NEVADA COUNTY BOARD OF EDUCATION
Regular Meeting
Wednesday, February 15, 2017
3:00 p.m.
Nevada County Superintendent of Schools
Board Room
380 Crown Point Circle, Grass Valley, CA 95945

AGENDA

1. Meeting called to order
2. Establish quorum
3. Salute to the flag
4. Adoption of the Agenda
5. Open public forum – Recognition of members of the audience wishing to address an agenda item may do so at this time or at the time the agenda item is heard. After being recognized by the Board president, please identify yourself. A member of the public may at this time make brief comments regarding items not on the agenda, although no action may be taken.
6. Close public forum
7. Approval of the Consent Agenda
   These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests that an item be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items.
   A. Approval of minutes of the Regular meeting of January 18, 2017 (page 1)
   B. School Accountability Report Card for 2015-16
      1. Sugarloaf Mtn. Juvenile Hall Program (page 5)
      2. Earle Jamieson Educational Options (page 37)
8. Public Hearing
   A. Open public hearing regarding the renewal of the charter petitions for the following schools (EC §47605(b)) (page 70):
      - Forest Charter
      - Nevada City School of the Arts
      - Sierra Montessori Academy
      - Twin Ridges Home Study Charter
      - Yuba River Charter
   B. Close public hearing
9. Discussion/Information Items
   A. Initial review of petition for renewal of Charter for Forest Charter. (page 71)
   B. Initial review of petition for renewal of Charter for Nevada City School of the Arts (NCSA). (page 147)
C. Initial review of petition for renewal of Charter for Sierra Montessori Academy (SMA). (page 202)

D. Initial review of petition for renewal of Charter for Twin Ridges Home Study Charter. (page 273)

E. Initial review of petition for renewal of Charter for Yuba River Charter (YRC). (page 340)

F. CDE Waiver approval allowing one joint Schoolsite Council for Earle Jamieson Educational Options and Sugarloaf Mountain Academy (page 453)

10. Staff Reports

A. Alternative Education, Lisa Sanford
B. Educational Services, Shar Johns
   1. LCAP Review
C. SELPA/Special Education, Eli Gallup
D. Business Services, Darlene Waddle

11. Superintendent's Report

A. ACSA Administrator of the Year
B. ACSA Superintendents’ Symposium
C. LAO Report on County Offices

12. Action Items

A. Shall the Nevada County Board of Education Approve the Process and the Timeline for the Superintendent Search? (page 454)

B. Shall the Nevada County Board of Education Schedule a Special Meeting for March 14, 16 or 17, 2017 for the purpose of Superintendent Interviews?

C. Shall the Nevada County Board of Education Schedule a Special Meeting for March 14, 16 or 17, 2017 as a backup date for the purpose of Superintendent Interviews?

D. Shall the Nevada County Board of Education approve the Application for a Provisional Internship Permit for Sherry O’Leary for the remainder of the 2016-17 school year so that the NCSOS Special Education Services can fill an immediate staffing need? (page 455)

13. Discussion/Information Items

A. Budget Review
   1. NCSOS Program Budget review (page 456)
B. Legislative Action Day, March 21 (page 459)
C. Review of EPIC MOU (page 460)
D. iPads for Board Members

14. Board Reports

A. SARB, Larry Meek
B. Legislative, Shelly Sexton
C. Charter Liaison, Wendy Baker
D. Individual Board Member Reports

15. Correspondence
A. NCSOS Quarterly Investment Report as of December 31, 2016 (page 471)

B. Writing Tournament Results (page 499)

16. Adjournment

Next Meeting Date: March 15, 2017, 3:00 p.m., 380 Crown Point Circle, Grass Valley

This agenda was posted at least 72 hours in advance of the meeting at the Nevada County Superintendent of Schools office, 380 Crown Point Circle, Grass Valley.

Posted: 2-10-2017

Date

Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Nevada County Superintendent of Schools office – located at 380 Crown Point Circle, Grass Valley, CA. For more information please call 530.478.6400 ext.2003.

Notice: In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, contact the Nevada County Superintendent of Schools office at 530.478.6400 ext. 2003 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate your needs. [G.C. §54953.2, §54954.2(a)(1); Americans with Disabilities Act of 1990, §202 (42 U.S.C. §12132)]
Nevada County Board of Education  
Regular Meeting  
Wednesday, January 18, 2017  
3:00 p.m.  
Nevada County Superintendent of Schools  
Board Room  
380 Crown Point Circle, Grass Valley, CA 95945

M I N U T E S

1. Meeting called to order by Board President Meek

2. Established quorum  
   Ashley Neumann present  
   Bob Altieri present: arrived during Agenda Item 8  
   Larry Meek present  
   Shelly Sexton present  
   Wendy Baker present

3. Salute to the flag

4. Swearing in of Board member:
   Supt. Hermansen administered the Oath of Office to Board Member representing Area III, Wendy Baker, for the term 2016-2020

5. Adoption of the Agenda
   On a motion by Sexton and seconded by Neumann, the agenda was adopted as presented; the motion carried 4 ayes; 1 absent (Altieri).

6. Opened public forum – Recognition of members of the audience wishing to address the Board:
   No comments.

7. Closed public forum

8. Presentations
   A. FY 2015-16 Audit Report, Michelle Hanson, Goodell, Porter, Sanchez & Bright, LLP (page 1) (document under separate cover)
      Hansen presented the FY 2015-16 Audit Report to the Board. An Unmodified Audit Opinion was issued for Financial Statements, as well as Federal and State Compliance. Internal controls were clean.
      Altieri arrived at 3:10 p.m.

   B. NCSOS Ed Services Programs, Shar Johns
      Shar led the board through a powerpoint detailing Ed Services Programs which include: Alt Ed for Expelled/Truant Youth; Juvenile Court School; Child Development Programs; Summer Learning Academy; STEAM Expo; Academic Tournaments; TUPE; Health Education; Positive Behavioral Interventions and Supports; School Climate & Safety Training & Support; Foster Youth Services; Indian Ed Services; Independent Living Program; Homeless Ed Program; Peer Court; Law Day; Professional Development; Individualized Curriculum and Instruction Support; Instructional Coaches; Instructional Materials Adoptions; Countywide Professional Development Day; SMART; SARB; Educational Grants for teachers; Nevada County Reads and Writes; Poetry Out Loud; Young at Art; Music in the Mountains Youth Programs; Art Docent Program; and In Concert Sierra 3rd Grade Concerts.
Johns is also responsible for the LCAP review for NCSOS and all Districts; quarterly Williams review for schools in the lower decile; Charter oversee school visits.

The Board appreciated the overview noting this is the heart of what we are here for.

9. Approval of the Consent Agenda
These items are expected to be routine and non-controversial. They will be acted upon by the Board at one time without discussion, unless a Board member or citizen requests that an item be removed for discussion and separate consideration. In that case the designated item(s) will be considered following approval of the remaining items.

A. Approval of minutes of the Regular meeting of December 14, 2016 (page 2)

B. During the fourth quarter of 2016 October-December, there were no complaints filed to be reported, pursuant to Williams Uniform Complaint Procedures (E.C. 1240(H); Board Policy 1010 – Uniform Complaint Procedures) (page 7)

On a motion by Sexton and seconded by Neumann, the consent agenda was adopted as presented. The motion carried unanimously (5-0).

10. Staff Reports
A. Alternative Education, Lisa Sanford
Sanford provided a handout detailing attendance. Staff and students are happy with the new facility. An open house will be planned soon.

For Career Café, Tony with Kuk Sool Won presented. It was very informative and he connected well with the students. Wendy from County Public Health came out and shared info on good nutrition.

Upon approval from the state, the Juvenile Hall facility will house TAY (Transitional Age Youth ages 18-21) in a separate part of the building.

Sierra Presbyterian Church expressed their happiness in the schools presence.

B. Educational Services, Shar Johns
   a. LCAP Update
      Johns, Kiefer & Waddle provided district trainings to districts for the new "dashboard" & LCAP template. They are currently working on ASAM (Alternative Schools Accountability Model), small schools don’t fit into the same mold that the larger schools do.

C. SELPA/Special Education, Eli Gallup – no report, Gallup is at an out of town meeting.

D. Business Services, Darlene Waddle – Business office is busy reviewing interim budgets for all districts.

11. Superintendent’s Report
A. County of Nevada Childcare Center Feasibility Discussions
   A meeting with a variety of agencies was held, discussing Nevada County being able to apply for up to a $1.5 million dollar block grant. Lack of childcare for our youngest students was noted; a feasibility study will be done as they move forward.

B. Peer Court
   Peer Court program is on hold right now as the high school teacher who coordinated it retired.

C. SELPA Funding
The PPIC in California released a report several weeks ago noting that SELPA’s should be disbanded and funding should go directly to school districts. Discussions continue.

D. Charter Renewals

Draft charter petitions have been reviewed and will come to the Board February or March with a summary and staff recommendations.

12. Action Items

A. Shall the Nevada County Board of Education accept the FY2015-16 Auditors Report of Nevada County Superintendent of Schools as presented at the regular Board meeting of January 18, 2017?

On a motion by Altieri, and seconded by Sexton, the Nevada County Board of Education accepted the FY2015-16 Auditors Report of Nevada County Superintendent of Schools as presented at the regular Board meeting of January 18, 2017. The motion carried unanimously (5-0).

B. Shall the Nevada County Board of Education approve an application for a Waiver for Carrie Brunt for the remainder of the 2016-17 school year so that NCSOS Special Education Services can fill an immediate staffing need? (page 9)

On a motion by Sexton, and seconded by Altieri, the Nevada County Board of Education approved the application for a Waiver for Carrie Brunt for the remainder of the 2016-17 school year so that NCSOS Special Education Services can fill an immediate staffing need, the motion carried unanimously (5-0).

C. Board Member Assignments were appointed as follows: Larry Meek to SARB; Shelly Sexton to Legislative; and Wendy Baker to Charter Liaison.

13. Discussion/Information Items

A. Governor’s January Budget Proposal

Darlene Waddle attended. Revenue growth has slowed down; cost containment and status quo with no new revenue. Focus is on the 2020 LCFF model. School districts and COE’s could see struggling times especially with STRS/PERS increases.

COE’s received onetime funding 2 years in a row due to significant increased responsibility in the LCAP and LCFF. Many school districts and COE’s hired staff; NCSOS increased workloads. The one time funding has not been renewed in the Governor’s Budget.

B. Budget Review

a. NCSOS Program Budget review (page 9)

No concerns were noted. Spending is in line; revenue is at 65%; expenses are at 30%

C. EPIC Update

Supt. Hermansen reported that student achievement data was just received and is currently being reviewed. Only English Language Arts data was received; nothing in math. Audit was due December 15, however was not received until this week. EPIC continues to work hard to address concerns and continues to work with our HR and Business Office.

Gilpatrick advised she will be attending the staff development in Bakersfield next month. Communication is better. Gilpatrick’s role helps keep communication open. Attendance is at about 50%.

Supt. Hermansen gave a summary of EPIC’s history as it relates to the Nevada County Board of Education being their authorizer; and how the law is very specific in authorizing/denying charter schools.
The board was prepared to see someone from EPIC here today, however no one was present. The Board directed Supt. Hermansen to write a letter to EPIC thanking them for what was received, however the Student Achievement Data is critical information needed that has not been received as outlined in the Charter; that EPIC is out of compliance with the MOU; immediate attention is requested.

EPIC’s Charter is very specific on what data is to be provided. Gilpatric noted that she follows the MOU for oversite and compliance only.

