Notify administration if a student misses three (3) assignments,
- Provide work samples to the office that are signed and evaluated with a notation of time value.

Prompt and Accurate Attendance Reporting

Teachers are expected to take attendance at the start of each school day. Attendance must be prompt and accurate. Teachers in need of clarification of attendance procedures must speak with the Attendance Clerk.

Weekly Grade Reporting

Teachers are expected to input current assignments and grade on a weekly basis at a minimum. Any grade below proficiency requires a brief comment on the step or steps the student needs to take to improve the score. Teachers are required to make contact with the parent or guardian for any student who receives more than three consecutive zeros.

Professional Attendance at Meetings, Activities and/or Events

Teachers are expected to attend school events outside of the regular school day. These meetings, activities and/or events include, but are not limited to:

1. Parent-student conferences,
2. Parent-Teacher Council events and activities,
3. Board meetings for our school board, authorizing District and County,
4. Award ceremonies for our students when recognized by outside agencies,
5. Professional Development.

While all teachers are not expected to attend all events, each teacher is expected to participate at the level that is possible for his/her unique circumstances. Zero participation does not represent the type of collaborative community member that RRCSA expects to employ.

EMPLOYEE DISCIPLINE AND TERMINATION INFORMATION

Conduct Guidelines

RRCSA has established certain Rules of Conduct designed to the best interests of RRCSA and of all employees. Following is a partial list of infractions that may result in immediate termination of employment. The list is not intended to be all-inclusive. An employee may be disciplined or terminated for engaging in the below-referenced conduct, as well as conduct not listed below. RRCSA will be the sole judge of what constitutes grounds for termination.

Actions, which result in discharge on the first occurrence

There are certain kinds of actions, which cannot be permitted to occur because of their unfair impact on other employees and/or RRCSA or its students. Such offenses warrant discharge on the first occurrence. Examples of such offenses are:

1. Insubordination,
2. Continual unsatisfactory job performance,
3. Abuse of school property,
4. Smoking on campus,
5. Use, possession, sale, purchase, or under the influence of drugs or alcohol on school premises, or off school premises where such off-premises conduct may affect the employee's suitability for employment or RRCSA's reputation,
6. Abusive or vulgar language,
7. Chronic absenteeism,
8. Threatening, intimidating, or coercing fellow employees on school property, including, but not limited to, the use of physical violence,
9. Unauthorized charges against RRCSA's accounts,
10. Misappropriation of property belonging to fellow employees, students or RRCSA, or property belonging to others on school property,
11. Unauthorized possession of firearms, explosives or knives,
12. Use of school property or records without written permission,
13. Immoral or indecent conduct on school premises: conviction by a court of law for such conduct or other misdemeanor or felony off the job,
14. Breach of professional confidence,
15. Falsification of any time card, or any other school record or request for pay, leave or benefits,
16. Falsification of employment application or other records,

17. Serious misconduct of any kind,
18. Gross negligence,
19. Two consecutive absences without prior approval from direct supervisor or employee's calling in to direct supervisor.

Actions, which normally result in warning prior to discharge

There are certain other actions, which should not occur, but normally it is the recurrence of the action rather than the first occurrence of the action, which results in discharge. For such actions, employees will normally receive a written warning prior to discharge. Examples of such offenses are:

1. Failure to wear proper attire as described in RRCSA's Dress Standards,
2. Inefficient, careless, or unsatisfactory performance of duties and responsibilities,
3. Excessive absenteeism and/or tardiness (whether excused or unexcused),
4. Failure to comply with work or satisfy rules.

Termination of Employment

"At will" basis means that both RRCSA and the employee have the right to terminate employment at any time, any reason not expressly prohibited by statute. The "at will" relationship cannot be changed by any person, statements, acts, series of events, or pattern of conduct, but only by an express individual written employment agreement signed by the Governing Board of RRCSA and the employee.

Rules Regarding Probationary, Temporary and Exempt-Level Employees

Regardless of the foregoing rules, they do not apply to employees during their introductory period, temporary employees and exempt-level employees, whose employment may be terminated for any reason which is not prohibited by statute and without RRCSA having to show prior notice or cause for termination. This rule is required because RRCSA requires much greater discretion concerning the continuation of their employment. Such employees accept and continue employment on this basis.

Reductions in Force

It may be necessary to lay off employees for reasons such as loss of funding, lack of students, consolidation of jobs, elimination of certain jobs or a part of our school, closure or sale of a facility, or any other reason. Such layoffs are permanent unless stated in writing to be temporary. Ronald Reagan Charter School Alliance will select the person or persons to be laid off based on its judgment of needs and skills. No laid-off employee has any right to be recalled.

Resignations

Employees are expected to give a minimum of two weeks written notice. Without extenuating circumstances, a failure to do so is deemed sufficient reason for not being eligible for rehire.

Exit Interview

When you leave the employ of Ronald Reagan Charter School Alliance, you may have an exit interview with the Executive Director. Exit interviews will be held on your last day of employment. The information obtained during the exit interview will not be considered in any situation should you subsequently re-apply for employment.

OTHER THINGS YOU NEED TO KNOW

Employee Toolbox

Each employee of Ronald Reagan Charter School Alliance is issued a work email address through Google Apps for Education and given access to the Employee Toolbox within the Drive. Employees should refer to the Toolbox for written procedures, policies, forms, copies of handbooks and other resources.

Loss of Property

Ronald Reagan Charter School Alliance cannot be responsible for the loss or theft of personal items. Cooperation by all employees is imperative to reduce the possibility of such losses. Excessive amounts of money or other valuables should not be brought to work. Supplies and equipment are to be stored in approved areas, and maximum-security measures are to be observed.

Reimbursement Process

Expenses must be pre-approved, consult the Employee Toolbox for a Reimbursement Authorization form. In the event that you make a purchase that has been previously authorized, you must submit your original receipts with a completed reimbursement form. You may apply for reimbursement of approved expenditures by filling out a Reimbursement Form. Reimbursement Forms and receipts must be submitted within two (2) weeks of the expense. Reimbursements to employees may not be made from the Petty Cash Account and must be paid through the General Fund account, therefore, allow approximately 5 business days to receive reimbursements.

Outside Contacts

From time to time, RRCSA may become involved in news stories or potential or actual litigation of various kinds. When that happens, lawyers, former employees, newspapers, law enforcement agencies, and other outside persons may contact employees to obtain information about the incident or the actual or potential lawsuit. If an employee receives such a contact, do not discuss the matter with the caller but refer the caller to the Executive Director's office. Then advise that office that the contact was made. This will avoid employees becoming involved in misquotes, misunderstandings, and inadvertent disclosures of confidential or inaccurate information. Employees may also avoid putting themselves into the middle of an actual or potential lawsuit. If the Executive Director is unavailable and a request for information cannot be delayed until the Executive Director's return, contact the Principal.

Solicitations

Solicitations, collections, distributions of literature and fund-raising campaigns, regardless of purpose, frequently result in complications and misunderstandings. Therefore, in the best interest of all concerned, employees may not solicit from or distribute to employees for any purpose or any organization during working hours. Employees may engage in solicitation of other employees only during non-working time, such as lunch and break periods, and only if such communication is not done in a disruptive or intrusive manner and all employees will need prior

approval from the Executive Director to do so on the campus. Nothing is to be distributed or posted on school grounds or property without the permission of Executive Director, or designee.

Personal Mail

RRCSA is not in a position to handle its employees' personal mail. You should request that all personal mail be sent to your home address.

School Equipment

Employees may be issued various tools/equipment such as cell phones, lap tops, tablets, LCD projectors, etc. These items are property of the school and are to be used in completing the employees job duties. Loss or damage to such equipment due to employee's negligence, may result in the employee receiving a bill for reimbursement to the school for the value of the item or cost of repair. Employees are encouraged to be responsible with equipment use and storage.

School Equipment for Personal Use

Employees may not utilize school equipment for personal reasons unless a written permission from the Executive Director is obtained.

Conflict of Interest

All employees are expected to work for the best interests of RRCSA at all times. All employees have an obligation to avoid any activity, agreement, business investment or interest, or other situation which could be construed as a conflict with RRCSA's best interests or give the appearance of taking money, merchandise, or services from a customer or vendor for personal gain.

Good judgment will prevent the possibility of a conflict of interest arising. However, if an employee engages in any activity or transaction, which might cause a conflict between personal and school interest, information about that potential conflict must be disclosed in advance to the Executive Director.

Amendments to Handbook

From time to time, it may be necessary or appropriate to make changes, additions or deletions to the Employee Handbook. For the mutual benefit of Ronald Reagan Charter School Alliance and its employees, all personnel will be notified of all changes in writing. Any changes to the Handbook will come from Personnel Committee or from the administration and with the final approval of the Board of Directors. Included in this notification will be the text of the amendment and an acknowledgment of understanding. If the amendment is not understood, the administration, or designee, will explain the new policy. All employees must sign the acknowledgment and return it to the administration office. To create and develop a strong partnership among the students, parents and teachers in support of strong and sustained learning for students we have developed a Learning Partnership Agreement. Included below are the components that apply to you as employee and further responsibilities for you as a teacher.

Learning Partnership Agreement

Everyone's Responsibilities:

- Support the Mission and Vision of the school,
- Listen in a manner that demonstrates a genuine interest in what the speaker has to say,
- Be prompt and responsible in attendance of meetings, classes, and other areas of responsibilities,
- Agree to model the values of the school in both word and deed.

Teacher's Signature

Date

Additional Responsibilities if you are a teacher:

I understand the importance of the school experience in the educational process for each child. My role as a teacher is crucial in the development and extension of this experience of learning for the students. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Develop a social community of inquiries that views the subject matter as a means to answering student questions and sharing in the search for solutions,
- Provide relevant information and select tasks to engage students in genuine problem solving,
- Teach challenging material so the student will continually learn to the best of his or her ability,
- Listen intently to the student so as to follow his or her lead in learning and thereby enhance a growing sense of purpose,
- Communicate with the parents/guardians and the student regarding the student's progress,
- Provide safe, positive and healthy learning environment for students. Analyze the adequacy of my methods and search for better ones, so as to build the social and intellectual community of the classroom,
- Assist the student in becoming genuinely engaged in problems of mutual importance. Keep a watchful eye as to the disposition or attitude the student has towards the subject matter. This is equally important as the conceptual understanding he or she may gain.

Teacher's Signature

Date

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

I acknowledge that I have been given a copy of the Ronald Reagan Charter School Alliance Employee Handbook. I understand that I am responsible for reading the handbook and for knowing and complying with the policies set forth in the handbook during my employment with Ronald Reagan Charter School Alliance (RRCSA). I understand that failure to comply with RRCSA rules and regulations may result in disciplinary action, up to and including termination.

I understand and agree I am employed by RRCSA on an at-will basis, which means that my employment is for no definite period and may be terminated by RRCSA or me at any time for any reason, with or without cause or advance notice. I also understand that RRCSA may demote or discipline me or otherwise alter the terms of my employment at any time at its discretion, with or without cause of advance notice.

I understand that the policies contained in this handbook are guidelines only and, with the exception of the at-will policy, are not intended to create any contractual rights or obligations. I also understand that in order to retain the necessary flexibility in the administration of policies and procedures, with the exception of the at-will policy, RRCSA reserves the right to change, revise, supplement or rescind the provisions of this handbook and the policies or procedures on which they were based. Any changes to this handbook must be in writing and must be signed by a RRCSA representative authorized to make such changes. No one other than the Board of RRCSA has the authority to enter into an agreement altering an employee's at-will employment. Any such agreement must be in writing, must be signed by the Board President and by the affected employee, and must express a clear and unambiguous intent to alter the at-will nature of the employment relationship.

I understand that this Acknowledgement contains in full and complete statement of the agreements and understanding that it recites and I agree that no one has made any promises of commitments to me contrary to the foregoing. I also understand that this handbook supersedes all previous handbooks and manuals.

Employee's Signature

Employee's Printed Name

Date

Cc: Personnel File

Ronald Reagan Charter School Alliance



SYCAMORE ACADEMY
of Science and Cultural Arts

SAFE SCHOOL PLAN

EMERGENCY PLANNING GUIDELINES

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INTRODUCTION

Emergencies and disasters can happen at any moment - and, they usually occur without warning. When an emergency strikes, our immediate safety and prompt recovery will depend on the existing levels of preparedness among faculty, staff, and students.

Each staff member at Sycamore Academy has an important role to play in maintaining the Charter School's emergency preparedness and safety. We are an interdependent community.

At SASCA, Emergency Plans are written to provide fundamental support for the school Emergency Plan. During a major emergency or disaster, the school's Incident Management Team will rely on effective communication between all the members of the staff as well as communication with local agencies.

Clearly, Emergency Plans are an essential building block of the school's emergency response. They are also part of every unit's basic health and safety responsibilities and business continuity planning. Emergency Plans outline how an organization will

- Protect the safety of students, faculty, staff and visitors on the campus,
- Safeguard vital records and resources, and
- Coordinate with the school's emergency response and recovery procedures

The "Safe School Plan" is distributed to every staff member to provide information on how to respond to various types of emergencies. This Plan contains comprehensive, yet simple and flexible, procedures that apply to a variety of emergency incidents that may occur, including

- Injuries
- Earthquakes
- Fires or Explosions
- Hazardous Materials Releases
- Extended Power or Utility Outages
- Floods
- Mass Casualty Events

The manual is divided into sections to assist staff with school safety.

Several sections contain information, checklists and forms that outline the basic components of these critical areas in an emergency. By keeping emergency preparedness plans in a loose-leaf binder, staff can easily customize or update the contents as necessary.

The Emergency Plan must be known and understood before an emergency occurs. School administration is responsible for ensuring that staff is knowledgeable of the processes and procedures before, during and after a disaster and should take immediate steps to:

- Share this important safety information with all faculty, staff, students and volunteers annually
- Brief all new personnel as they join the staff
- Keep copies of the Plan in accessible locations

On-line copies of the "Safe School Plan" are available to facilitate making duplicate copies and sharing annual updates. Visit www.SycamoreAcademyCharter.org

SAFETY & SECURITY

SAFETY

Parents:

- Provide proof of current immunizations for polio, D.T.P., measles, Mumps, hepatitis, and rubella.
- Will provide evidence of physical examination within 12 months for students entering first grade.

Employees:

- Will furnish the school with a criminal record summary as described in Section 44237
- Will receive training in emergency response including appropriate first responder training or its equivalent
- Will provide evidence of TB test administration and clearance as mandated.
- Will not administer corporal punishment
- Will monitor traffic and pedestrian safety
- Will adhere to universal precaution standards and follow guidelines regarding blood borne pathogens.

School:

- Will conduct regular emergency evacuation drills in accordance with the regulations of Riverside County Fire Department
- Will maintain records of students immunizations in the Health Office
- Will provide appropriate screening for student's health equivalent to that of regular public schools per state mandates
- Will maintain policies and procedures for disasters and emergencies
- Will implement and maintain medication dispensing and storing policies.
- Will conduct monthly grounds and facility inspections
- Establish a drug, alcohol and tobacco free school policy
- Will maintain a safe and healthy work and school environment.
- Will review and make necessary updates twice annually.
- Will adhere to the Board Approved Child Abuse Policy
- Will not allow corporal punishment

Visitors:

- Will sign in and out with the Office.
- Will wear identification badges.
- Will provide TB test results as required by current state law and renew verification.

Visitors:

- Will sign in and out with the Office.
- Will wear identification badges

SECURITY

- Administration will monitor school access with security cameras.
- Staff will alert Administration of Emergency Personnel on site.
- Staff will alert Administration of security concerns.

HEALTH PROCEDURES

HEAD INJURY PROCEDURES

All head injuries need to come to the health office regardless of the injury. The procedure is the same whether the injury occurred by a fall, getting hit by a ball or other object.

Once the person is in a safe location, some things to look for:

Drowsiness, blank stare, "falling asleep", vomiting, bumps or swelling.

Ask – Are they dizzy or do they feel like they are going to throw up. Do they know their name? Do they know where they are? What is their pain on a scale of 1 – 10, 10 being the worst?

Information needed in a head injury if they have lost consciousness or if the injury is severe -

1. Name of person injured
2. Time of injury
3. Any witnesses (please accompany the injured person).

After the person injured is taken care of all information will be logged in PowerSchool and the parent/guardian will be notified by phone of the injury.

HEALTH OFFICE PROCEDURES

All students coming to the Health Office need to have a "health pass", this notifies the Health Clerk that an adult on campus is aware of the location of the student.

On a visit to the Health Office the injured person will be assessed and treated accordingly. All visits will be logged in PowerSchool, the Health Log Binder and the Health Pass will be filled out with the actions that were taken for the student to give the parent/guardian.

MEDICATIONS

All medications are kept in the Health Office. Students are not allowed to carry medication on their person without an authorization from their doctors. All medication held in the Health Office must be accompanied by an authorization form this includes over the counter medication, herbal remedies to including oils. In addition to medication an authorization is needed if blood pressure checks are needed.

AUTOMATED EXTERNAL DEFIBRILLATOR

Automated External Defibrillator, also known as AED, is located in the health office. It is in an alarmed case with instructions for easy access. There is a plaque on the outside of the office to show where the machine is. The office staff is educated on how to use the device and when. Our local EMS department is aware that we have an AED machine on site.

EPI PENS

We have 2 sets (adult and kid doses) of EpiPens located in a locked box in the health office. The key is located in the top right drawer in the desk on a key ring and is labeled EP. The office staff is trained by a licensed nurse in the proper use of the EpiPen in case of an emergency. These are not for any specifically designated person but for anyone on campus that goes into an anaphylactic emergency needing that medication.

EMERGENCY PREPAREDNESS

GETTING ORGANIZED

The first step in building preparedness is to assemble appropriate human and physical resources to do the job.

Establish who will serve as the “Emergency Coordinator” to help develop and implement the Safe School Plan. An Emergency Coordinator must be familiar with the school’s programs and physical facilities, and should be a person with the management experience and financial authority to:

- Collaborate with staff to develop and maintain the information in the Safe School Plan
- Recruit a core “Emergency Preparedness Committee” that represents staff, parents and community members.
- Arrange related staff safety education and training
- Purchase emergency supplies and equipment
- Be ready to support the staff during an emergency incident (and be called back to campus if necessary).
- Be ready to help prepare post-disaster impact summaries and insurance claims
- Be prepared to deliver status reports and interface with the public resources and the media in the event of an emergency incident

The Emergency Coordinator and Response Team shall participate in training.

- The staff should be trained to help disseminate emergency instructions, assist evacuations and security, and provide first aid if necessary.
- The staff should be prepared to document the effects of the emergency and coordinate facility and program restoration, according to priorities identified by the Principal or designee.

EMERGENCY PREPAREDNESS

SUPPLIES AND EQUIPMENT

The school will need basic emergency supplies and equipment to be as self-sufficient as possible after an emergency. An emergency kit should have the following essentials and be in an accessible location:

- First aid supplies, with instructions
- Flashlights/batteries, approved power strips and extension cords
- Portable AM/FM radio/batteries
- Emergency water supply
- Student roster with parent/guardian phone numbers

Other resources that may be added to the emergency supplies include such items as megaphones, two-way radios, rescue tools, stretchers, cots, and packaged emergency rations.

ESTABLISHING EMERGENCY COMMUNICATIONS SYSTEMS

During an emergency the Coordinator will:

- Contact 911 for any emergencies.
- Account for the safety of personnel and students
- Deliver critical school information and instructions to the Response Team for dissemination to the sheriff, OES, Fire, and the community
- Forward disaster impact reports to the administration and disseminate disaster instructions to the Response Team

Be prepared to make critical notifications during business hours and during afterhours emergencies. Utilize the following sources for notifications:

- “telephone trees”
- “distribution” voicemail
- email lists
- webpage updates

Local Resource Numbers:

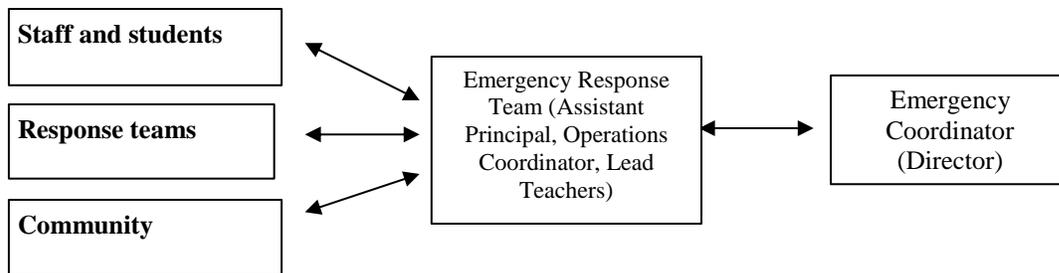
- Center for Disease Control (CDC) 800-232-4636
- Riverside County Fire Station #61 (951)-678-1661
- Riverside County Sheriff (951) 245-3300
- Inland Valley Regional Medical Center (951) 677-1111
- Poison Control (800) 222-1222
- H1N1 Swine Flu Hotline (888) 865-0564
- The Gas Company (800) 427-2200 or online at www.socalgas.com
- Southern California Edison (800) 611-1911 or online at www.sce.com
- Federal Emergency Management Assistance (800) 621-3362
- Animal Friends of the Valley (951) 674-0678 afterhours (951) 506-5069

EMERGENCY PREPAREDNESS

DISASTER COMMUNICATIONS AT SYCAMORE ACADEMY OF SCIENCE AND CULTURAL ARTS

During a disaster, clear, effective communication is absolutely necessary. The Emergency Coordinator, (Barbara Hale), will provide prioritized emergency impact reports to the Response Team, (Assistant Principal, Operations Coordinator and Lead Teachers), for dissemination to the staff. The Emergency Coordinator, (Barbara Hale), serves as the central coordinator for deploying resources and information.