D. Salary Increase per Ed Code Section 1302: Human Resources Director (page 24)

Supt. Hermansen spoke to the memo advising that the FCMAT report noted many positions out of alignment and steps are slowly taking place to address issues called out. A salary study was done looking at several like counties; and that even with this adjustment, it’s significantly low, however a step in the right direction.

E. Appointment to Fill Vacancy During Term of County Superintendent of Schools (page 25)

Supt. Hermansen informed the Board of her intent to retire. Her term is up the end of 2018; the next election is June 2018. The Board may appoint to fill the remainder of the term. Supt. Hermansen contacted an attorney who provided information on filling a vacancy during the term of the county superintendent of schools due to a resignation.

The Board held discussion moving forward which included advertising internally and to surrounding counties, allowing anyone to submit a letter of interest. Preferred criteria included intention to run in the 2018 Election.

The Board appointed a subcommittee consisting of two Board members, Sexton and Baker, to review applications and make recommendations to the board of those to be interviewed in open session.

The Board asked if there were any internal candidates interested. Supt. Hermansen replied yes, Shar Johns.

14. Board Member Reports
   A. SARB – no meeting
   B. Legislative, Sexton – SELPA funding issue as discussed earlier. SB 18, Children’s Bill of Rights was introduced. Integrating the K-12 college system to a K-14 system is being discussed; as well as an increase in early Headstart funding.
   C. Governmental and Community Relation Outreach, Meek – position removed.
   D. Charter Liaison, Altieri – Meek and Altieri visited Bitney, hearing a great presentation on the schools new learning model Big Picture Learning. Students are paired with a mentor on what they want to do in the future. Great program.
   E. Individual Board member reports

15. Correspondence
   A. Nevada County Board of Education Meeting Calendar for 2017, as approved 12/14/16 (page 26)

16. Adjournment

Next Meeting Date: February 15, 2017, 3:00 p.m., 380 Crown Point Circle, Grass Valley, California

Approved: ___________________________ Date: February 16, 2017

Larry Meek, President
Sugarloaf Mountain, Juvenile Hall Program

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/sa/sr/sarc.asp.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/ff/lg/lcff.
- 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.

Lisa Sanford
Principal, Sugarloaf Mountain, Juvenile Hall Program

About Our School

The Nevada County Superintendent of Schools operates Sugarloaf Mountain Juvenile Hall Program (County Juvenile Court School) which serves approximately 25-40 students. Sugarloaf Mountain works collaboratively with the Nevada County Probation Department and the Juvenile School District (the County Community School) to ensure a smooth transition as students move between the school sites. Sugarloaf enrolls students who have committed crimes and/or have violated their probation terms. The Sugarloaf students enroll anywhere from three days to a year. Many of the students are working to make up lost credits and get back on track academically and behaviorally.

Students tend to cycle from Sugarloaf to EJ or vice versa, in an attempt to find permanent improvement in their academics and behaviors prior to returning to a less restrictive learning environment in a local school. Due to the transitional nature of the students in these programs, student achievement is measured and weighted more by classroom assessments and methods of academic interventions than by yearly state assessments (such as CST’s and the CAASPP). The students at Sugarloaf are often there for 30 days or less and those state scores reflect more on the local schools from which they come, than Sugarloaf instruction.

Contact

Sugarloaf Mountain, Juvenile Hall Program
15434 Highway 49
Nevada City, CA 95959

Phone: 530-272-5464
E-mail: lsdanford@nevco.org
# About This School

## Contact Information (School Year 2016-17)

<table>
<thead>
<tr>
<th>District Contact Information (School Year 2016-17)</th>
<th>School Contact Information (School Year 2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Name</strong></td>
<td><strong>School Name</strong></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td><strong>Street</strong></td>
</tr>
<tr>
<td><strong>Superintendent</strong></td>
<td><strong>City, State, Zip</strong></td>
</tr>
<tr>
<td><strong>E-mail Address</strong></td>
<td><strong>Phone Number</strong></td>
</tr>
<tr>
<td><strong>Web Site</strong></td>
<td><strong>Principal</strong></td>
</tr>
<tr>
<td></td>
<td><strong>E-mail Address</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Web Site</strong></td>
</tr>
<tr>
<td></td>
<td><strong>County-District-School (CDS) Code</strong></td>
</tr>
</tbody>
</table>

*Last updated: 1/31/2017*

## School Description and Mission Statement (School Year 2016-17)

Sugarbalf Mtn. School is housed in the Nevada County Juvenile Detention Facility (Carl F. Bryan Juvenile Detention Facility). The school typically serves students grades 9 - 12; however, on occasion, younger students are detained and enrolled into the program. Teachers evaluate student transcripts and develop individual education plans for each student.

**Vision:**
The vision of Sugarbalf Mountain School is to provide a safe, supportive learning environment for its unique students that promotes the development of essential academic and interpersonal skills necessary for their future success.

**Mission Statement:**
The mission of Sugarbalf Mountain School is to offer an effective educational experience for all students who are in a critical period of their lives. The staff is committed to creating and maintaining an orderly, trusting, and mutually respectful learning environment that will prepare students to:

* Take responsibility for their person and educational development
* Acquire tolerance for and the ability to work well with others
* Understand that their actions will have resulting consequences
* Develop a positive sense of self-awareness and confidence
* Experience success in their future educational and/or vocational settings

*Last updated: 1/31/2017*
Student Enrollment by Grade Level (School Year 2015-16)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>1</td>
</tr>
<tr>
<td>Grade 9</td>
<td>1</td>
</tr>
<tr>
<td>Grade 10</td>
<td>1</td>
</tr>
<tr>
<td>Grade 11</td>
<td>4</td>
</tr>
<tr>
<td>Grade 12</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>

Student Enrollment by Student Group (School Year 2015-16)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>9.1 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>9.1 %</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>9.1 %</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.0 %</td>
</tr>
<tr>
<td>White</td>
<td>63.6 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>9.1 %</td>
</tr>
<tr>
<td>Other</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Group (Other)</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>100.0 %</td>
</tr>
<tr>
<td>English Learners</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>18.2 %</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>9.1 %</td>
</tr>
</tbody>
</table>
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 credentialled 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

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15</td>
<td>2015-16</td>
</tr>
<tr>
<td>With Full Credential</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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.
## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

<table>
<thead>
<tr>
<th>Location of Classes</th>
<th>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</th>
<th>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>This School</td>
<td>100.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>All Schools in District</td>
<td>77.0%</td>
<td>23.0%</td>
</tr>
<tr>
<td>High-Poverty Schools in District</td>
<td>77.0%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Low-Poverty Schools in District</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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.

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## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Instructional Materials/year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Science</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>All students have sufficient supplemental materials.</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Health</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Science Lab Eqptm (Grades 9-12)</td>
<td>N/A</td>
<td>N/A</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
School Facility Conditions and Planned Improvements

The safety, cleanliness and adequacy to the school facility is under the supervision of the Nevada County Probation Department. The rooms, which are inside the Nevada County Juvenile Hall are impecably clean and kept in good repair.

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2016

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>Good</td>
</tr>
<tr>
<td>Interior: Interior Surfaces</td>
<td>Good</td>
</tr>
<tr>
<td>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</td>
<td>Good</td>
</tr>
<tr>
<td>Electrical: Electrical</td>
<td>Good</td>
</tr>
<tr>
<td>Restrooms/Fountains: Restrooms, Sinks/Fountains</td>
<td>Good</td>
</tr>
<tr>
<td>Safety: Fire Safety, Hazardous Materials</td>
<td>Good</td>
</tr>
<tr>
<td>Structural: Structural Damage, Roofs</td>
<td>Good</td>
</tr>
<tr>
<td>External: Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>Good</td>
</tr>
</tbody>
</table>

Overall Facility Rate

Year and month of the most recent FIT report: April 2016

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

Last updated: 1/31/2017
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**

There are too few students enrolled to report scores.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Meeting or Exceeding the State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts / Literacy (grades 3-8 and 11)</td>
<td>29.0%</td>
</tr>
<tr>
<td>Mathematics (grades 3-8 and 11)</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

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: 1/31/2017
## CAASPP Test Results in ELA by Student Group

**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

### ELA - Grade 3

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
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<tbody>
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<td>All Students</td>
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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.

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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: 1/31/2017_
## ELA - Grade 4

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<th>Percent Met or Exceeded</th>
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<tr>
<td>Socioeconomically Disadvantaged</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>Students with Disabilities</td>
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<tr>
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</tr>
<tr>
<td>Foster Youth</td>
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</tbody>
</table>

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 CAs divided by the total number of students who participated in both assessments.

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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: 1/31/2017
CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
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<tbody>
<tr>
<td>All Students</td>
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<td>Black or African American</td>
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<td>American Indian or Alaska Native</td>
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<td>Filipino</td>
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<td>Native Hawaiian or Pacific Islander</td>
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</tbody>
</table>

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Last updated: 1/31/2017
### Mathematics - Grade 4

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<tr>
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<td>American Indian or Alaska Native</td>
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<tr>
<td>Hispanic or Latino</td>
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<td>Two or More Races</td>
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<td>English Learners</td>
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Last updated: 1/31/2017
### Mathematics - Grade 5

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<tr>
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<td>Black or African American</td>
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<td>American Indian or Alaska Native</td>
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<td>Hispanic or Latino</td>
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<td>Native Hawaiian or Pacific Islander</td>
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<td>English Learners</td>
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<td>Students with Disabilities</td>
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<td>Foster Youth</td>
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*Last updated: 1/31/2017*
### Mathematics - Grade 6

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<td>Socioeconomically Disadvantaged</td>
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Last updated: 1/31/2017
### Mathematics - Grade 7

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<th>Student Group</th>
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<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
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<td>Hispanic or Latino</td>
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</table>

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<tr>
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<td>Students with Disabilities</td>
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</table>

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Last updated: 1/31/2017
### Mathematics - Grade 11

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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 CAs 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: 1/31/2017*
CAASPP Test Results in Science for All Students

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 2013-14</th>
<th>District 2013-14</th>
<th>State 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (grades 5, 8, and 10)</td>
<td>--</td>
<td>30.0%</td>
<td>59.0%</td>
</tr>
</tbody>
</table>

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.

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number of Students with Valid Scores</th>
<th>Percent of Students with Valid Scores</th>
<th>Percent Proficient or Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Male</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Female</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>9.0%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>9.6%</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>English Learners</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Students Receiving Migrant Education</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Services</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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: 1/31/2017
Career Technical Education Programs (School Year 2015-16)

Students are provided with access to career and technical information through various career oriented websites and from outside speakers and agencies.

Career Technical Education Participation (School Year 2015-16)

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
<td>0</td>
</tr>
<tr>
<td>Percent of Pupils Completing a CTE Program and Earning a High School Diploma</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Courses for University of California (UC) and/or California State University (CSU) Admission

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Four of Six Standards</th>
<th>Five of Six Standards</th>
<th>Six of Six Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>9</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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.
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)**

Because the school is housed within a detention facility, it is often difficult for parents to be involved on a regular basis. However, parents are invited with written invitation to attend the combined school site council meetings.