The flow of information in a disaster is shown below:



PLANNING AHEAD FOR EVACUATIONS

A building evacuation is mandatory whenever a fire alarm sounds, and building occupants should exit immediately. When an earthquake is felt duck, cover, and hold, then after the shaking stops, evacuate the building. After a building has been evacuated, occupants must wait for a safety inspection before re-entry.

Note that it may or may not be necessary to vacate the building during minor emergency incidents, or even during some major events. Occupants in the area may simply be directed to remain on-site and shut down systems, or they may be asked to move to other sectors of their floor or building. In some events (such as extended power outages), evacuations are not necessary unless the incident has generated a hazardous materials incident or immediate health and safety risk. In limited emergencies, wait for evacuation instructions to be communicated through the Response Team.

EMERGENCY PREPAREDNESS

PREPAREDNESS FOR BUILDING EVACUATIONS

Review evacuation information and responsibilities with faculty, staff and students.

Conduct evacuation drills regularly. Plan evacuation for faculty, staff and students with functional needs.

Plan where to go during an evacuation, and know the routes to get there

Building evacuees go to your assigned destination.

Assigned destinations are safe outdoor areas where personnel meet to notify the Response Team or Emergency Coordinator of inaccurate student counts, injuries, and hazards as well as get emergency information and assistance.

Know how to announce and implement evacuation

A sample script is: We have a _____ emergency.
 Evacuate to your assigned destination
 Take your belongings, do not use the elevators.

Use your Emergency Response Team to assist the evacuation.

Know what to do next

- Be prepared to account for personnel.
- Be prepared to account for students
- Know how to obtain and disseminate emergency information and instructions.

EMERGENCY PREPAREDNESS

REDUCING EXPOSURE TO RISKS AND HAZARDS

The following tips can prevent emergencies from happening and will certainly mitigate their effects when they do occur.

FIRE PREVENTION

- ◆ Know the location of alarm stations and extinguishers. Know how to use them.
- ◆ Leave fire doors closed at all times
- ◆ Clear obstructed corridors, aisles and room exits
- ◆ Use only grounded electrical plugs
- ◆ Limit use of multiple outlets
- ◆ Do not use mechanical rooms or utility rooms for storage

SAFETY & PREPAREDNESS

- ◆ Maintain a clean work environment
- ◆ Inventory and label chemicals. Do not purchase excess quantities of chemicals
- ◆ Segregate incompatible chemicals. Keep flammables in flammable storage cabinets
- ◆ Investigate emergency power options
- ◆ Install seismic restraints on chemical storage shelves. Latch cabinet doors
- ◆ Anchor equipment, animal containers, and furniture. Avoid high storage of heavy items
- ◆ Do not store hazardous materials on mobile carts
- ◆ Dispose of chemical waste properly
- ◆ Fencing and gates in place surrounding the campus for student safety.

BEFORE A POWER EMERGENCY

- ◆ Identify and prioritize vital power-dependent functions, operations, and equipment
- ◆ Determine whether you have emergency power outlets in your area. Plan to use them for priority functions only
- ◆ Determine if there is emergency lighting in your area. Keep flashlights available in work areas
- ◆ Do not overload power strips. Extension cords are for emergency use only

EARTHQUAKE PREPAREDNESS

- ◆ Know how and where to take cover during a quake
- ◆ Anchor bookcases, cabinets, and files over 42 inches. Do not stack furniture
- ◆ Move tall furniture away from exits. Do not use tall furniture as room dividers
- ◆ Secure computers, equipment, and display cases. Store heavy items at floor level
- ◆ Back-up data and sensitive information, store duplicates off-site

Communicate these important preparedness measures to students, faculty, staff, volunteers and community members. The school's level of readiness for an emergency situation depends not only on having an up-to-date plan document, but also on keeping the learning community aware of their personal responsibility for safety at Sycamore Academy.

**SYCAMORE ACADEMY
OF SCIENCE AND CULTURAL ARTS
EMERGENCY ORGANIZATION:
TEAM ROSTERS**

EMERGENCY RESPONSE TEAM

	Room	Cell Phone	Home Phone
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Emergency Coordinator

Team Members

**SYCAMORE ACADEMY
OF SCIENCE AND CULTURAL ARTS
EMERGENCY ORGANIZATION:
SUPPLY LOCATIONS**

form last revised on: 11/7/16

DEPARTMENT EMERGENCY SUPPLY LOCATIONS

First Aid Kit(s) – Classrooms, Health Office (Administration Building)

Communications Equipment - Megaphone (Rooms 26, 34), Two-way radios (All classified personnel)

Other supplies – Emergency water and food located in classrooms

EMERGENCY TEAM Wallet Card

Emergency Contact Personnel	
Director/Coordinator - Barbara Hale	951-609-6011
Assistant Principal – Jeff Morabito	951-285-6584
Operations Coordinator - Laura Girard	909-821-7786
<p>SYCAMORE ACADEMY OF SCIENCE AND CULTURAL ARTS 23151 Palomar Street Wildomar, CA. 92595 Phone: 951-678-5217 Fax: 951-678-5932</p>	

REPORT AN EMERGENCY	
Police, Fire, Ambulance	911
Inland Hospital	951- 677-1111
Riverside County Fire	951-678-1661
Riverside County Sheriff	951-245-3300
Public Health	951-358-7100
Emergency Preparedness and Response	951-955-4700
HOTLINES	
Poison Control	(800) 222-1222
H1N1 Swine Flu Hotline	(888) 865-0564

Staff List	
Director /Coordinator– Barbara Hale	951-609-6011
Assistant Principal – Jeff Morabito	951-285-6584
Operations Coordinator - Laura Girard	909-821-7786
T4 Lead Teacher – Mary Bedley	951-698-9997
T3 Lead Teacher - Julie Miranda	818-399-0947
T2 Lead Teacher - Stephanie Lucas	951-314-8124
T1 Lead Teacher – Wendy Lizardi	951-473-5443

EVACUATION PLANNING FOR PERSONS WITH FUNCTIONAL NEEDS

form last revised on: 11/7/16

List self-identified disabled persons who request evacuation assistance during an emergency. Indicate the plan for accommodations and evacuation of each identified person:

Teacher name:

Room:

Disability & Instructions:

EMERGENCY RESPONSE

OVERVIEW

Everyone in a school facility - students, faculty, staff, and visitors - must take appropriate and deliberate action when an emergency strikes a building, a portion of the campus, or entire campus community. Decisive leadership is essential. Follow these important steps when there is an emergency:

- ✓ Confirm and evaluate conditions
- ✓ Report the incident immediately
- ✓ Follow instructions from emergency personnel precisely
- ✓ Depending on the nature and severity of the event, activate the Response Team
- ✓ Issue clear and consistent emergency notifications. Use all available communications tools
 - ◆ If there is no power or telephone systems are not functioning, emergency communications will be profoundly restricted
 - ◆ Use messengers, radios, cellular phones, fax and email
- ✓ Coordinate with community resources during major emergencies or disasters

When an emergency strikes the campus after normal business hours, or on weekends or holidays - or, if you are off-campus during a major emergency, obtain instructions from site administration. Reference your Team Wallet Card for appropriate numbers.

If you are recalled to campus, be certain that your household safety is assured and that your route to campus is safe and functional.

EMERGENCY RESPONSE

EMERGENCY RESPONSE ACTIONS

The following are basic instructions for various emergency incidents:

Report emergencies to the site administration or designee. If there is life threatening injuries or situations, call 911.

ACCIDENT **Call and report emergency**

- Administer first aid if you are trained to do so
- Do not attempt to move an injured person

FIRE **Call and report emergency**

- **Activate nearest alarm**
- Notify Supervisor and staff
- Feel doors for heat
- If cool, exit carefully and orderly
- If hot, do not open the door. Stay where you are
- If you see smoke, crouch near floor as you exit
- If you see fire, confine it by closing doors and windows
- Use extinguishers on small fires only if safe to do so
 - Pull the pin in the handle
 - Aim at the base of the fire
 - Squeeze nozzle, sweep back and forth
- Evacuate
- Go to the pre designated staging area

EARTHQUAKE

MINOR QUAKE (brief rolling motion)

- Take cover immediately, direct others around you
 - Under a desk, table, or chair
 - Between seating rows in lecture halls
 - Against a corridor wall (cover head and neck)
 - Outdoors--in open area, away from buildings
- Be alert for aftershocks, avoid potential falling hazards
- Restore calm. Examine your area for damage/injuries
- Report damage/hazardous materials releases
- Await instructions

MAJOR QUAKE (violent shaking)

- Take cover immediately, direct others around you
 - Under a desk, table, or chair
 - Between seating rows in lecture halls
 - Against a corridor wall (cover head and neck)
 - Outdoors--in open area, away from buildings
- Be alert for aftershocks, avoid potential falling hazards
- Restore calm.
- Report injuries and damage
- Evacuate carefully, be alert for aftershocks
- Take emergency supplies and insure all students are with you
- Meet at designated area
- Do not enter buildings until they are examined
- Await instructions, be patient and calm, help others

EMERGENCY RESPONSE

POWER OUTAGE

- Assess the extent of the outage in your area
- Help co-workers in darkened work areas move to safe locations
- Unplug personal computers, non-essential electrical equipment and appliances
- Open windows for additional light and ventilation
- If you are asked to evacuate, leave the building
- Release of personnel after an extended outage is determined by the emergency coordinator and only as student needs are met

EMERGENCY RESPONSE

TO IMPLEMENT AN EVACUATION

These directions will help to make the process effective and safe for you and your staff.

- ◆ **Keep calm. Evaluate the situation carefully.**
- ◆ **Alert the Response Team to assist in the evacuation**
- ◆ **Use communications tools that are appropriate for the type of incident and the time of occurrence:**
 - Alarms
 - Phone trees or voicemail broadcast
 - Messengers
- ◆ **Communicate clearly and succinctly**
 - “We have a _____ emergency.
 - Evacuate to your designated areas
 - Take your belongings.”
- ◆ **Check offices, classrooms, restrooms**
- ◆ **Turn equipment off, if possible**
- ◆ **Take emergency supplies, class lists and staff roster, if possible**
- ◆ **Keep exiting groups together**
- ◆ **Account for personnel and students**
- ◆ **WAIT AT THE EVACUATION AREA FOR FURTHER INSTRUCTIONS**

EMERGENCY RESPONSE

HOW TO ASSIST PEOPLE WITH DISABILITIES DURING AN EVACUATION

◆ TO ALERT VISUALLY IMPAIRED PERSONS

- Announce the type of emergency
- Offer your arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

◆ TO ALERT PEOPLE WITH HEARING LIMITATIONS

- Turn lights on/off to gain person's attention, or
- Indicate directions with gestures, or
- Write a note with evacuation directions

◆ TO EVACUATE PEOPLE USING CRUTCHES, CANES, OR WALKERS

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site if possible, or
- Use a sturdy chair (or one with wheels) to move person, or
- Help carry individual to safety

◆ TO EVACUATE PEOPLE USING WHEELCHAIRS

- Non-ambulatory persons' needs and preferences vary
- Individuals at ground floor locations may exit without help
- Others have minimal ability to move--lifting may be dangerous
- Some non-ambulatory persons have respiratory complications
- Remove them from smoke and vapors immediately
- Wheelchair users with electrical respirators get priority assistance
- Most wheelchairs are too heavy to take down stairs
- Consult with person to determine best carry options
- Reunite person with the chair as soon as it safe to do so

EMERGENCY RESPONSE TEMPLATES FOLLOW...

WHEN YOU CALL TO REPORT AN EMERGENCY:

Tell the Operator

- 1. The type of emergency**
- 2. If there are victims**
- 3. The location of the emergency**
- 4. Your name, location, and phone number**

Stay on the phone until the Operator ends the call



During a major emergency or disaster, use the provided form to update the Response Team and Emergency Coordinator.

TO REPORT AN EMERGENCY INCIDENT

FIRE---POLICE---MEDICAL AID (All life-threatening emergencies)

CALL 911

EVACUATION ROUTES

Posted in each room.

RECOVERY AFTER AN EMERGENCY

SUPPORT SERVICES AND ASSISTANCE

After a major emergency or disaster, many people in our community will be distressed by personal and professional difficulties. It is likely that affected students, faculty and staff may need some scheduling flexibility or other temporary help in order to return to their customary activities. The following are only some of the resources available in our community:

School and Community Resources

Counseling resources for employees

Counseling resources for students

Short and long-term loans sources

Local Credit Union (members)

Housing listings

Transportation information

Child care referrals

Special service referrals

Disaster relief & referrals

Claims information (When there is a Presidential Declaration) FEMA, 1-800-299-1160

RECOVERY AFTER AN EMERGENCY

DOCUMENTING EMERGENCY OUTCOMES

Once the safety and status of staff has been assured, and emergency conditions have abated, assemble staff in the restoration of the school's programs. The school's earlier work on defining critical mission-critical operations and staffing will be a starting point for the recovery process.

It will be important to begin a timely and comprehensive assessment of the emergency's physical and operational effects. Be aware that

- ◆ The Emergency Coordinator and Response Team will need ongoing status reports from the staff and community during the emergency to estimate when the program can be fully operational and to identify special facility, equipment, and personnel issues or resources that will speed business resumption
- ◆ The school may need detailed facilities data for the area to estimate temporary space reallocation needs and strategies
- ◆ Insurance and FEMA assistance claims will require extensive documentation of damaged facilities, lost equipment and resources, and special personnel expenses. Workers' Compensation claims may arise if there are injuries.

All of your documentation on emergency impacts should be coordinated with the Emergency Coordinator and the Response Team. The following forms provide formats for summarizing this crucial information.

- ✓ Take note that you should also plan to photograph or videotape facility or equipment damage to provide a visual supplement for the written impact data.
- ✓ It is very important that you record the emergency's physical effects before you clean your area or make repairs.

EMERGENCY RECOVERY TEMPLATES FOLLOW...

Sycamore Academy Charter School

SUMMARY: EMERGENCY STATUS

Date/time _____

of pages in this report _____

To: EMERGENCY COORDINATOR

RE: ROOM # _____

CURRENT OPERATIONAL SITUATION

Immediate facility and space needs:

Urgent equipment requirements to become operational:

Critical personnel issues:

RECOVERY: DETAILED SPACE ASSESSMENT

Use this form to describe damage to utilities, fixtures, ceilings, walls, floors, windows, etc. in each room of the building. Send the information to the Operations Coordinator. The Operations Coordinator should then send a prioritized list to the Response Team

ROOM _____

DAMAGE _____

page _____ of _____

RECOVERY: DETAILED EQUIPMENT ASSESSMENT

Use this form to describe all damaged furnishings, office equipment, and materials expended during the emergency. Send the information to the Operations Coordinator

ROOM _____

Item _____ Manufacturer _____

Model# _____ Inventory# _____ Original Cost _____

Damage description _____

Est. repair\$ _____ Est. replacement\$ _____

ROOM _____

Item _____ Manufacturer _____

Model# _____ Inventory# _____ Original Cost _____

Damage description _____

Est. repair\$ _____ Est. replacement\$ _____

ROOM _____

Item _____ Manufacturer _____

Model# _____ Inventory# _____ Original Cost _____

Damage description _____

Est. repair _____ Est. replacement _____

ROOM _____

Item _____ Manufacturer _____

Model# _____ Inventory# _____ Original Cost _____

Damage description _____

Est. repair _____ Est. replacement _____

page _____ of _____

RECOVERY: DETAILED PERSONNEL IMPACTS

Use this form to describe the emergency's impact on staffing. Describe personnel issues related to program resumption. Document employee overtime related to the emergency response and recovery. Send this information to the Emergency Coordinator.

SUMMARY: EMERGENCY IMPACTS TO DEPARTMENT STAFFING

LIST STAFF OVERTIME HOURS RELATED TO THE EMERGENCY And emergency duties performed. Include data for temps hired for emergency recovery.

Name _____ Employee# _____

Job Title _____

Date(s) Worked	Hours	Duties Performed
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____ Employee# _____

Job Title _____

Date(s) Worked	Hours	Duties Performed
_____	_____	_____
_____	_____	_____
_____	_____	_____

page ____ of ____

Sycamore Academy of Science and Cultural Arts

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Barbara Hale, Director/Principal

Principal, Sycamore Academy of Science and Cultural Arts

About Our School

Sycamore Academy of Science and Cultural Arts is a highly collaborative environment creating the highest quality learning community for our students. Our focus is always on meeting the individual needs of each and every child; socially, emotionally and academically. In doing so, we develop strong relationships with our families.

As a California Public Charter school, we operate independently of any district, however, we have a strong relationship with our authorizing district, Lake Elsinore Unified School District. LEUSD honors parent choice in education and supports our innovative option for the community.

The faculty of Sycamore Academy have been immersed in the Common Core Standards and Next Generation Science Standards and developed a student-centered, problem-based, experiential, collaborative curriculum plan aligned to Common Core and Next Generation expectations. Additionally, we have continued to increase the technology available to students and the necessary technology training throughout our school to ensure that every child has the opportunity to grow his/her skills in preparation for academics and careers in the 21st Century.

The Ronald Reagan Charter School Alliance, governing board to Sycamore Academy, has emphasized the need to obtain real property for the students we serve. During the 2013-2014 school year, the board and administration worked diligently to secure funding and locate property with the intent on building a new school site. In September of 2015, we moved into our beautiful new site in Wildomar, CA., in time for the 2015-16 school year.

Service Learning projects are as important to the provider as they are to the recipient. Through Service Learning, students learn important organization, leadership, management and interpersonal skills, in addition to learning about the community and population that they are serving. Sycamore Academy consistently supports several outreach and charity organizations, however, we also support student generated and student led projects. Over our brief history students have initiated disaster relief support, animal shelter drives, community food and clothing collections and several other community benefit events.

Each Friday we gather as a school to recognize successes within our learning community and enjoy student performances. Our students develop personal and academic goals at the beginning of each year and receive recognition as each goal is achieved. Students are provided the opportunity to perform in front of the school and celebrate each other's unique talents.

We believe in transparency and the benefit of honest feedback. We are happy to hear from you regarding the information contained within this SARC or answer any questions you have about our program.

Contact

*Sycamore Academy of Science and Cultural Arts
23151 Palomar St.
Wildomar, CA 92595-7317*

*Phone: 951-678-5217
E-mail: faxes@sascak8.com*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Lake Elsinore Unified
Phone Number	(951) 253-7000
Superintendent	Doug Kimberly
E-mail Address	doug.kimberly@leusd.k12.ca.us
Web Site	http://www.leusd.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Sycamore Academy of Science and Cultural Arts
Street	23151 Palomar St.
City, State, Zip	Wildomar, Ca, 92595-7317
Phone Number	951-678-5217
Principal	Barbara Hale, Director/Principal
E-mail Address	faxes@sascak8.com
Web Site	www.sycamoreacademycharter.org
County-District-School (CDS) Code	33751760120204

Last updated: 1/12/2017

School Description and Mission Statement (School Year 2016-17)

The mission of the Sycamore Academy of Science and Cultural Arts is to prepare a diverse K-8 student population for secondary education, college, careers and global citizenship by providing each child with knowledge, critical skills and fundamental dispositions to become a self-motivated, competent, lifelong learner.