State Priority: Pupil Engagement

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)**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>32.8%</td>
<td>32.8%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>49.40</td>
<td>46.00</td>
<td>46.90</td>
</tr>
</tbody>
</table>

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**

Last updated: 1/31/2017
## Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>100</td>
<td>52</td>
<td>85</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>46</td>
<td>77</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>36</td>
<td>75</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>67</td>
<td>97</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>100</td>
<td>46</td>
<td>84</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>38</td>
<td>85</td>
</tr>
<tr>
<td>White</td>
<td>100</td>
<td>80</td>
<td>87</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>41</td>
<td>91</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>100</td>
<td>47</td>
<td>77</td>
</tr>
<tr>
<td>English Learners</td>
<td>0</td>
<td>32</td>
<td>51</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0</td>
<td>100</td>
<td>68</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### School Safety Plan (School Year 2016-17)

The juvenile hall facility is run by the county probation department. The probation department has a very comprehensive safety plan in place that includes the school and school staff. The probation department reviews the emergency plan with school staff frequently.
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 LCPF.

Federal Intervention Program (School Year 2016-17)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Improvement Status</td>
<td>Not in PI</td>
<td>In PI</td>
</tr>
<tr>
<td>First Year of Program Improvement</td>
<td>2011-2012</td>
<td></td>
</tr>
<tr>
<td>Year in Program Improvement</td>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>Number of Schools Currently in Program Improvement</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Percent of Schools Currently in Program Improvement</td>
<td>N/A</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

There are no elementary students in the school.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Classes *</td>
<td>Number of Classes *</td>
<td>Number of Classes *</td>
</tr>
<tr>
<td></td>
<td>1-20</td>
<td>21-32</td>
<td>33+</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2017
### Average Class Size and Class Size Distribution (Secondary)

<table>
<thead>
<tr>
<th>Subject</th>
<th>2013-14</th>
<th></th>
<th></th>
<th>2014-15</th>
<th></th>
<th></th>
<th>2015-16</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Class Size</td>
<td>Number of Classes *</td>
<td>1-22</td>
<td>23-32</td>
<td>33+</td>
<td>Average Class Size</td>
<td>1-22</td>
<td>23-32</td>
<td>33+</td>
</tr>
<tr>
<td>English</td>
<td>4.0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4.0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>4.0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Science</td>
<td>4.0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.0</td>
</tr>
</tbody>
</table>

* 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.

### Academic Counselors and Other Support Staff (School Year 2015-16)

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Services Staff (paraprofessional)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>0.3</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Supplemental/Restricted)</th>
<th>Expenditures Per Pupil (Basic/Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$14488.0</td>
<td>$6755.0</td>
<td>$7694.0</td>
<td>$62753.0</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$24719.0</td>
<td>$62654.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>–</td>
<td>–</td>
<td>1.5%</td>
<td>6.2%</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$5677.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>-2.4%</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.
Types of Services Funded (Fiscal Year 2015-16)

Supplemental educational services include outside agencies coming into the school and working with the students. Weekly, Prebation officers, drug and alcohol counselors, and health presenters meet with the students to help them better cope with the difficulties they may be dealing with in areas of substance abuse, anger management, emotional stress and other related topics.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average For Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$44,609</td>
<td>$</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$66,843</td>
<td>$</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$78,831</td>
<td>$</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$75,418</td>
<td>$</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$124,809</td>
<td>$</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>47.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>4.3%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at [http://www.cde.ca.gov/ds/df/csd/](http://www.cde.ca.gov/ds/df/csd/).
Advanced Placement (AP) Courses (School Year 2015-16)

We do not offer AP courses at the Court School.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Science</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>All Courses</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2017
Professional Development

There are 5 designated professional development days scheduled each year, as well as weekly meetings each Friday for Professional Learning Community work. Also, staff attend a number of workshops and trainings off-site throughout the year.

The areas of focus are on:

1. Development of adequate and motivational curriculum for the variety of students in each class

2. Behavior improvement plans for each student and as a whole school

3. Safety in dealing with volatile school/student situations

4. Drug/Gang information sharing

5. Alternative Education strategies

6. Technology in the classroom

7. CAASPP Testing preparation and training

8. NonViolent Crisis Intervention Training

9. Common Core ELA and Math strategies

Last updated: 1/31/2017
Earle Jamieson Educational Options

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/ei/sarc/](http://www.cde.ca.gov/ta/ei/sarc/).

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at [http://www.cde.ca.gov/ta/ei/lcff/](http://www.cde.ca.gov/ta/ei/lcff/).

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

Data Quest

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.

Lisa Sanford, Principal
Principal, Earle Jamieson Educational Options

About Our School

Earle Jamieson Educational Options is the Nevada County Community School and is an alternative educational school. This school is for 7-12 grade students who have been expelled from a local middle or high school, or placed through the School Attendance Review Board process, and/or placed by the probation department. All students receive classroom and individualized instruction to assist them in improving their academic and behavioral skills, as well as establishing consistent patterns of attendance.

Contact

Earle Jamieson Educational Options
112 Nevada City Highway
Nevada City, CA 95959

Phone: 5302723564
E-mail: lsanford@nccs.org
About This School

Contact Information (School Year 2016-17)

<table>
<thead>
<tr>
<th>District Contact Information (School Year 2016-17)</th>
<th>School Contact Information (School Year 2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Name</td>
<td>School Name</td>
</tr>
<tr>
<td>Nevada County Office of Education</td>
<td>Earle Jamieson Educational Options</td>
</tr>
<tr>
<td>Phone Number</td>
<td>Street</td>
</tr>
<tr>
<td>530-478-6400</td>
<td>112 Nevada City Highway</td>
</tr>
<tr>
<td>Superintendent</td>
<td>City, State, Zip</td>
</tr>
<tr>
<td>Holly Hermansen</td>
<td>Nevada City, Ca, 95959</td>
</tr>
<tr>
<td>E-mail Address</td>
<td>Phone Number</td>
</tr>
<tr>
<td><a href="mailto:hhermansn@nevco.org">hhermansn@nevco.org</a></td>
<td>5302725464</td>
</tr>
<tr>
<td>Web Site</td>
<td>Principal</td>
</tr>
<tr>
<td><a href="http://www.nevco.org">http://www.nevco.org</a></td>
<td>Lisa Sanford, Principal</td>
</tr>
<tr>
<td></td>
<td>E-mail Address</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:banford@nevco.org">banford@nevco.org</a></td>
</tr>
<tr>
<td></td>
<td>Web Site</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.nevco.org">http://www.nevco.org</a></td>
</tr>
<tr>
<td></td>
<td>County-District-School (CDS) Code</td>
</tr>
<tr>
<td></td>
<td>29102980116681</td>
</tr>
</tbody>
</table>

Last updated: 1/24/2017

School Description and Mission Statement (School Year 2016-17)

Earle Jamieson Educational Options is a 7-12 grade County Community School. The mission of Earle Jamieson Educational Options is to offer an effective educational experience for all students who are in a critical period of their lives. The staff is committed to creating and maintaining an orderly, trusting, and mutually respectful learning environment that will prepare students to:

* Take responsibility for their person and educational development
* Acquire tolerance for and the ability to work well with others
* Understand that their actions will have resulting consequences
* Develop a positive sense of self-awareness and confidence
* Experience success in their future educational and/or vocational settings

Last updated: 1/24/2017
### Student Enrollment by Grade Level (School Year 2015-16)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8</td>
<td>3</td>
</tr>
<tr>
<td>Grade 9</td>
<td>3</td>
</tr>
<tr>
<td>Grade 10</td>
<td>2</td>
</tr>
<tr>
<td>Grade 11</td>
<td>6</td>
</tr>
<tr>
<td>Grade 12</td>
<td>3</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>17</td>
</tr>
</tbody>
</table>

### Student Enrollment by Student Group (School Year 2015-16)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>0.0 %</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Asian</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.0 %</td>
</tr>
<tr>
<td>White</td>
<td>75.0 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>25.0 %</td>
</tr>
<tr>
<td>Other</td>
<td>0.0 %</td>
</tr>
</tbody>
</table>

**Student Group (Other)**

<table>
<thead>
<tr>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Foster Youth</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014-15</td>
<td>2015-16</td>
</tr>
<tr>
<td>With Full Credential</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Teaching Outside Subject Area of Competence (with full credential)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Teacher Misassignments and Vacant Teacher Positions

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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.
Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

<table>
<thead>
<tr>
<th>Location of Classes</th>
<th>Percent of Classes in Core Academic Subjects Taught by Highly Qualified Teachers</th>
<th>Percent of Classes in Core Academic Subjects Not Taught by Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>This School</td>
<td>88.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>All Schools in District</td>
<td>77.0%</td>
<td>23.0%</td>
</tr>
<tr>
<td>High-Poverty Schools in District</td>
<td>77.0%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Low-Poverty Schools in District</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: August 2016

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textbooks and Instructional Materials/year of Adoption</th>
<th>From Most Recent Adoption?</th>
<th>Percent Students Lacking Own Assigned Copy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Language Arts</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>Science</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>All students have sufficient supplemental materials.</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>Health</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>All students have sufficient textbooks and supplemental materials.</td>
<td>Yes</td>
<td>0.0%</td>
</tr>
<tr>
<td>Science Lab Eqmpt (Grades 9-12)</td>
<td>N/A</td>
<td>N/A</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.

Last updated: 1/24/2017
School Facility Conditions and Planned Improvements

Students are safe on school grounds before, during, and after school. There are 3 classrooms, two bathrooms, an office building, and a basketball/play area. This is sufficient for the low population of students, usually under 10. The buildings are portable classrooms that have been located on this site since 2006. They are approximately 20-year-old portables, but are painted and repaired on a regular basis. The maintenance staff of the site-owned school district ensures that the school is kept in good repair and work orders are completed in a timely manner.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. Due to the small size of the facility, it is easy to review the upkeep on all the buildings on a regular basis. The site is thoroughly cleaned by our maintenance staff daily.

For more information on school facilities, contact the school principal.

Last updated: 1/24/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2015

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems: Gas Leaks, Mechanical/HVAC, sewer</td>
<td>Good</td>
</tr>
<tr>
<td>Interior: Interior Surfaces</td>
<td>Good</td>
</tr>
<tr>
<td>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</td>
<td>Good</td>
</tr>
<tr>
<td>Electrical</td>
<td>Good</td>
</tr>
<tr>
<td>Restrooms/Fountains: Restrooms, Sinks/Fountains</td>
<td>Good</td>
</tr>
<tr>
<td>Safety: Fire Safety, Hazardous Materials</td>
<td>Good</td>
</tr>
<tr>
<td>Structural: Structural Damage, Roofs</td>
<td>Good</td>
</tr>
<tr>
<td>External: Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td>Good</td>
</tr>
</tbody>
</table>

Overall Facility Rate

Year and month of the most recent FIT report: October 2015

| Overall Rating | Good |

Last updated: 1/24/2017

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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**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Meeting or Exceeding the State Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: 1/24/2017
## CAASPP Test Results in ELA by Student Group
### Grades Three through Eight and Grade Eleven (School Year 2015-16)

### ELA - Grade 3

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
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<td></td>
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<tr>
<td>Asian</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: 1/24/2017
## ELA - Grade 4

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: 1/24/2017
## ELA - Grade 5

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Male</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Female</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Black or African American</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Filipino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
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Last updated: 1/24/2017
### ELA - Grade 6

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### ELA - Grade 8

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_Last updated: 1/24/2017_
CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

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<td>English Learners</td>
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<tr>
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<tr>
<td>Foster Youth</td>
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</tbody>
</table>

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Last updated: 1/24/2017
## Mathematics - Grade 6

<table>
<thead>
<tr>
<th>Student Group</th>
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<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
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<tr>
<td>Socioeconomically Disadvantaged</td>
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<tr>
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_Last updated: 1/24/2017_
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number Tested</th>
<th>Percent Tested</th>
<th>Percent Met or Exceeded</th>
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<tbody>
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Last updated: 1/24/2017
## Mathematics - Grade 8

<table>
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<tr>
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<th>Percent Met or Exceeded</th>
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<tr>
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Last updated: 1/24/2017
### CAASPP Test Results in Science for All Students

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Science (grades 5, 8, and 10)</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>50.0%</td>
<td>46.0%</td>
<td>58.0%</td>
<td>60.0%</td>
<td>56.0%</td>
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</table>

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.