The vision of our learning community is to provide a setting for learning based on constructivist principles. Students, teachers, staff, community members and parents are active participants in a community of learners working in a collaborative and democratic manner. To accomplish this we focus on:

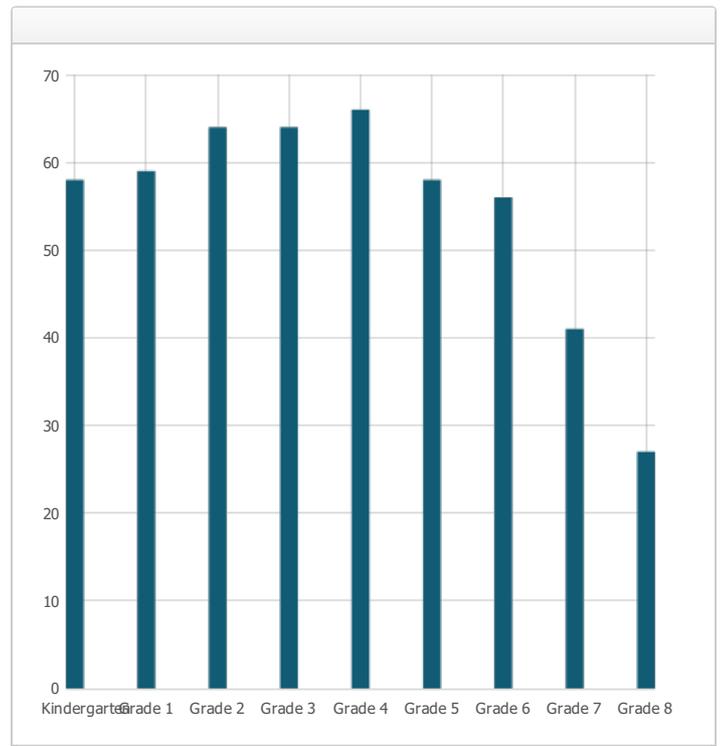
- how students learn best;
- how teachers guide and challenge students to think and construct meaning from their studies;
- how students develop memory and connect information, knowledge and understanding in such a way that they will demonstrate and defend their understandings;
- connecting and expanding student learning through school and community based projects.

The staff of Sycamore Academy models life-long learning by promoting and encouraging a dynamic environment where all members of the staff demonstrate the knowledge, critical skills and fundamental dispositions that are the core of our educational and organizational values. We push the boundaries of learning beyond the classroom and into the school and local community. Through robust service-learning, we make real world connections that add value to our community.

Last updated: 1/12/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	58
Grade 1	59
Grade 2	64
Grade 3	64
Grade 4	66
Grade 5	58
Grade 6	56
Grade 7	41
Grade 8	27
Total Enrollment	493



Last updated: 1/12/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.1 %
American Indian or Alaska Native	0.6 %
Asian	2.2 %
Filipino	0.0 %
Hispanic or Latino	46.9 %
Native Hawaiian or Pacific Islander	0.0 %
White	36.3 %
Two or More Races	8.3 %
Other	1.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.5 %
English Learners	5.9 %
Students with Disabilities	11.8 %
Foster Youth	0.0 %

Last updated: 1/17/2017

A. Conditions of Learning

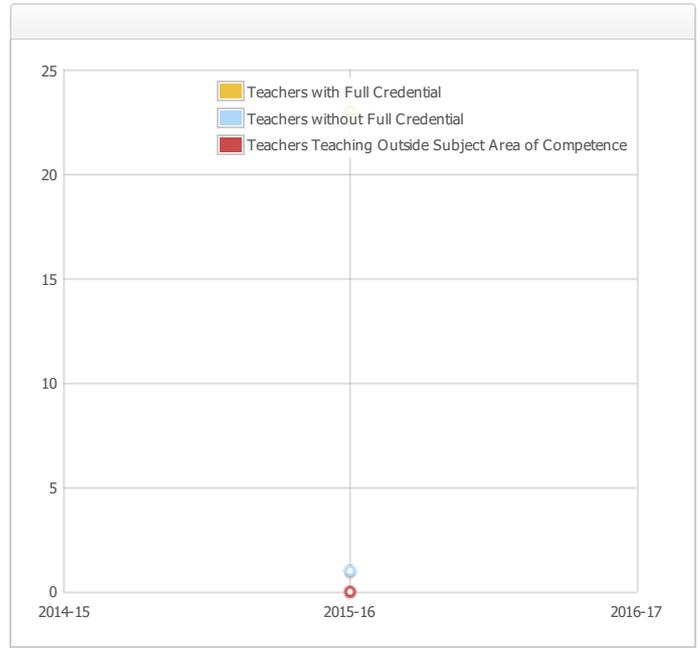
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School		District	
	2014-15	2015-16	2016-17	2016-17
With Full Credential		23		
Without Full Credential		1		
Teachers Teaching Outside Subject Area of Competence (with full credential)		0		



Last updated: 1/17/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		0	



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/17/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	2.0%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/17/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/17/2017

School Facility Conditions and Planned Improvements

Sycamore Academy moved into a brand new facility in September 2015! PJHM Architects designed a new site specifically to support the collaborative, busy program at our school. Hamel Contracting, Inc. began construction in May and worked double-time to get students in seats during the month of September. The City of Wildomar accommodated the extremely fast-paced construction by providing frequent inspections, even on weekends.

The new school is a beautiful country style facility with twenty-two classrooms, a Student Center with an indoor/outdoor stage, an enormous play area, and an administration building. There are four buildings that house the classrooms and all classrooms within each building are separated by barn doors that are opened when students work collaboratively with neighboring classes. The site has drought-tolerant landscaping and a slanted roof to capture more natural, northern light. The entire facility has LED lighting and energy efficient HVAC units.

A complete School Safe Plan has been developed and staff has received thorough training. Students and staff participate in monthly disaster drills and are educated on health, safety, nutrition, Internet safety, etc. The facility is inspected regularly and is in excellent condition.

Last updated: 1/17/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Exemplary
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Last updated: 1/17/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	26.0%	42.0%	35.0%	41.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	18.0%	29.0%	23.0%	27.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	66	98.5%	37.9%
Male	28	27	96.4%	25.9%
Female	39	39	100.0%	46.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.2%	32.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	44.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	22.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	67	100.0%	32.8%
Male	36	36	100.0%	27.8%
Female	31	31	100.0%	38.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.0%	31.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	31.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	25.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	56	93.3%	48.2%
Male	36	33	91.7%	33.3%
Female	24	23	95.8%	69.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	22	84.6%	45.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.4%	35.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	56	96.6%	44.6%
Male	34	34	100.0%	47.1%
Female	24	22	91.7%	40.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.2%	32.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.7%	54.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.2%	30.0%
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	10.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	38	97.4%	44.7%
Male	19	18	94.7%	44.4%
Female	20	20	100.0%	45.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	47.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	16	94.1%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	23	95.8%	60.9%
Male	14	14	100.0%	64.3%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	60.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	66	98.5%	47.0%
Male	28	27	96.4%	48.2%
Female	39	39	100.0%	46.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.2%	48.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	48.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.7%	22.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	67	67	100.0%	20.9%
Male	36	36	100.0%	22.2%
Female	31	31	100.0%	19.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	38	38	100.0%	15.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100.0%	21.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	16.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	56	93.3%	16.1%
Male	36	33	91.7%	18.2%
Female	24	23	95.8%	13.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	22	84.6%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	19.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.4%	11.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	56	96.6%	33.9%
Male	34	34	100.0%	32.4%
Female	24	22	91.7%	36.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.2%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.7%	50.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.2%	30.0%
English Learners	--	--	--	--
Students with Disabilities	11	10	90.9%	20.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	38	97.4%	29.0%
Male	19	18	94.7%	44.4%
Female	20	20	100.0%	15.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100.0%	22.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	17	100.0%	29.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	17	16	94.1%	18.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	23	95.8%	17.4%
Male	14	14	100.0%	21.4%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%	10.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/17/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	72.0%	64.0%	68.0%	61.0%	55.0%	55.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	84	79	94.1%	68.4%
Male	50	47	94.0%	68.1%
Female	34	32	94.1%	68.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	35	31	88.6%	64.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	36	36	100.0%	86.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	27	93.1%	63.0%
English Learners	--	--	--	--
Students with Disabilities	13	12	92.3%	66.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.1%	22.4%	27.6%
7	30.8%	10.3%	30.8%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents are a vital part of our learning community and we encourage participation in any way that the parent feels comfortable, including but not limited to:

- School Site Council membership (elected position)
- Classroom volunteer
- Field trip volunteer
- Camp volunteer
- Event coordination or assistance
- Guest Instructor
- Board member representation (elected position)
- Volunteer for preparation work

State Priority: Pupil Engagement

Last updated: 1/17/2017

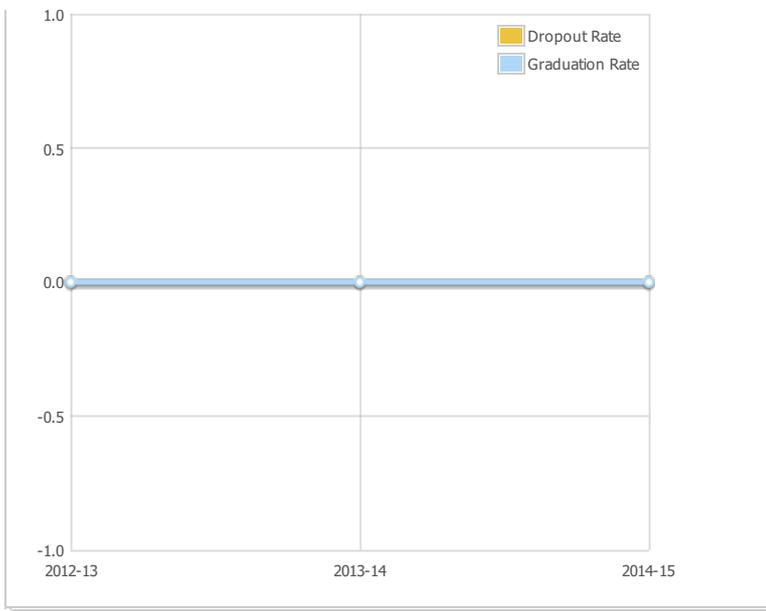
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00						

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/17/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	--	85	85
Black or African American	--	87	77
American Indian or Alaska Native	--	78	75
Asian	--	92	99
Filipino	--	92	97
Hispanic or Latino	--	82	84
Native Hawaiian or Pacific Islander	--	83	85
White	--	87	87
Two or More Races	--	75	91
Socioeconomically Disadvantaged	--	83	77
English Learners	--	51	51
Students with Disabilities	--	61	68
Foster Youth	--	--	--

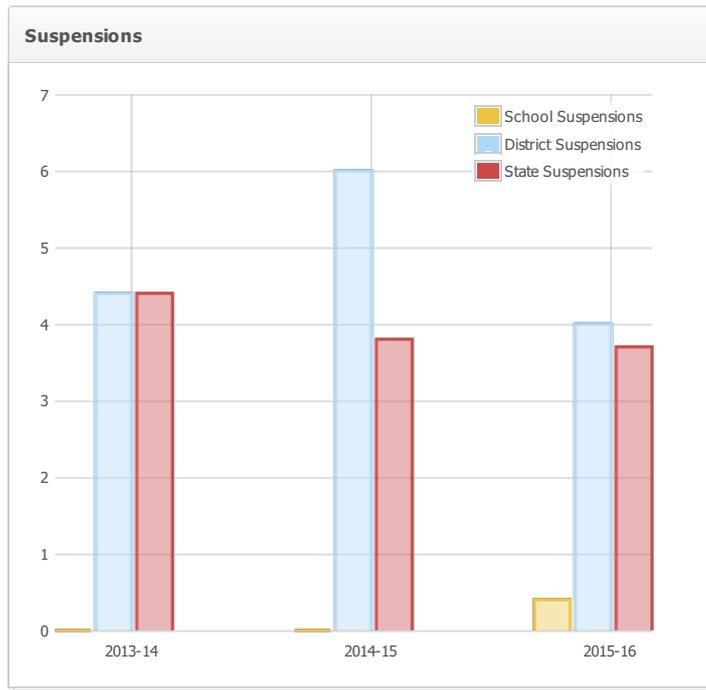
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.4	4.4	6.0	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1



Last updated: 1/17/2017

School Safety Plan (School Year 2016-17)

The school maintains a comprehensive safety plan, Safe School Plan, which is available on our website: www.Sycamoreacademycharter.org. The plan is reviewed and discussed with faculty and staff at the beginning of each school year and at any time during the year as determined appropriate by faculty, staff or administration. Sycamore staff worked collaboratively with a variety of outside agencies when developing the Safe School Plan and continues to collaborate with organizations as new information regarding student safety becomes available. The plan is reviewed by the School Site Council and before being enacted, must be approved by the Governing Board. The plan outlines rules, policies and procedures for maintaining student and staff safety as well as disaster procedures.

Last updated: 1/17/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	78.6%

Note: Cells with NA values do not require data.

Last updated: 1/20/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	25.0	1	27	0	20.0			0
1	0.0	0	0	0	0.0	0	0	0	20.0			0
2	0.0	0	0	0	0.0	0	0	0	20.0			0
3	0.0	0	0	0	28.0	0	28	0	20.0			0
4	0.0	0	0	0	0.0	0	0	0	30.0			0
5	0.0	0	0	0	37.0	0	0	21	30.0			0
6	0.0	0	0	0	0.0	0	0	0	28.0			0
Other	0.0	0	0	0	0.0	0	0	0	28.0			0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/19/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/19/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/19/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6924.0	\$704.0	\$6220.0	\$55909.0
District	N/A	N/A	\$0.0	\$79489.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/22/2017

Types of Services Funded (Fiscal Year 2015-16)

Beginning with the 2015-2016 school year, Sycamore Academy became an LEA for special education and began providing services independently of the Lake Elsinore Unified School District. We provide the full continuum of services for students with IEPs and support the general education teachers at Sycamore Academy with a "push in" model of services. Students that perform below grade level standards receive additional interventions, modifications, and accommodations from our highly qualified general education teachers. Under the supervision of credentialed teachers, support staff may also provide students with intervention services. Certificated faculty provide after school tutoring two days per week, most weeks of the school year. This service is provided at no charge to families.

"Scorpion Clubs" is a program designed by faculty that allows opportunities for multi-age interactions for students in grades TK-8, in "elective" type courses, twice per week for six weeks each trimester.

Health and Wellness is a major focus at Sycamore Academy. We began the 2015-16 school year in our brand new facility with a black top customized for "Peaceful Playground" activities, a large field and cross country track.

We ensure that all student receive more than the minimum requirement of fitness training in a well-focused, cooperative and goal-oriented physical education program, taught by a full time, credentialed PE teacher.

Students identified as GATE have several choices for additional enrichment such as digital media, photography, tutoring, news reporting, environmental impact activities, etc.

English language learners (ELL) are instructed in the mainstream classroom with additional support and interventions throughout integrated thematic units.

Last updated: 1/19/2017

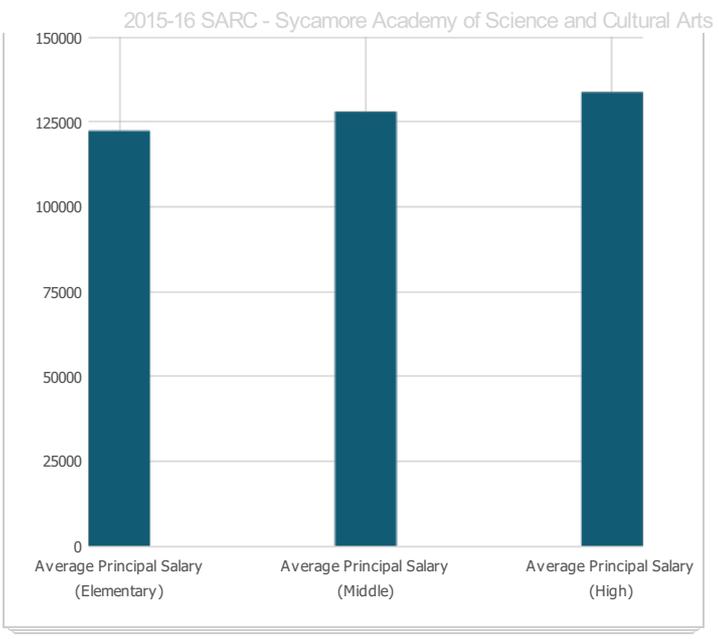
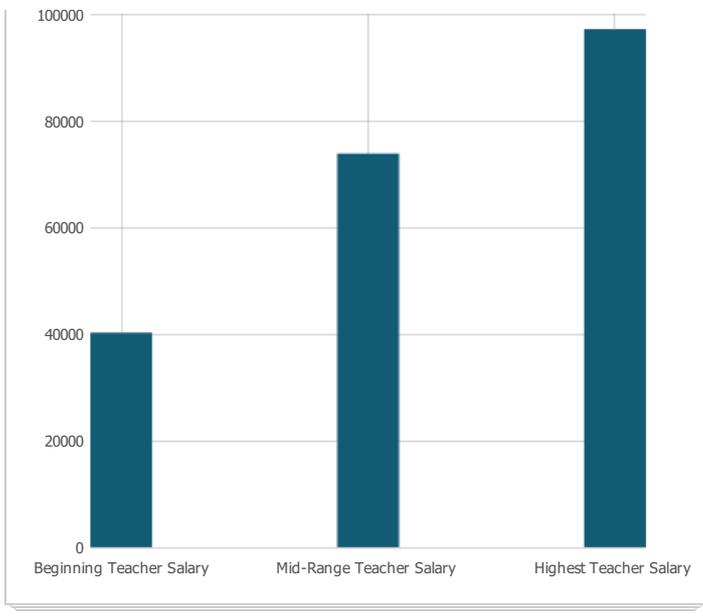
Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,223	\$45,092
Mid-Range Teacher Salary	\$73,796	\$71,627
Highest Teacher Salary	\$97,127	\$93,288
Average Principal Salary (Elementary)	\$122,334	\$115,631
Average Principal Salary (Middle)	\$127,960	\$120,915
Average Principal Salary (High)	\$133,738	\$132,029
Superintendent Salary	\$218,540	\$249,537
Percent of Budget for Teacher Salaries	43.0%	37.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/19/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/19/2017

Professional Development

Promoting and demonstrating what it is to be a life-long learner is an essential part of our learning community. Teachers meet every Friday, after student early-release, to review data, plan instruction, receive professional development, collaborate on projects or complete other tasks necessary to provide quality, individualized instruction to our students.

Teachers meet 15 full days, in addition to the annual number of school days, to collaborate, provide and receive professional development. Sycamore teachers also support professional development for several other schools, within districts and charters.

Teachers are supported in the quest for ongoing growth and development and the school often sends teachers to workshops, trainings, conventions, etc. in addition to our onsite trainings.

Sycamore Academy employs a Curriculum Specialist to work with teachers in the classroom throughout the year.

Teachers develop individual goals at the beginning of the year. The teacher and principal meet and discuss goals, collect data and then reflect upon the teacher's progress toward his/her goals. Teachers maintain personal portfolios to document their progress.

Last updated: 1/19/2017



Ronald Reagan Charter School Alliance

Regular Board Meeting Minutes

23151 Palomar Street
Wildomar, CA 92595
Phone: (951) 678-5217

<u>Board Members</u>
Roland Skumawitz, President
Ingrid Flores
Elizabeth Halikis
Daniel Leavitt, Secretary/Treasurer
Matthew Roberson

November 14, 2016 @6:00 p.m.

1.0 CALL TO ORDER

The meeting was called to order by the Board Chair at 6:08 p.m.

2.0 OPEN GENERAL SESSION

Establishment of a Quorum

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	___X___
Dr. Ingrid Flores	___X___	_____
Mrs. Elizabeth Halikis	___X___	_____
Mr. Daniel Leavitt	___X___	_____
Mr. Matthew Roberson	___X___	_____

Other guests present:

Roy Kim, Savantco

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF THE AGENDA

Motion: Mrs. Halikis Second: Dr. Flores Vote: 4 - 0

5.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS:

No comments.

6.0 INFORMATION SESSION:

6.1 Teacher’s Report

Report on classroom activities and events.

Presented by: Heather Cicalo and Samantha Etchandy, Sycamore Academy Teachers

6.2 Financial Report (Attachment 6.2)

Presentation of the status of Sycamore Academy finances.

Presented by: Roy Kim, SavantCo Education

6.3 Special Education Report

Report on Sycamore Academy’s Special Education Program including current data, services and needs.

Presented by: Lisa Fortin and Jennifer Smith, Education Specialists and Tess Brown, Student Support Services Coordinator

6.4 Operations Report

Presentation on enrollment and attendance data. Operations status report.

Presented by: Laura Girard, Operations Coordinator

6.5 Director’s Report

Presentation regarding school administration, current legislation that may impact the school and capital outlay project.

Presented by: Barbara Hale, Executive Director/Principal

6.6 School Report

Update on Sycamore’s education program, assessments, and professional development.

Presented by: Jeff Morabito, Assistant Principal

7.0 ACTION ITEMS:

7.1 Sexual Harassment Policy (Attachment 7.1)

The board will review and consider the updated Sexual Harassment Policy.

Staff recommendation: Staff recommends approval of the updated policy.

Presented by: Barbara Hale, Executive Director/Principal

Motion: Mrs. Halikis Second: Dr. Flores Vote: 4 - 0

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	___X___	_____
Mrs. Elizabeth Halikis	___X___	_____
Mr. Daniel Leavitt	___X___	_____
Mr. Matthew Roberson	___X___	_____

7.2 Employee Handbook (Attachment 7.2)

The board will review and consider the updated Employee Handbook with the amendment to include E cigarettes and alignment edits.

Staff recommendation: Staff recommends approval of the updated handbook.