### CAASPP Tests Results in Science by Student Group
#### Grades Five, Eight and Grade Ten (School Year 2015-16)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Enrollment</th>
<th>Number of Students with Valid Scores</th>
<th>Percent of Students with Valid Scores</th>
<th>Percent Proficient or Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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</tr>
<tr>
<td>Male</td>
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<tr>
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<td>American Indian or Alaska Native</td>
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<tr>
<td>Filipino</td>
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<td>English Learners</td>
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</tr>
<tr>
<td>Students Receiving Migrant Education</td>
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<tr>
<td>Foster Youth</td>
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</tr>
</tbody>
</table>

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: 1/24/2017
Career Technical Education Programs (School Year 2015-16)

Students are provided with access to career and technical information through various career oriented websites and from outside speakers and agencies.

Career Technical Education Participation (School Year 2015-16)

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
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<tbody>
<tr>
<td>Number of Pupils Participating in CTE</td>
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<tr>
<td>Percent of Pupils Completing a CTE Program and Earning a High School Diploma</td>
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</tr>
<tr>
<td>Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education</td>
<td>0.0%</td>
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</table>

Courses for University of California (UC) and/or California State University (CSU) Admission

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
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<tbody>
<tr>
<td>2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission</td>
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<tr>
<td>2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>0.0%</td>
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</table>
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)

Number of students tested is too low to report.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Four of Six Standards</th>
<th>Five of Six Standards</th>
<th>Six of Six Standards</th>
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</thead>
<tbody>
<tr>
<td>7</td>
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<td>9</td>
<td>0.0%</td>
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</table>

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.
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)

Since most of the students/families attend Earl Jamieson for a limited amount of time, there tends to be little parent involvement. Phone calls and letters are sent out on a regular basis to encourage parent participation in school decisions and planning. Parents are highly encouraged to become a part of the School Site Council to assist in planning for their students' achievement at Earl Jamieson.

State Priority: Pupil Engagement

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)

Since most of our students are do not attend more than one or two semesters, the graduation rate is misleading. Most of our students return to their home schools to complete school and graduate.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>32.8%</td>
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<td>0.0%</td>
<td>32.8%</td>
<td>0.0%</td>
<td>36.4%</td>
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<td>Graduation Rate</td>
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<td>80.44</td>
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</tbody>
</table>

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 1/24/2017
Completion of High School Graduation Requirements - Graduating Class of 2015
(One-Year Rate)

Because students are assigned to our school for one to two semesters, we do not have a rate of completion of graduation requirements. Most students return to a more traditional site, prior to graduation.

For any student who does graduate from Launch, they have all met the state graduation requirements.

<table>
<thead>
<tr>
<th>Student Group</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>29</td>
<td>52</td>
<td>85</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>46</td>
<td>77</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>36</td>
<td>75</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>Filipino</td>
<td>0</td>
<td>67</td>
<td>97</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>0</td>
<td>46</td>
<td>84</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>38</td>
<td>85</td>
</tr>
<tr>
<td>White</td>
<td>33</td>
<td>80</td>
<td>87</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>41</td>
<td>91</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>90</td>
<td>47</td>
<td>77</td>
</tr>
<tr>
<td>English Learners</td>
<td>0</td>
<td>32</td>
<td>51</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>0</td>
<td>100</td>
<td>68</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>63.3</td>
<td>58.1</td>
<td>48.0</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

## School Safety Plan (School Year 2016-17)

The school safety plan is updated annually or as procedures change. The last update/review date for the safety plan was January 2016. The plan is all encompassing and includes all scenarios. It was put into place with the assistance of trained safety coordinators. All staff and school personnel have access to the plan and it is discussed several times a year during professional development days. Drills are scheduled to include students for both fire and "lock down" procedures at least quarterly. Earthquake drills are held annually.

Last updated: 1/24/2017
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)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Improvement Status</td>
<td>Not in PI</td>
<td>In PI</td>
</tr>
<tr>
<td>First Year of Program Improvement</td>
<td></td>
<td>2011-2012</td>
</tr>
<tr>
<td>Year in Program Improvement</td>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td>Number of Schools Currently in Program Improvement</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Percent of Schools Currently in Program Improvement</td>
<td>N/A</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

We have no classes grade K-6.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
<td>Number of Classes *</td>
<td>Number of Classes *</td>
<td>Number of Classes *</td>
</tr>
<tr>
<td>K</td>
<td>Average Class Size 1-20 21-32 33+ Average Class Size 1-20 21-32 33+ Average Class Size 1-20 21-32 33+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/24/2017
Average Class Size and Class Size Distribution (Secondary)

<table>
<thead>
<tr>
<th>Subject</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average Class Size</td>
<td>Number of Classes</td>
<td>Average Class Size</td>
</tr>
<tr>
<td></td>
<td>1-22</td>
<td>23-32</td>
<td>33+</td>
</tr>
<tr>
<td>English</td>
<td>2.0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>5.0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Social Science</td>
<td>1.0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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: 1/24/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Due to low numbers, we do not have any of these staff members with the exception of a part-time Resource Teacher.

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE* Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Counselor (Social/Behavioral or Career Development)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Library Media Services Staff (paraprofessional)</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Psychologist</td>
<td>0.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.1</td>
<td>N/A</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>0.6</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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: 1/24/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Expenditures Per Pupil</th>
<th>Expenditures Per Pupil (Supplemental/Restricted)</th>
<th>Expenditures Per Pupil (Basic/Unrestricted)</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>$48574.0</td>
<td>$21912.0</td>
<td>$26661.0</td>
<td>$61996.0</td>
</tr>
<tr>
<td>District</td>
<td>N/A</td>
<td>N/A</td>
<td>$12056.0</td>
<td>$62654.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and District</td>
<td>--</td>
<td>--</td>
<td>3.7%</td>
<td>-4.5%</td>
</tr>
<tr>
<td>State</td>
<td>N/A</td>
<td>N/A</td>
<td>$5677.0</td>
<td>$0.0</td>
</tr>
<tr>
<td>Percent Difference – School Site and State</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>-4.4%</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.

Last updated: 1/31/2017
Types of Services Funded (Fiscal Year 2015-16)

Supplemental educational services include outside agencies coming into the school and working with the students. Weekly, County Therapists, drug and alcohol counselors, and Health presenters meet with the students to help them to better cope with the difficulties the students may be dealing with in areas of substance abuse, anger management, emotional stress and other related topics.

In addition, training for technology use has been implemented for school staff for use of iPads in instruction and web-based programs for remediation and career/technical training.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average for Districts in Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$44,609</td>
<td>$</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$68,843</td>
<td>$</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$79,831</td>
<td>$</td>
</tr>
<tr>
<td>Average Principal Salary (Elementary)</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Average Principal Salary (Middle)</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Average Principal Salary (High)</td>
<td>$75,418</td>
<td>$</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$124,800</td>
<td>$</td>
</tr>
<tr>
<td>Percent of Budget for Teacher Salaries</td>
<td>37.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percent of Budget for Administrative Salaries</td>
<td>2.8%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at [http://www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

Teacher Salary Chart

![Teacher Salary Chart](chart1.png)

Principal Salary Chart

![Principal Salary Chart](chart2.png)
### Advanced Placement (AP) Courses (School Year 2015-16)

As a community school and due to low population, we do not offer AP courses.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Science</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>All Courses</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.*

Last updated: 1/31/2017
Professional Development

There are 5 designated professional development days scheduled each year, as well as weekly meetings each Friday for Professional Learning Community work. Staff also attend a number of workshops and trainings off-site throughout the year.

The areas of focus are on:

1. Development of adequate and motivational curriculum for the variety of students in each class

2. Behavior improvement plans for each student and as a whole school

3. Safety in dealing with volatile school/student situations

4. Online coursework for students

5. Alternative Education strategies

6. Career and Technical Education Development

6. Technology in the classroom

6. Technology in the classroom

6. Common Core standards understanding and implementation

7. Rapport building with students to assist in their academic achievement and behavior improvement

Professional development is delivered through experts in the field and through collaboration with staff, as well as the principal.

BTSA provides ongoing support for first and second year teachers in and out of the classroom.

There are many teacher-principal meetings throughout the year, due to the small size of the school. Also, Renaissance Star and Study Island data is examined to evaluate student performance and growth.

Last updated: 1/31/2017
NOTICE OF PUBLIC HEARING

Regarding the renewal of the petitions for Charter schools:

Nevada City School of the Arts
Sierra Montessori Academy
Yuba River Charter
Forest Charter
Twin Ridges Home Study Charter

Purpose: Pursuant to California Education Code Section 47605, the Nevada County Board of Education will hold a public hearing regarding the renewal of petitions for the following schools: Nevada City School of the Arts; Sierra Montessori Academy; Yuba River Charter; Forest Charter; and Twin Ridges Home Study Charter.

The public may appear before the Board at the public hearing and speak to the renewal petition or any other item listed on the Board’s agenda.

Date: February 15, 2017

Time: 3:00 p.m.

Location: Nevada County Superintendent of Schools
Board Room
380 Crown Point Circle
Grass Valley, California 95945

Posted this 3rd day of February, 2017

Holly A. Hermansen
Nevada County Superintendent of Schools
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<td>32</td>
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<td>38</td>
</tr>
<tr>
<td>English Learners</td>
<td>39</td>
</tr>
<tr>
<td>Student Support Team (SST) Process – Response to Intervention (RTI)</td>
<td>40</td>
</tr>
<tr>
<td>Transferability of Classes</td>
<td>40</td>
</tr>
<tr>
<td>Special Education</td>
<td>40</td>
</tr>
<tr>
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<td>42</td>
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</tr>
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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Peter Sagebiel, hereby certify that the information in this petition for renewal of a California public charter school named Forest Charter School ("FCS" or the "Charter School"), as submitted to the Nevada County Office of Education (the "County") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, 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 Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]

- The Charter School declares it shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605(b)(6)]

- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]

- The Charter School will not charge tuition. [Ref. California Education Code §47605(d)(1)]

- The Charter School shall 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), and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the
definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605(d)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- 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 5 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 are required to hold. [Ref. California Education Code §47605(l)]

- The Charter School will at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- The Charter School shall 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)(2)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. California Education Code Section 47605(c)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b) and 47610]

- The Charter School shall 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 shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall 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]

Peter Sagebiel, Executive Director

Date

Forest Charter School’s History and Role in the Charter Movement

Forest Charter School opened its doors in fall of 2002 upon the invitation of then sponsoring agency, Twin Ridges Elementary School District. In July 2007 Forest Charter School left Twin Ridges and, along with five other charters, joined together under the sponsorship of Nevada County Superintendent of Schools, NCSOS. At this time, these charters forged a unique concept of a charter cooperative, creating the Nevada County Charter Cooperative (NCCC). In 2012, Forest Charter School submitted a new charter petition to the Chicago Park School District and, following denial, received approval of its charter on appeal by the NCSOS for a five-year term, from July 1, 2012, through June 30, 2017. This petition for charter renewal to the NCSOS seeks approval for a five-year renewal term from July 1, 2017, through June 30, 2022.