Presented by: Barbara Hale, Executive Director/Principal

Motion: Mrs. Halikis Second: Dr. Flores Vote:4 - 0

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	___X___	_____
Mrs. Elizabeth Halikis	___X___	_____
Mr. Daniel Leavitt	___X___	_____
Mr. Matthew Roberson	___X___	_____

7.3 Safe School Plan (Attachment 7.3)

The board will review and consider the updated Safe School Plan.

Staff recommendation: Staff recommends approval of the updated plan.

Presented by: Barbara Hale, Executive Director/Principal

No action taken

7.4 First Interim Report (Attachment 7.4)

The board will review and consider the First Interim Report.

Staff recommendation: Staff recommends approval of the report.

Presented by: Barbara Hale, Executive Director/Principal

Item tabled

8.0 CONSENT CALENDAR

Consent Calendar Items are considered routine and may be enacted by a single motion.

8.1 Approval of the Minutes: October 10, 2016 (Attachment 8.1)

8.2 Check Register for October 2016 (Attachment 8.2)

Motion: Dr. Flores Second: Mr. Roberson Vote:4 - 0

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	___X___	_____
Mrs. Elizabeth Halikis	___X___	_____
Mr. Daniel Leavitt	___X___	_____
Mr. Matthew Roberson	___X___	_____

9.0 BOARD COMMENTS:

No comments.

10.0 ADJOURNMENT

Motion: Mrs. Halikis Second: Dr. Flores Vote: 4 - 0

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	___X___	_____
Mrs. Elizabeth Halikis	___X___	_____
Mr. Daniel Leavitt	___X___	_____
Mr. Matthew Roberson	___X___	_____

The meeting was adjourned at 7:05 p.m.



Ronald Reagan Charter School Alliance

Special Board Meeting Minutes

23151 Palomar Street
Wildomar, CA 92595
Phone: (951) 678-5217

<u>Board Members</u>
Roland Skumawitz, President
Ingrid Flores
Elizabeth Halikis
Daniel Leavitt, Secretary/Treasurer
Matthew Roberson

December 5, 2016 @5:00 p.m.

1.0 CALL TO ORDER

The meeting was called to order by the Board Chair at 5:00 p.m.

2.0 OPEN GENERAL SESSION

Establishment of a Quorum

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> X </u>
Mr. Matthew Roberson	<u> </u>	<u> X </u>

Other guests present:
Roy Kim, Savantco

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF THE AGENDA

Motion: Mrs. Halikis Second: Dr. Flores Vote: 3 - 0

4.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS:

No comments.

6.0 ACTION ITEMS:

6.1 Audit (Attachment 6.1)

The board will review and consider the revised Audit.

Staff recommendation: Staff recommends approval of the revised Audit.
Presented by: Barbara Hale, Executive Director/Principal

Motion: Mrs. Halikis Second: Dr. Flores Vote: 3 - 0

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> </u>
Mr. Matthew Roberson	<u> </u>	<u> </u>

7.0 BOARD COMMENTS:

No comments.

8.0 ADJOURNMENT

Motion: Mrs. Halikis Second: Dr. Flores Vote: 3 - 0

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	____X____	_____
Dr. Ingrid Flores	____X____	_____
Mrs. Elizabeth Halikis	____X____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

The meeting was adjourned at 5:06 p.m.

Sycamore Academy
Check Listing

For Checks Dated 11/01/2016 through 12/31/2016

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
11/01/2016	4752	R179	000083	SavantCo Education		\$10,000.00
	62-0000-0-0000-0000-5813-00			Business Services	November 2016 Monthly Contract	10,000.00
11/02/2016	4753	R180	000217	Nona Jones		\$113.72
	62-0000-0-0000-0000-5950-00			Fundraising	Supplies - Reimbursement	113.72
11/02/2016	4754	R181	000221	100 Mile Club, Inc.		\$890.00
	62-0000-0-0000-0000-4307-00			Non-Instructional Materials and Supplies	Incentive package	890.00
11/02/2016	4755	R182	000222	Sara Kojaku		\$2,587.50
	62-0000-0-0000-0000-5852-00			Contract Labor	Contractor Servcies	2,587.50
11/03/2016	4756	R183	000107	CalSTRS		\$30,536.99
	62-0000-0-0000-0000-9505-00			STRS Payable	October 2016 CalSTRS	30,536.99
11/04/2016	4757	R184	000134	Stephanie Solorio		\$11.73
	62-0000-0-0000-0000-5210-00			Travel	Mileage - Reimbursement	11.73
11/04/2016	4758	R185	000223	Apex Fun Run		\$750.00
	62-0000-0-0000-0000-5950-00			Fundraising	Apex fun Run	750.00
11/04/2016	4759	R186	000190	Daniel Landscape Service		\$850.00
	62-0000-0-0000-0000-5500-00			Operations and Housekeeping Services	Landscape - October 2016	850.00
11/04/2016	4760	R187	000006	Staples Advantage		\$130.16
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	130.16
11/04/2016	4761	R188	000033	Aflac		\$807.40
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	Health Insurance - October 2016	807.40
11/04/2016	4762	R189	000034	Elsinore Valley Municipal Water District		\$54.10
	62-0000-0-0000-0000-5620-00			Utilities	Water - Period 09-17-16 - 10-17-16	54.10
11/07/2016	4763	R190	000071	CalPERS		\$3,637.39
	62-0000-0-0000-0000-9504-00			PERS Payable	CalPERS - September 2016	3,637.39
11/10/2016	4764	R191	000008	NCS Pearson, Inc.		\$70.00
	62-0000-0-0000-0000-5302-00			Subscriptions	1 Yr Subscription	70.00
11/10/2016	4765	R192	000006	Staples Advantage		\$443.11
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	443.11

Sycamore Academy
Check Listing

For Checks Dated 11/01/2016 through 12/31/2016

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
11/10/2016	4766	R193	000074	Berkshire Hathaway Homestate Companies		\$3,806.02
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	Workers Comp. Insurance - November 2016	3,806.02
11/15/2016	4767	R194	000001	Kaiser Foundation Health Plan		\$15,675.69
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	Medical Insurance - December 2016	15,675.69
11/15/2016	4768	R195	000097	Laura Girard		\$61.70
	62-0000-0-0000-0000-5640-00			Repairs & Maintenance - Buildings	Repair/ Food - Reimbursement	13.49
	62-0000-0-0000-0000-4700-00			Food		48.21
11/16/2016	4769	R197	000225	Nichole Amies		\$68.26
	62-0000-0-0000-0000-4700-00			Food	Costco Food - Reimbursement	68.26
11/16/2016	4770	R198	000226	CPR1		\$1,752.47
	62-0000-0-0000-0000-4307-00			Non-Instructional Materials and Supplies	AED	1,752.47
11/16/2016	4771	R199	000153	Casi Lewis		\$11.67
	62-0000-0-0000-0000-5210-00			Travel	Milage - Reimbursement	11.67
11/16/2016	4772	R200	000016	Laura Girard		\$74.75
	62-0000-0-0000-0000-4301-00			Office Supplies	Supplies	74.75
11/16/2016	4773	R201	000007	AT&T Mobility		\$392.03
	62-0000-0-0000-0000-5940-00			Telephone & Telecommunications	Bill Cycle Date - 10-01-16 - 10-31-16	392.03
11/16/2016	4774	R196	000142	U.S. Bank		\$3,000.00
	62-0000-0-0000-0000-5310-00			Licenses and Fees	Credit Card Payment	3,000.00
11/16/2016	4775	R202	000227	Nona Jones		\$309.68
	62-0000-0-0000-0000-5210-00			Travel	Supplies/Milage/Fundrasier - Reimbursement	134.26
	62-0000-0-0000-0000-5950-00			Fundraising		37.94
	62-0000-0-0000-0000-4307-00			Non-Instructional Materials and Supplies		137.48
11/17/2016	4776	R203	000061	U.S. Healthworks Medical Group, PC		\$100.00
	62-0000-0-0000-0000-5310-00			Licenses and Fees	Drug Testing	100.00
11/17/2016	4777	R205	000129	CR&R Incorporated		\$330.64
	62-0000-0-0000-0000-5500-00			Operations and Housekeeping Services	Service Period - 11-01-16 -11-30-16	330.64
11/17/2016	4778	R206	000012	Hansberger & Klein, PLC		\$3,500.00
	62-0000-0-0000-0000-5830-00			Legal	Legal Services - October 2016	3,500.00

Sycamore Academy

Check Listing

For Checks Dated 11/01/2016 through 12/31/2016

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
11/17/2016	4779	R204	000006	Staples Advantage		\$875.18
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	875.18
11/17/2016	4780	R207	000169	Oxford Consulting Services, Inc		\$2,687.70
	62-6500-0-0000-0000-5800-00			Professional/Consulting Services and Operating Exp	Therapy /Direct/Indirect Services - October 2016	2,687.70
11/21/2016	4781	R208	000072	U.S. Bank National Association		\$60,856.08
	62-0000-0-0000-0000-9200-00			Accounts Receivable	December 2016 Bond Payment	60,856.08
11/21/2016	4782	R209	000013	Xerox Corporation		\$1,081.16
	62-0000-0-0000-0000-5600-00			Rentals, Leases, Repairs, and Noncapitalized Impro	Copier - 09-21-16 - 10-21-16	1,081.16
11/21/2016	4783	R211	000003	Southwest School and Office Supply		\$45.51
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies /Books	45.51
11/21/2016	4784	R210	000061	U.S. Healthworks Medical Group, PC		\$100.00
	62-0000-0-0000-0000-5310-00			Licenses and Fees	Drug Testing	100.00
11/23/2016	4785	R212	000224	PowerSchool Group LLC		\$8,645.85
	62-0000-0-0000-0000-5310-00			Licenses and Fees	Annual Fee	8,645.85
11/23/2016	4786	R213	000228	Phonak, LLC		\$1,813.35
	62-6500-0-0000-0000-4400-00			Noncapitalized Equipment	Roger Pen	1,813.35
11/28/2016	4787	R214	000188	Midland National Life Insurance Company		\$1,000.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b)- Nona Jones -Pol#8500592405, SS#0183	1,000.00
11/28/2016	4788	R215	000210	Midland National Life Insurance		\$1,090.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b)- Barbara Hale -Pol#8500592563,SS#5156	1,090.00
11/28/2016	4789	R216	000211	Midland National Life Insurance Company		\$500.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b)KatherineOlsonPol#8500605689,SS#7004	500.00
11/28/2016	4790	R217	000212	Midland National Life Insurance Company		\$100.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b)ContessaBrownPol#8500605693SS#2422	100.00
11/28/2016	4791	R218	000213	Midland National Life Insurance Company		\$100.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b)- Laura Girard-Pol#8500605690 SS#3712	100.00
11/28/2016	4792	R219	000220	Midland National Life Insurance Company		\$500.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b)- Sadie Mata Pol#8500610527 SS#9084	500.00