Forest Charter School entered the Charter School arena with a new, innovative alternative model of education called Personalized Learning. Personalized Learning has its roots in the homeschool movement, where, for decades, parents have privately tailored learning for their children according to their individual needs and preferences. Prior to the 1990s in California, parents had few choices for their child’s education: the traditional public school system, a private school, or private homeschooling. In 1992, California’s elected officials enacted California’s Charter School Act, which established public charter schools as an option for parents, students, teachers, and community members to design self-governing schools within the public school system to meet the needs of their community. Charter schools were envisioned to provide more flexible and innovative opportunities for California students within the public school system.

As the Charter School movement grew in California, so also evolved a partnership between members of the private homeschool community and public educators who saw great educational potential and value in learning opportunities beyond the classroom. The flexibility and innovation provided through charter school law has successfully demonstrated that an effective learning "classroom" goes well beyond the
walls of a traditional public school building. The "blended" approach of the Personalized Learning model gives students choice in pursuing their education through avenues such as part-time support classes, online classes, independent study, or through a variety of other avenues. This flexibility enables students to pursue learning choices that optimize their learning potential according to their individual needs.

Since opening its doors in 2002, Forest Charter School has experienced a great deal of growth. This growth not only indicates that there is a need in the community for this kind of personalized learning approach, but also demonstrates the quality of educational service being offered.

**Enrollment Plan**

Over its history, Forest Charter School has steadily grown in enrollment. When the school opened its doors on 2002, we began with 203 students and we have now grown to over 730 students. Currently, our enrollment is holding steady at approximately 730 students with a waiting list in Nevada City and Auburn/Foreshill. By next fall we hope to grow our enrollment to approximately 750 students by filling out our existing staff in Truckee.

After a thorough analysis, we feel that maintaining an enrollment of approximately 750 students provides us with a strong fiscal position which allows us to provide a variety of programs and supports for our students as well as a competitive salary and benefit plan for our staff. Further, we believe that this enrollment number allows us to maintain our close-knit community which supports the culture that, we feel, has led to our success.

In spite of this intent, if the Forest Charter School decides to expand and grow its enrollment in the future, FCS will re-evaluate the potential opportunity and the impact at that time to determine if growing beyond 750 students is the direction to take the school.
Student Numbers

Student Demographics

- American Indian 2.60%
- African American 0.60%
- Filipino 0.30%
- Hawaiian 0.30%
- Hispanic or Latino 4.40%
- Japanese 0.30%
- Puerto Rican 0.10%
- White 90.60%
- Asian Indian 0.60%
- Chinese 0.10%
- Mexican American 0.10%
Successes and Accomplishments of the Prior Charter Term: 2012–2017

- Awarded a six-year WASC Accreditation term in 2012
- Expanded our list of approved UC a-g class course list by over 20 classes
- Implemented Math, ELA and writing benchmarks for grades K-8
- Implemented a reading and writing benchmark for high school
- Implemented a system to monitor math progress and placement in high school math classes
- Hired a part-time Intervention Specialist to coordinate intervention efforts with struggling students identified by benchmark assessments and/or other means
- Hired a part-time math specialist to support students and staff as well as to support the transition to the new math standards
- Made Chromebooks available for students in grade 6-12 to support student learning
- Developed a math peer tutoring program
- Revised Supervising Teacher job description and end of year evaluation tool
- Revised Administrative job description and end of year evaluation tool
- Began a parent training program to support parents homeschooling their children
- Invested in a data analysis program and improved our data analysis process
- Moved to a new consolidated Learning Center in Nevada City
- Expanded our Learning Center in Truckee to take over the entire building (This is the former Sierra College building in Truckee)
- Expanded our program in Truckee to build our K-8 program – this program grew from approximately 60 students to approximately 100 students.
- Grew Enrollment from approximately 690 students to approximately 750 students
- Maintained a strong fiscal balance during the economic crisis
- Competitive salary and benefit package for our staff
- Increased Learning Center Instructor Salary and developed a schedule for increases
- Added department chairs: World Language and Homeschool
- Increased admin presence in Truckee and Foresthill learning centers
- Student success in county tournaments
- Developed an online PO ordering process for curriculum, materials, etc.
- Developed more curriculum to support STs and students and housed this curriculum in an online system for easy access
- Improved science facility/equipment to support labs
- Internet network upgrade at all learning centers
- Increased student event and club opportunities
- Improved safety plan

College and Career Center Accomplishments
  - Established a direct contact with Sierra College to support our students taking classes there. This has also resulted in Sierra College providing admission presentations and counseling on an annual basis.
  - Forged relationships with numerous four-year colleges who will now send representatives to meet with our students
  - Made CTE opportunities available through Placer County
  - Developed a college advisory class to provide weekly guidance with college search and admission process
Chartier Renewal Criteria

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

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

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4) (Appendix A: CDE DataQuest/2012-13 Accountability Progress Reporting):

*Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:
- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant groups.

Forest Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing "the most recent API calculation" and "alternative measures" as allowed per Education Code Section 52052(e)(4)(A), as further specified below.
Analysis of the Most Recent API Calculation

### LEGAL REQUIREMENTS FOR CHARTER RENEWAL

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

<table>
<thead>
<tr>
<th>Renewal Criteria</th>
<th>Criteria Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.</td>
<td>Yes: 2012 API 716, 2013 API 732. (note: 2012 API was under FCS' old charter number)</td>
</tr>
<tr>
<td>Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.</td>
<td>Yes; 2013 rank of 4</td>
</tr>
<tr>
<td>Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.</td>
<td>No</td>
</tr>
<tr>
<td>The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.</td>
<td>N/A</td>
</tr>
<tr>
<td>Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

(Source: CDE DataQuest, accessed November 29, 2016)

### B. Additional Justification for Charter Renewal

**State Assessment Results**

During the school's last charter term, the State has changed from using the STAR tests to the new online CAASPP tests. We are proud that during this transition, Forest Charter School has managed to demonstrate growth in its State test scores in both formats. (Please note that there were no test scores in 2014 due to the transition to CAASPP testing.)
STAR Testing – Academic Performance Index (API)

During the 2011-12 school year, Forest Charter School was registered with the state under school number 29 10298 0114306. After chartering with the Nevada County Office of Education in 2012, our school number changed to 29 10298 0126219. Although our STAR score were split between these two charter numbers, we are still able to access our “old” scores. The graph below shows that in the last two years of STAR testing, our API increased by 16 points.
CAASPP Testing – Percent Proficient

In 2015 the state implemented the first scored CAASPP testing cycle. This new online assessment not only tests the students in a new format, but also has much higher expectations. We are pleased that the percentage of students who tested as proficient or above increased from 2015 to 2016 in both math and ELA. We believe that this increase is a result of our new intervention program as well as the professional development training for our Supervising Teachers.
CAASPP – Comparison to State scores

Although some grade levels still lag behind the State average, we are pleased with the growth demonstrated in these scores. Again, we believe that these increases are a direct result of the teachers learning the new standards and how best to teach them as well as our intervention program.
2016 CAASPP MATH FCS VS. STATE
(PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL)

[Bar chart showing comparison of performance levels for students in different grades, with specific percentages for each level across grades.]
CAASPP Scores by Grade Level 2015 Vs. 2016

The graphs below compare CAASPP scores in ELA and Math in 2015 and 2016. Again, overall scores have improved, but we hope to continue to bring more students up to the “met standard” level. To see the improvement in a grade level cohort, it is necessary to compare the 2015 score of one grade level to the 2016 score in the next grade level. For example, if we compare the math scores of our 2015 fourth graders to our 2016 fifth graders we can see that this cohort made gains in the percent of students who “met” or “exceeded” the standard. Although this comparison is not possible for some grades (i.e. 2015 eighth and eleventh graders), the graph still shows a general trend of improvement.

CAASPP MATH
2015 VS 2016
(PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL)

<table>
<thead>
<tr>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3rd 3rd 4th 4th 5th 5th 6th 6th 7th 7th 8th 8th 11th 11th
CAASPP ELA
2015 VS 2016
(PERCENT OF STUDENTS IN EACH PERFORMANCE LEVEL)

- Standard Not Met
- Standard Nearly Met
- Standard Met
- Standard Exceeded

<table>
<thead>
<tr>
<th>Grade</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>11th</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>4</td>
<td>24</td>
<td>35</td>
<td>26</td>
<td>35</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>2016</td>
<td>15</td>
<td>21</td>
<td>16</td>
<td>31</td>
<td>32</td>
<td>30</td>
<td>22</td>
</tr>
</tbody>
</table>

Forest Charter School
Charter Renewal 2017-2022 Page 18 of 132
Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

The graphs below compare ELA and math scores for Forest Charter School’s student subgroups (students with disabilities and socio-economically disadvantaged students) in CAASPP testing in 2015 and 2016. Forest Charter School’s students with disabilities stayed mostly the same from 2015 to 2016 showing a slight increase in ELA and a slight decrease in math. However, both years demonstrate a need to improve testing scores within this subgroup. Socio-economically disadvantaged students showed a larger increase in the percent of students scoring at the “Standard Met” and above level in both ELA and math between 2015 and 2016. We are pleased with this growth, especially in the first two years of the new test, but we hope to continue this growth as our intervention program continues to develop.
Students with Disabilities
CAASPP Math 2015 & 2016
(Percent of Students in Each Performance Level)
Socio-Economically Disadvantaged Students
CAASPP ELA 2015 & 2016
(Percent of Students in Each Performance Level)

2015
- Standard Not Met: 14
- Standard Nearly Met: 19
- Standard Met: 34
- Standard Exceeded: 34

2016
- Standard Not Met: 11
- Standard Nearly Met: 29
- Standard Met: 30
- Standard Exceeded: 30
Socio-Economically Disadvantaged Students
CAASPP Math 2015 & 2016
(Percent of Students in Each Performance Level)

2015

- Standard Not Met: 7
- Standard Nearly Met: 10
- Standard Met: 29
- Standard Exceeded: 55

2016

- Standard Not Met: 6
- Standard Nearly Met: 17
- Standard Met: 23
- Standard Exceeded: 94
K-8 Local Benchmark Results

Over the last few years, Forest Charter School has implemented local benchmark assessments in grades K-8 in math, ELA and writing. We have found this program to be very successful and helpful in identifying students who require more support through our intervention program. The percentage of students identified as Progressing (i.e. meeting the standard) is higher through our benchmark testing than we are seeing on the CAASPP test results. Due to this discrepancy we are investigating our benchmark assessments to ensure that they still require the depth of thinking and complexity that students encounter on the CAASPP tests. Further, beginning in the fall of 2017, we will change our scoring to match the CAASPP language making it easier to compare scores.
K-8 Local Benchmark-Writing
2015-16 School Year

<table>
<thead>
<tr>
<th>Grade</th>
<th>Not Progressing</th>
<th>Progressing</th>
<th>Excelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>10%</td>
<td>64%</td>
<td>26%</td>
</tr>
<tr>
<td>2nd</td>
<td>19%</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>3rd</td>
<td>32%</td>
<td>59%</td>
<td>19%</td>
</tr>
<tr>
<td>4th</td>
<td>24%</td>
<td>49%</td>
<td>27%</td>
</tr>
<tr>
<td>5th</td>
<td>22%</td>
<td>49%</td>
<td>29%</td>
</tr>
<tr>
<td>6th</td>
<td>20%</td>
<td>68%</td>
<td>12%</td>
</tr>
<tr>
<td>7th</td>
<td>2%</td>
<td>76%</td>
<td>22%</td>
</tr>
<tr>
<td>8th</td>
<td>9%</td>
<td>68%</td>
<td>23%</td>
</tr>
</tbody>
</table>
Element 1: Education Program

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

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

**Governing Law:** If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605(b)(5)(A)(iii)

For the purposes of this Personalized Learning program, Forest Charter School designates K-8 as Elementary and defines core academic subject areas as the following:

- English Language Arts
- Mathematics
- Social Science
- Science

**Targeted School Populations**

Forest Charter School is available to all students of legal TK-12 age in Nevada County and its contiguous counties (Placer, Yuba, Sierra). Currently, Forest Charter School is staffed to enroll approximately 750 TK-12 students. Due to the restrictions from Education Code Section 47605.1, which limits the enrollment of students outside of the sponsoring county in order to operate a Learning Center, Forest Charter School closely monitors enrollment in the contiguous counties.

Forest Charter School will seek to reflect the general population group in the areas served. Forest Charter School will establish the means and ways for each family with enrolled students to participate fully with the support needed to access all curricula and programs. Forest Charter School, as a public school, does not charge fees or tuition. Further, FCS does not discriminate on any protected classification described in Education Code Section 220, including but not limited to race, ethnicity, national origin, gender, gender expression, gender identity, sexual orientation, disability or religion.
Forest Charter School will serve families who desire a standards-based yet flexible and personalized learning approach to education, using independent study as the primary method of instruction. This program will focus on supporting the following student groups:

1. Students who have been attending Forest Charter School’s personalized learning program.
2. Students who are struggling academically in the traditional classroom setting.
3. Students of all ability levels, including but not limited to, special education, college preparatory, and gifted.
4. Students who want to combine career and technical training with their core academic subjects.
5. Home schooled students who want the support and accountability of a standards-based public school.

Attendance

Forest Charter School will follow the independent study laws regarding attendance as set forth in California Education Code including, but not limited to, instructional minutes and number of school days.

What it means to be an educated person in the 21st Century

Forest Charter School believes that being an educated person in the 21st century requires students to be more self-directed, discerning, and thoughtful. Students are now in the position of obtaining information instantaneously in several mediums; therefore, the task for schools to prepare students with the skills to discern credible sources is more critical than ever. Students must learn to not only use the technologies that are such a pervasive part of the world in which they live, but also how to safely and thoughtfully navigate these avenues. Further, due to the incredible pace with which the world is changing, students need to learn how to make learning a life-long, self-motivated pursuit. Students need to be able to think critically about issues, thoughtfully question ideas and opinions, and clearly communicate ideas as well as learn to self-advocate by maturely speaking with adults in a safe environment. By nurturing the talents and passions of our students, Forest Charter School will help them achieve the skills needed to be a functioning and contributing member of their community and their greater world.

General Academic Skills and Qualities

- Proficient in essential literacy skills
- Proficient in essential math skills
- Communication skills
- Understanding of the Scientific method
- Research/investigative skills
- Technological skills
- Critical thinking
General Non-Academic Skills and Qualities

- Problem Solving
- Ability to create positive change
- Respect and integrity
- Identify and pursue personal interests and passions
- Develop a healthy lifestyle
- Develop self-awareness
- Learn to collaborate

How Learning Best Occurs

Mission Statement

Forest Charter School is committed to nurturing the love of learning in all students. By cultivating a staff of dedicated personnel, Forest Charter School pledges an ongoing and expansive environment of educational excellence. The cornerstone of our Personalized Learning Program is positive collaboration on the part of students, parents and professional educators. The ultimate mission of Forest Charter School is to honor the student’s individual learning style through options in the selection and implementation of effective curriculum to prepare him/her for success in the 21st century.

Educational Philosophy

At Forest Charter School, parents, Supervising Teachers, administrators, support staff and, most importantly, the student make up a dynamic and collaborative team that works together to inspire a life-long love of learning. While Forest Charter School falls under Independent Study law, Forest Charter School philosophically approaches education as a Personalized Learning School and operates on the fundamental belief that each student is an individual and thus thrives with a personalized approach to his or her own education. Personalized Learning seeks to nurture each student through positive and supportive communication and engagement among administration, parents, teachers, and students. Forest Charter School has found that by nurturing each student’s own educational program, a love of learning develops. The unique nature of Forest Charter School’s program allows students to foster life-long academic and social skills, self-confidence, responsibility, independence, and creative expression.

Personalized Learning is a unique public education model that is tailored to the needs and interests of each individual student; this model honors and recognize the unique gifts, skills, passions, and attributes of each child. Personalized Learning is dedicated to developing individualized learning programs for each child that meet California state standards. The intent is to engage each child in the learning process making it productive, relevant, and meaningful, and as a result, optimizing the student’s learning potential and success. The key attributes that comprise the Personalized Learning model are based upon a solid foundation of the latest educational research findings regarding how students learn most successfully. These attributes include the following:

- A strong emphasis on parental involvement
- Personal Attention
• More one-on-one teacher and student interaction
• Attention to differences in learning styles
• Student-driven participation in developing the learning process
• Access to Technology
• Varied learning environments
• Teacher and parent development programs
• Choices in standards-based curriculum programs

Forest Charter School is designed to educate students in grades K through 12 who need or desire an alternative learning model to traditional site-based education.

*Forest Charter School believes learning best occurs when:*

• Individual students learning styles, backgrounds, and needs are adapted to their educational program
• Students experience tasks that challenge them and require perseverance, craftsmanship, imagination, self-discipline, and achievement
• Students are actively engaged in learning experiences, which are integrated across curriculum areas and are meaningful within the context of their present and future lives
• Students are engaged in real-life studies, engaged with experts in their fields, and are working on authentic projects
• Learning opportunities provide information with which to ponder and experiment
• Students have time to reflect, synthesize and ultimately assimilate what they have learned

*Forest Charter School's Program*

Forest Charter School is a K-12 WASC accredited school that offers the following choices of educational delivery overseen by highly qualified California credentialed Supervising Teachers:

• Individualized programs
• Homeschooling support
• Cooperatives
• Small group instruction
• Tutoring
• Online courses
• Career Technical Education (CTE)
• Community college opportunities
• College and career classes and resources
• Field studies/internships
Program Implementation (Framework for Instruction)

Student Enrollment

Forest Charter School values an enrollment process that informs students and families of the educational program and the expectation of this model. Currently, interested students and/or parents/guardian will complete the online form (on our website) to begin the enrollment process. New students are asked to come into the office for an orientation meeting. The purpose of this meeting is to give students and parents an overview of Forest Charter School’s personalized learning program, including program options and curriculum choices. At the conclusion of the orientation meeting, the family is given an enrollment packet that includes all the required registration. After the orientation meeting, the team assigns a Supervising Teacher to the student based on matched personalities, educational philosophies, and desired program instruction. Collaboration begins with the Supervising Teacher, student, and parent creating a dynamic educational team.

Once assigned to a Supervising Teacher, the student and parent/guardian will meet with the Supervising Teacher to finish the enrollment process, including creating a student learning plan, signing a Master Agreement, and receiving curriculum and/or materials. The Master Agreement identifies the courses to be completed by the student. The Master Agreement is a set of expectations signed by the student, the parent, and the Supervising Teacher. For elementary and middle school students, standards-based courses in language arts, mathematics, science, and social science are taken as well as physical education and special interest electives. At the high school level, courses on the Master Agreement lead students to a California high school diploma.

Following enrollment, the student and parent must meet with their Supervising Teacher regularly at learning period intervals to create assignments, turn in and evaluate work completed, and discuss progress made toward completing the student’s goals. The Supervising Teacher records the evaluation of student work on a Work Record. Additionally, the student’s attendance is recorded at this meeting.

Students who successfully complete Forest Charter School’s personalized learning program actively learn to be:

- Self-motivated, competent, lifelong learners
- Responsible
- Self-starters
- Pro-active
- Creative thinkers

No admission test is required prior to enrollment. However, upon enrollment, Forest Charter School will assess the student’s academic levels. Such assessments will not be used as a means to prohibit or discourage students from attending. Rather, they will be used to develop an appropriate, tailored educational program for that student.
Instructional Approaches (Role of Supervising Teacher)

The Supervising Teacher (ST) is an integral part of the daily operation at Forest Charter School. Each ST holds a current California teaching credential and funnels information between the Forest Charter School office, the administration and each family. Forest Charter School believes in equal participation between student, parent, and Supervising Teacher as both a legal and philosophical obligation.

Once a student enrolls with Forest Charter School, the student is assigned to a Supervising Teacher. The Supervising Teacher directs and oversees the implementation of each student’s individual learning program in conjunction with the needs and wants of the family. The Supervising Teacher uses multiple tools to create each learning program including, but not limited to, previous State test score reports, report cards and transcripts, diagnostic testing, and input from families. Each Supervising Teacher aspires to support student success through building a relationship of trust, confidence and respect.

In addition, the Supervising Teacher assures that the work (i.e. curriculum) is aligned to the California state standards. If the Supervising Teacher deems that the curriculum chosen to support the student’s personal learning style does not meet all State standards, then the Supervising Teacher will supplement the course so that all standards are met. If necessary, the Supervising Teacher will consult with the appropriate Forest Charter School subject-specific department chair to ensure proper curricular alignment.

The Supervising Teacher regularly meets with each student and family to:

- Assess learning styles
- Assess student progress with assigned curriculum (formative assessment)
- Monitor student gains
- Assess student’s overall comprehension of assigned curriculum (summative assessment)
- Make recommendations regarding curriculum and materials
- Align curriculum to state standards
- Align curriculum to students’ interests and strengths
- Facilitate fieldtrips and other information from Forest Charter School
- Manage and monitor compliance issues, such as attendance, collection of work samples, and State testing
- Be the main contact and support for each student
On a daily basis, the Supervising Teacher supports students and families through making regular contact via phone, Internet, and face-to-face meetings. The Supervising Teacher checks on student progress by logging onto Forest Charter School’s learning management system, contacting instructors and checking in with students. The Supervising Teacher also monitors each student’s Instructional budget by working with the Forest Charter School business office to track curriculum orders that have been placed, fill out learning set-up forms for tutoring and enrichment activities, and monitor other costs associated with courses a student takes. The Supervising Teacher is also responsible for making sure families receive curriculum they request or order from Forest Charter School. In addition, each year, the Supervising Teacher must create a portfolio of student work samples for each student in preparation of Forest Charter School’s yearly audit. Two work samples per course per semester are required for the portfolio.

Forest Charter School believes it is imperative to match Supervising Teacher and students based on shared learning styles and personalities. Forest Charter School administrators match students with a Supervising Teacher based on information collected through the orientation process as well as the grade levels in which a Supervising Teacher specializes. It is Forest Charter School’s belief that elementary and middle school students and families need to be nurtured in a different way than high school students and families. Personalizing each student’s program reinforces to students and families that Forest Charter School is a safe educational environment in which the student will be valued and respected.

Response to Students Performing Above or Below Grade Level

Forest Charter School supports student learning by creating an individualized, academic learning plan for each student, including students at grade level, students above grade level, students below grade level, students with disabilities, socio-economically disadvantaged students, and English language learners. The nature of Forest Charter School’s personalized learning program inherently allows Forest Charter School staff to support student learning and success by providing an assessment of individual student needs and creating a plan to address how student needs are met. Student needs are frequently reassessed so that each student receives the maximum amount of support in each subject area. Supervising Teachers also recognize that students have unique needs in each subject area. (For example a student may be advanced in math, but at grade level in reading.) By personalizing each learning plan, students benefit by participating in a program tailored to their abilities as well as support from all the available resources Forest Charter School has to offer.