Sycamore Academy
Check Listing

For Checks Dated 11/01/2016 through 12/31/2016

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
11/28/2016	4793	R220	000163	Kera Daddario		\$100.00
	62-0000-0-0000-0000-5500-00			Operations and Housekeeping Services	Towel Cleaning Service - Aug/Sep/Oct/Nov	100.00
11/28/2016	4794	R221	000007	AT&T Mobility		\$392.03
	62-0000-0-0000-0000-5940-00			Telephone & Telecommunications	Wireless Bill Cycle - 10-01-16 - 10-31-16	392.03
11/28/2016	4795	R222	000020	Guardian		\$1,431.53
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	Health Insurance - December 2016	1,431.53
11/28/2016	4796	R223	000186	Great American Insurance Co.		\$1,377.25
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	December 2016 - Employee Insurance	1,377.25
11/28/2016	4797	R224	000093	GREAT AMERICAN INSURANCE CO.		\$273.83
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	December 2016 - Employee Insurance	273.83
11/28/2016	4798	R225	000154	PowerSchool Group LLC		\$8,645.85
	62-0000-0-0000-0000-5310-00			Licenses and Fees	Hosting / Annual Fee	8,645.85
11/28/2016	4799	R226	000006	Staples Advantage		\$987.93
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	987.93
11/28/2016	4800	R227	000229	Engineering For Kids		\$75.00
	62-0000-0-0000-0000-5840-00			Professional Development	90 min Robotic Workshop	75.00
11/28/2016	4801	R228	000230	Educational Data Sytems		\$6.81
	62-0000-0-0000-0000-4200-00			Books and Other Reference Materials	Excessive Material Charge	6.81
11/29/2016	4802	R229	000071	CalPERS		\$4,468.75
	62-0000-0-0000-0000-9504-00			PERS Payable	October 2016 - CalPERS	4,468.75
12/01/2016	4803	R230	000083	SavantCo Education		\$10,000.00
	62-0000-0-0000-0000-5813-00			Business Services	December 2016 Monthly Contract	10,000.00
12/01/2016	4804	R231	000131	Riverside County Treasurer		\$220.31
	62-0000-0-0000-0000-5630-00			Real Estate Taxes	Tax Bill	220.31
12/01/2016	4805	R232	000061	U.S. Healthworks Medical Group, PC		\$50.00
	62-0000-0-0000-0000-5310-00			Licenses and Fees	Drug Testing	50.00
12/02/2016	4806	R233	000006	Staples Advantage		\$270.81
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	270.81

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Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
12/02/2016	4807	R234	000181	Frontier		\$276.86
	62-0000-0-0000-0000-5940-00			Telephone & Telecommunications	Service Period - 11-16-16 - 12-15-16	276.86
12/02/2016	4808	R235	000141	Specialized Therapy Services		\$4,350.00
	62-6500-0-0000-0000-5800-00			Professional/Consulting Services and Operating Exp	SPED Servcies - Nov. 2016	4,350.00
12/02/2016	4809	R238	000107	CalSTRS		\$32,512.60
	62-0000-0-0000-0000-9505-00			STRS Payable	CalSTRS - November 2016	32,512.60
12/02/2016	4810	R236	000222	Sara Kojaku		\$1,293.75
	62-0000-0-0000-0000-5852-00			Contract Labor	Contractor Services	1,293.75
12/02/2016	4811	R237	000033	Aflac		\$807.40
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	Health Insurance - November 2016	807.40
12/07/2016	4812	R239	000195	Mathews Termite and Pest Service		\$250.00
	62-0000-0-0000-0000-5500-00			Operations and Housekeeping Services	Pest Control Service - 11-10-16	250.00
12/08/2016	4813	R240	000175	Southern California Edison		\$2,166.03
	62-0000-0-0000-0000-5620-00			Utilities	Period - 10-18-16 - 11-17-16	2,166.03
12/08/2016	4814	R241	000148	Original Works Yours, Inc.		\$2,032.68
	62-0000-0-0000-0000-4307-00			Non-Instructional Materials and Supplies	Supplies	2,032.68
12/08/2016	4815	R243	000225	Nichole Amies		\$60.03
	62-0000-0-0000-0000-4700-00			Food	Food - Reimbursement	60.03
12/08/2016	4816	R242	000121	Contessa Brown		\$1,205.42
	62-0000-0-0000-0000-5210-00			Travel	Travel / Supplies/Mileage - Reimbursement	1,017.90
	62-0000-0-0000-0000-5610-00			Rent, Parking, & Other Occupancy		149.95
	62-0000-0-0000-0000-4300-00			Materials and Supplies		37.57
12/09/2016	4817	R244	000006	Staples Advantage		\$482.61
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	482.61
12/09/2016	4818	R245	000034	Elsinore Valley Municipal Water District		\$40.40
	62-0000-0-0000-0000-5620-00			Utilities	Water for Period - 10-17-16 - 11-17-16	40.40
12/09/2016	4819	R246	000231	IO Education		\$2,999.64
	62-0000-0-0000-0000-5000-00			Services and Other Operating Expenditure	EADMS Customized Services	2,999.64

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Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
12/13/2016	4820	R247	000074	Berkshire Hathaway Homestate Companies		\$3,806.02
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	Workers Comp. Insurance - December 2016	3,806.02
12/14/2016	4821	R250	000138	SchoolAdmin LLC		\$3,000.00
	62-0000-0-0000-0000-5310-00			Licenses and Fees	Subscription Fee	3,000.00
12/14/2016	4822	R252	000007	AT&T Mobility		\$307.59
	62-0000-0-0000-0000-5940-00			Telephone & Telecommunications	Period - 11-01-16 - 11-30-16	307.59
12/14/2016	4823	R248	000170	Smart Card		\$555.00
	62-0000-0-0000-0000-5950-00			Fundraising	Fundrasier Membership	555.00
12/14/2016	4824	R249	000232	SC Fence Company		\$991.00
	62-0000-0-0000-0000-4400-00			Noncapitalized Equipment	Chain Link Gate	991.00
12/14/2016	4825	R251	000227	Nona Jones		\$143.81
	62-0000-0-0000-0000-4200-00			Books and Other Reference Materials	Textbooks/Other	143.81
12/15/2016	4826	R253	000001	Kaiser Foundation Health Plan		\$14,853.82
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	Medical Insurance - Jan 2017	14,853.82
12/21/2016	4827	R254	000148	Original Works Yours, Inc.		\$4.32
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Magnet (Order)	4.32
12/21/2016	4828	R256	000169	Oxford Consulting Services, Inc		\$3,344.75
	62-0000-0-0000-0000-5800-00			Professional/Consulting Services and Operating Exp	November 2016 Services	3,344.75
12/21/2016	4829	R257	000227	Nona Jones		\$2,312.01
	62-0000-0-0000-0000-4305-00			Instructional Materials and Supplies	Misc. Reimbursement	206.56
	62-0000-0-0000-0000-4420-00			Computers and Computer Equipment		1,904.60
	62-0000-0-0000-0000-4307-00			Non-Instructional Materials and Supplies		122.01
	62-0000-0-0000-0000-5950-00			Fundraising		78.84
12/21/2016	4830	R258	000194	Jeff Morabito		\$70.00
	62-0000-0-0000-0000-5610-00			Rent, Parking, & Other Occupancy	Parking Fee - Reimbursement	70.00
12/21/2016	4831	R259	000121	Contessa Brown		\$366.07
	62-0000-0-0000-0000-5210-00			Travel	Car Rental/parking Fees/Fuel - Reimb	308.07
	62-0000-0-0000-0000-5610-00			Rent, Parking, & Other Occupancy		58.00

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For Checks Dated 11/01/2016 through 12/31/2016

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
12/21/2016	4832	R260	000129	CR&R Incorporated		\$330.64
	62-0000-0-0000-0000-5500-00			Operations and Housekeeping Services	Service Period - 12-01-16 - 12-31-16	330.64
12/21/2016	4833	R261	000139	California Charter Schools Association		\$2,600.00
	62-0000-0-0000-0000-5300-00			Dues and Memberships	Period - 12-31-16 - 01-1-17	2,600.00
12/21/2016	4834	R255	000206	Scholastic		\$18.48
	62-0000-0-0000-0000-4200-00			Books and Other Reference Materials	Books / Magazines	18.48
12/22/2016	4835	R262	000071	CalPERS		\$4,256.34
	62-0000-0-0000-0000-9504-00			PERS Payable	CalPERS - November 2016	4,256.34
12/22/2016	4836	R263	000013	Xerox Corporation		\$896.70
	62-0000-0-0000-0000-5600-00			Rentals, Leases, Repairs, and Noncapitalized Impro	Period - 10-21-16 - 11-21-16	896.70
12/22/2016	4837	R264	000072	U.S. Bank National Association		\$60,856.08
	62-0000-0-0000-0000-9200-00			Accounts Receivable	January 2017 - Bond Payment	60,856.08
12/22/2016	4838	R265	000147	Computer Alert Systems, Inc.		\$375.00
	62-0000-0-0000-0000-5640-00			Repairs & Maintenance - Buildings	Monthly Security Service	375.00
12/22/2016	4839	R266	000006	Staples Advantage		\$68.73
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	68.73
12/27/2016	4840	R267	000188	Midland National Life Insurance Company		\$1,000.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b) Nona Jones Pol#8500592405 SS#0183	1,000.00
12/27/2016	4841	R268	000210	Midland National Life Insurance		\$1,090.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b) Barbara Hale Pol#8500592563 SS#5156	1,090.00
12/27/2016	4842	R269	000213	Midland National Life Insurance Company		\$100.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b) Laura Girard Pol#8500605690 SS#3712	100.00
12/27/2016	4843	R270	000220	Midland National Life Insurance Company		\$250.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b) Sadie Mata Pol#8500610527 SS#9084	250.00
12/27/2016	4844	R271	000211	Midland National Life Insurance Company		\$500.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b) KatherineOlsonPol#8500605689SS#7004	500.00
12/27/2016	4845	R272	000212	Midland National Life Insurance Company		\$100.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	403(b)Contessa BrownPol#8500605693SS#2422	100.00

Fiscal Year: 2017
Report Date: 01/20/2017

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For Checks Dated 11/01/2016 through 12/31/2016

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
12/29/2016	4846	R273	000003	Southwest School and Office Supply		\$321.74
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	321.74
95 Checks						\$338,655.46