Program Options

Forest Charter School serves students of all grades and ability levels and prides itself in offering many different program options within an independent study model. The state’s independent study laws and policies govern Forest Charter School. However, within this framework, Forest Charter School creates a program that is suitable to each student’s unique needs. Forest Charter School has created relationships with organizations and vendors to help provide students with choice and flexibility that will encourage all students to grow as well as to meet and exceed standards recognized by the State of California. Each student, guided by his or her Supervising Teacher, creates a student learning plan, usually blending at
least two of the program options within Forest Charter School's program. Forest Charter School is unique because each student can create a program that will never look like another student’s program; Forest Charter School believes it has as many student learning plans as students enrolled. Therefore, it is difficult to strictly articulate the Forest Charter School educational program because it is always in development based on the ever-changing needs of our students. To better understand some of the options enjoyed by our students, please refer to the following major pillars that currently make up Forest Charter School’s program.

**Homeschool/Independent Study**

Homeschool/independent study is the foundation of Forest Charter School’s entire program. By participating in Forest Charter School’s homeschool/independent study program, students have the maximum amount of flexibility within the School’s program options. For the purposes of defining Forest Charter School’s programs, homeschool students get the majority of their instruction from a parent in the home whereas independent study students tend to access the course content independently, or through an instructor (this instructor could be a Forest Charter instructor, an online teacher, a community college professor, or some other expert in their field). Although it is difficult to pinpoint, homeschooling tends to transition toward more of an independent study structure when the student reaches higher-level math and science courses and/or when the student begins high school.

**Independent Study:** Students and their parents rely on a Forest Charter School Supervising Teacher to guide and help structure a student learning plan that works for the student’s needs and learning style while still aligning to California state standards. Forest Charter School’s Supervising Teachers support each student to help him/her reach his/her potential. With an independent study student, the Supervising Teacher works with the student and family to identify the options that will best support the student’s learning and long-term goals.

**Homeschool:** Forest Charter School supports families who choose to homeschool their children. Forest Charter School supports and encourages homeschool families by providing accountability through an accredited public school. Families who choose to homeschool their child direct their child’s education and are supported by a Forest Charter School Supervising Teacher, a California credentialed teacher. Since Forest Charter School is a California public school, we support California content standards that provide the homeschooling parent with a framework of educational goals by grade level.

Homeschooling parents have a wide variety of choices in accomplishing these goals while nurturing their child’s unique talents and gifts. Each family who chooses to homeschool their child holds a specific belief and philosophy about education. Some of these philosophies include: the schooling method, classical education, themed unit studies, interactive learning, and natural learning. Forest Charter School further provides support by pairing homeschool families with a Supervising Teacher who is educated in these specific methods and embodies the family’s preferred educational philosophy.
Supported Independent Study Instruction through Learning Center Classes

Forest Charter School offers a unique blend of directed independent study. Students can opt to take core and/or enrichment courses through qualified California credentialed teachers at each of Forest Charter School’s learning centers. These courses aim to support students and parents by guiding students through curriculum presented by credentialed teachers in small groups. This structure provides weekly on-campus support classes and tutoring in core and elective subjects. Each year, a schedule of courses is available for students to choose from. Whenever appropriate, these courses are designated as college-prep. If a student would like to take one of these courses as an honors level course, the student and ST arrange additional time and work with the course instructor to design and discuss the additional expectations and quality that will be expected.

In addition, tutoring is also often available through writing and math labs. This tutoring is not restricted to students attending these courses; any Forest Charter School student may attend these lab times on an as-needed basis. Forest Charter School also offers an array of elective courses at the Block Classes, such as but not limited to art, music, and choir. Elective courses help students meet college and career goals as well as round out a student’s schedule.

Some of the instruction offered supplements the homeschool/independent study work completed by students. These classes enrich the curriculum designed and implemented by the Supervising Teacher, parent, and student. Block Classes also serve to give students the opportunity to meet other students socially and participate in school activities such as harvest festivals, holiday open houses, and other celebrations.

Cooperatives K-12

Cooperatives are small learning communities that focus on academics and social interaction while still maintaining a personalized approach. Forest Charter School has created cooperatives so students can share their passions and make discoveries with their peers.

In these cooperatives, students take part in a unique blend of classroom and non-classroom learning. Cooperatives aim to create a program that effectively balances the best of homeschool with the best of a school community.

The Supervising Teacher of each cooperative facilitates activities and oversees the independent study work students complete. Forest Charter School cooperative Supervising Teachers believe the sky is the limit in terms of students furthering study on topics of interest and they encourage students by helping them develop projects and other creative ways to approach their learning. During their time at home, students engage in one-on-one personalized instruction, while in the cooperative classes, students collaborate, cooperate, teach and inquire. Each cooperative focuses on a different theme such as but not limited to the environment, peace studies, or global issues. Students wishing to participate in these cooperatives are looking for the following:
• Inventive and challenging standards-based curriculum that encourages students to investigate, problem solve, collaborate, and make thoughtful decisions
• Hands-on, thematic projects requiring creativity and ingenuity
• A safe and supportive environment where each student’s gifts are celebrated
• Recognition of multiple intelligences in assessment and instruction
• A small learning community
• Have access to group and one-on-one tutoring
• Build close and lasting relationships with peers and teachers

In all high school cooperatives, core curriculum is available to prepare students to advance on to college successfully.

Online Classes

Forest Charter School offers multiple opportunities for students to engage with online education as another option within the school’s program. Forest Charter School actively investigates online education vendors so that Supervising Teachers can recommend online programs that will work well for students’ differing learning styles. By taking online classes, students explore how technology plays an important role in a diverse array of 21st century issues while taking challenging and engaging core classes that will prepare them for a technological world after high school. Students combine online and in-person learning to create a highly personalized and customizable learning experience. Students who choose this option are looking to:

• Have many different online core and elective courses available
• Be exposed to a wide variety of technology classes such as computer graphics, animation, computer game design, programming and web design.
• Have access to group learning and one-on-one tutoring opportunities.

Community College (Academic Enrichment)

Students attending Forest Charter School have the opportunity to attend classes through their local community college. As per common practice, students who choose this option receive both high school and college credit on their high school transcript. Forest Charter School has built a strong relationship with the local community college. Forest Charter School supports the community college by following all policies and procedures in recommending students for enrollment in community college classes. Forest Charter School does not restrict students from taking courses at the community college level. Students meet with their Supervising Teacher and career advisor to discuss the appropriate placement within a community college program.
Career Technical Education (CTE)

Forest Charter School participates in a local Career Technical Education (CTE) program that serves students in both Nevada and Placer counties. CTE provides students with relevant career pathway training to meet the needs of local industries. Forest Charter School students may take courses that would not be available to them if they attended other local high school programs because of their more flexible school schedule. Forest Charter School supports CTE by upholding the procedures and guidelines CTE sets forth. Forest Charter School students participating in CTE must follow all attendance and classroom policies pertaining to each CTE course. Forest Charter School students and parents provide all transportation to and from CTE programs. Students who wish to participate in CTE are looking to:

- Demonstrate a strong work ethic and effective time management skills
- Perform professionally as individuals and team members
- Use appropriate business etiquette and protocols
- Make effective decisions using relevant career information
- Demonstrate skills and strategies to gain employment
- Learn the qualities, skills, and education necessary to be successful
- Understand trends that affect careers and the need for lifelong learning
- Identify interests, career pathways, and a plan for ongoing educational options

Employment Education

Forest Charter School's Employment Education curriculum provides students with valuable information so that students will be prepared and successful in the work world. This curriculum design includes community-based learning as well as academic instruction, which aligns with Forest Charter School's philosophy. The purpose of Employment Education is to provide learning opportunities through paid or unpaid employment, internship, or vocational experiences.

Community Vendors

Forest Charter School is committed to supporting and encouraging a number of diverse activities and learning experiences. As a result, Forest Charter School offers students and families the opportunity to take lessons and classes through community vendors. Community vendors serve Forest Charter School students by providing instruction from qualified, real-world experts who have knowledge and/or facilities in areas Forest Charter School cannot provide as an independent study program. Forest Charter School believes that as a personalized learning program, students should have the best instruction in elective/enrichment activities such as art, music, and tutoring; community vendors partner with Forest Charter School to fill this important need.
Community Engagement

Forest Charter School wishes to engage students in their community by providing them the opportunity to participate in diverse community activities. All activities sponsored by Forest Charter School enrich learning while maintaining a safe experience for students. Forest Charter School does this by:

- Offering school-organized field trips
- Partnering with community organizations to solve local issues
- Inviting guest speakers to present on topics of study

Chrome Books

Forest Charter School makes chrome books available for all students in grades 6-12 to use as a tool to enhance their learning opportunities. Not only does this tool allow students access to technology and an opportunity to learn various programs that will enhance their learning as well as their employment prospects, it also opens up more opportunities to round out their personalized learning plan. Students can explore things from educational videos to primary documents to fully supported online classes. In addition, chrome books offer the following benefits:

- Strong communication between the teacher and student
- Faster feedback from the teacher
- Supports organization through the use of Google calendar
- Stores handouts and assignments in one place
- Allows for communication and collaboration between classmates through features such as chat, email, group projects, peer editing, etc.

High School Graduation Requirements and Course of Study

Forest Charter School believes in supporting a well-rounded education. In support of this belief, the School’s graduation requirements and course of study exceed the state’s minimum graduation requirements. Forest Charter School’s graduation requirements allow students maximum flexibility in choosing a course of study aligned with each student’s personal educational goals. Each student is encouraged to create a high school graduation plan by completing Forest Charter School’s Recommended Course of Study for College Bound Students. Forest Charter School’s Recommended Course of Study for College Bound Students is aligned with college admission requirements through the National Association for College Admission Counseling (NACAC), as well as the UC/CSU recommended course of study (Appendix B – High School Graduation Requirements).

Forest Charter School’s Graduation Requirements and Forest Charter School’s Recommended Course of Study for College Bound Students can be found in Forest Charter School’s High School Course Catalog.
The information contained in Forest Charter School's High School Course Catalog is available to each student through his/her Supervising Teacher and can also be found on Forest Charter School's website.

Forest Charter School's graduation requirements closely mirror other local high school programs. Forest Charter School has purposefully chosen to mirror other school's graduation requirements, as there is a degree of student mobility among the high schools within this geographical region.

Forest Charter School believes it is important for students to be introduced to topics in career pathway information before graduation. In keeping with this belief, Forest Charter School adopted two additional graduation requirements: a Career Advisory class and a Contemporary Skills class. The Career Advisory class is typically taken as a tenth grader and covers topics such as job skills, goals, skills assessment and an opportunity to explore potential career paths. The Contemporary Skills class is typically a twelfth grade class that focuses on real-world financial literacy, internet-safety, and a career component that prepares students to make future occupation and lifestyle choices. Forest Charter School feels that these classes promote well-rounded students who will be productive and successful adults in the work world or in college.

Forest Charter School's personalized learning program provides students and their families the flexibility to work with rigorous and challenging curriculum that reflects the student's ability and goals. As a result, Forest Charter School offers core courses for general studies credit, college-prep credit, honors credit, and College Board approved Advanced Placement credit. A student and his/her Supervising Teacher will determine which type of credit each core course will be as evidenced on the student's Master Agreement. Each type of course will also be noted on the student's high school transcript.

All work attempted and completed by a Forest Charter School high school student is recorded on a high school transcript. The Student Records and Student Services office maintains a computerized transcript system. The College and Career team as well as Forest Charter School administrators utilize the transcript system to determine a student's grade point average. Any school making an official written request for a student's cumulative file will be given a copy of a current transcript. The transcript will show work completed through prior schools as well as credits earned from Forest Charter School.

While Forest Charter School believes in encouraging all students to keep their educational options available by pursuing a course of study that will enable them a good chance of being admitted into college, FCS also recognizes and honors students who have goals other than attending college.

College & Career Center

Forest Charter School recognizes the importance of students receiving crucial information related to the college admissions process as well as the career and technical world. To address this, Forest Charter School hired a team of college and career advisors to support students and staff. The mission of the college and career team is to help each student design and plan a post high school path. The college and career team relays information from post secondary institutions as well as career sectors to the Supervising Teachers so that they can advise students in taking appropriate courses to help students
meet personal goals. The Forest Charter School college and career team members meet with students and parents in one-on-one sessions as well as in a group setting through seminars. In addition the college advisors have developed a College Advisory Class. This class allows students to explore post secondary college options including two year, four year and vocational programs. The emphasis placed on maintaining a full college and career center demonstrates the importance Forest Charter School places on each individual student by helping them to fully realize a personalized learning program’s ultimate outcome: student success.

English Learners

Forest Charter School always takes each individual student’s needs into consideration when choosing curriculum for English Language Learners (ELL).

Forest Charter School will comply with all applicable state laws regarding English Language Learners, which currently includes the following:

- Home Language Survey: Forest Charter School will give each enrolling student the state-required home language survey.

- CELDT (California English Language Development Test)\(^1\): Within 30 days\(^2\) of enrollment students who have indicated a language other than English on the Home Language Survey (in the enrollment packet) must be tested. Previously identified English Language Learners will be tested within 60 days. Yearly assessment is required until an ELL is reclassified as English Proficient.

- Any new student identified as an English Language Learner will be paired with a qualified Supervising Teacher who holds a CLAD, CTEL or BCLAD certification.

To best guide each student classified as an English Language Learner, Forest Charter School will work as a team to guide and instruct each particular student. This team will consist of the student, parent/guardian, and the Supervising Teacher who holds a CTEL, CLAD, or BCLAD certification, and other individuals involved with the student’s instruction. The team will meet to select curriculum that will best serve the ELL student. The Supervising Teacher will monitor and evaluate the student’s progress on a monthly basis. In addition, the Supervising Teacher will modify the curriculum based on informal assessments.

\(^1\) All references in the charter petition to the CELDT will be understood by the Charter School and the County to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

\(^2\) The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
The instruction for the student will be primarily delivered in English, using such approaches as Specially Designed Academic Instruction in English (SDAIE). ELL students will also receive additional support, focusing on their English language development skills.

**Student Support Team (SST) Process – Response to Intervention (RTI)**

Forest Charter School focuses on providing early intervention in order to support student learning. The intervention coordinator is available to consult with individual Supervising Teachers as they choose curriculum and plan for new and struggling students. If a student is not making adequate progress (as indicated by benchmark and state test scores, or parents, or teachers) an SST meeting is scheduled. The SST process is a general education function although, at times, the special education team is consulted or invited to a meeting in order to tap into their specific skills/knowledge. The SST team meets to identify the student’s strengths and needs in order to determine the best steps and curriculum to address these needs. Then, student progress is monitored and reported back to the SST team at subsequent meetings (Appendix C – RTI Process; Appendix D – FCS Intervention Process).

**Transferability of Classes**

Forest Charter School is WASC accredited, which offers a variety of benefits. This certification validates the integrity of a school’s program, assures that a manageable system of change and self-evaluation is ongoing, and heightens the likelihood that a school’s credits will be accepted by other public and private schools.

Forest Charter School offers a full menu of courses that meet the A to G admission requirements for the University of California and the California State University. To view the list of Forest Charter School courses that are a-g approved visit the UC a-g course list at the following link: https://hs-articulation.ucop.edu/apcourselist/#/list/search/institution.

All coursework completed and credits earned at Forest Charter School offer full transferability to other public high schools and may be considered to meet college entrance requirements. However, final decisions regarding which Forest Charter School credits/courses to accept are up to the school to which the student transfers.

Parents are notified each year regarding the transferability of classes through Forest Charter School’s annual parent notification process.

**Special Education**

Forest Charter School supports all students in special education. Since the guiding philosophy of personalized learning is to create an individual learning plan for all students, accommodating students with IEPs is a natural fit with Forest Charter School. In addition to adapting the curriculum, Forest
Charter School is committed to providing all necessary accommodations, modifications, and services in order for each student to access his or her education.

Forest Charter School is its own Local Educational Authority (LEA) for the purposes of special education.

Forest Charter School’s plan for delivery of special education services provides for quality educational programs and services in compliance with the Nevada County Special Education Local Plan Area (SELPA) and all legal guidelines. Forest Charter School is a member of the Nevada County Charter Services Authority (NCCSA), a California joint powers agency. NCCSA provides educational and administrative services and support to members. The services include special education administration, staffing – such as school psychologists, special education teachers, speech and language pathologists, and aides – and related goods (testing materials, etc.) and services, as well as oversight of all special education staff and related activities.

Forest Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

Under the federal Individuals with Disabilities Education Act, or IDEA, Forest Charter School identifies and evaluates students who have disabilities and offers them individualized education programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes, at a minimum, a student’s Supervising Teacher (general education teacher), special education teacher, parents/guardians, and a representative of the school administration who is empowered to commit resources such as staff time or funding. By law, Forest Charter School is required to carry out provisions outlined in a student’s IEP.

Each IEP team considers the continuum of placement options and services to ensure students are able to access the curriculum in the least restrictive environment. This includes placement in programs, services, supports, modifications, accommodations, and specialized equipment (if indicated) necessary to provide a free and appropriate public education. Students with disabilities participate in general education, including participation in nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other appropriate programs outside the regular education environment may occur. This is only warranted when the nature or severity of the student’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Forest Charter School has a variety of placement, service, and support options available to serve students with special needs in the least restrictive environment. The continuum of placement options and related services includes the following:
- Full Day placement in general education with in-class supportive services, including resource specialist and/or related services
- Pull out for a portion of the school day by the resource specialist
- Related services such as speech and occupational therapy, and educational-related mental health services
- Placement in a Special Day Class for portions or all of the school day
- Placement in a county Special Day Class or a Special Day Class on another local district campus
- Placement in a Non Public Day School
- Placement in a Non Public Day and Residential School
- Placement in a State Special School

Supplemental aids and services are provided through the NCCSA in conjunction with the Nevada County Office of Education and other local agencies. Supplemental aids and services include, but are not limited to, transportation, speech and language services, assistive technology, nursing services, psychological services, vision services, and adaptive physical education.

The overall system for delivery of services to special needs children at Forest Charter School is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration.

Section 504 of the Rehabilitation Act

Forest Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities. Forest Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied benefits a free and appropriate public education, or otherwise be subjected to discrimination under any program of Forest Charter School. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Forest Charter School.

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

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

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, any necessary modifications to the plan, and if the student is still eligible.
Element 2: Measurable Student Outcomes

_Governing Law:_ 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 Section 47605(b)(5)(B).

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

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Forest Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Forest Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending Forest Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Forest Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available on our website at http://www.forestcharter.com/cms/lib/CA01001575/Centricity/Shared/2016%20FC5%20FINAL%20LCAP .pdf. Forest Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Forest Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. Forest Charter School shall submit the LCAP to the 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 shall not be considered a material revision to the charter, and shall be maintained by the Charter School.

School-Wide Student Performance Goals
(Taken From 2016 Forest Charter School LCAP Expected Annual Measurable Outcomes)

Pupil Achievement
- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
- API score – Currently no API score available. When the new state and/or federal accountability
measure(s) become available, we will meet or exceed such target(s), as applicable

- UC/CSU Requirement—Percent of students meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient — EL students will improve on CELDT scores toward proficiency
- EL reclassification rate — Maintain EL reclassification rate
- AP exams with 3 or higher — Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
- Share of pupils determined prepared for college by EAP — Share of pupils prepared for college based on EAP score will increase by 2%

Pupil Engagement

- Attendance rates — Maintain attendance rates of approximately 97%
- Chronic Absenteeism — Chronic Absenteeism is not an issue at this time (0.04%). Maintain chronic absenteeism of less than 1%
- Middle school dropout rates — Middle school dropout rates are not an issue at this time (0.01%). Maintain middle school dropout rate of less than 1%
- High school dropout rates — Reduce high school dropout rate by 1% (from 10% to 9%)
- High school graduation rates — Increase high school graduation rate by 2% (from 90%–92%)

Other Pupil Outcomes

- The Percentage of students who demonstrate grade-level proficiency in ELA will increase by 1%
- The Percentage of students who demonstrate grade-level proficiency in math will increase by 1%

School Climate

- Pupil suspension rate — Suspension rate is not an issue at this time (0.12). Maintain a suspension rate of less than 1%
- Pupil expulsion rate — Expulsions are not an issue (0.00% - zero expulsions in school history). Maintain expulsion rate of less than 1%
- Other local measures — Maintain positive rankings on staff/parent survey regarding school climate

Parental Involvement

- Efforts to seek parent involvement — Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
- Promotion of parental participation — Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs. Implement an online program that helps promote communication with all parents

Basic Services

- Rate teachers are appropriately assigned and fully credentialed — Have 100% of teachers appropriately assigned and credentialed
- Pupil access to standards aligned instructional materials — Maintain 100% access to standards aligned curriculum
- Facilities maintained in good repair — Maintain the standard of our facilities
Implementation of State Standards

- Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

Course Access

- Pupils' access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.

Measurable Student Outcome Affirmations

- Student benchmark skills will be assessed based on each student’s personalized learning plan in relation to the California state standards.

- The exit outcomes will align to Forest Charter School’s mission, curriculum, and assessments.

- Students will become self-motivated, competent, and life-long learners through self-assessment of individual and team goals.

- Forest Charter School offers a full menu of courses that meet the A to G admission requirements for the University of California and the California State University.

- Forest Charter School understands that exit outcomes and performance goals may need to be modified over time.

High School Graduation Requirements

Forest Charter School’s graduation requirements exceed the minimum state graduation requirements. Additionally, a great deal of time and thought has been invested toward creating additional graduation requirements that support Forest Charter School’s student performance outcomes, ESLRs, and mission statement. (Appendix B – High School Graduation Requirements)

WASC Accreditation

Forest Charter School is accredited by the Western Association of Schools and Colleges (WASC). WASC is one of six regional accrediting associations in the United States that accredit public and private schools, colleges, and universities in the United States.

The WASC website comments that “WASC values accreditation as a process designed to strengthen schools in the delivery of quality educational programs. Accreditation is important to schools as it impacts students' access to colleges and universities and career opportunities in a variety of ways. An effective WASC self-study review is a powerful tool for schools to improve the quality of education and more effectively serve staff and students.”

In 2012, Forest Charter School went through its most recent WASC accreditation process and received a six-year term with a mid-term review. Currently, Forest Charter School is just beginning to prepare for its next WASC visit in March of 2018.
Expected School-Wide Learning Results (ESLRs)

Forest Charter School believes that many educational goals, although not objectively measureable, are equally valuable. By articulating the Expected School-Wide Learning Results, Forest Charter School places an emphasis on the whole student, and articulates academic and non-academic goals. Further, Forest Charter School believes that attention toward achieving the ESLRs will have an emotional impact on students that will ultimately translate into future success. With these considerations in mind, Forest Charter School has developed ESLRs that articulate qualities that students should strive to attain (Appendix E – Expected School-Wide Learning Results). Forest Charter School will update these ESLRs as part of the next WASC accreditation process.
Element 3: Student Progress Measurement

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

Forest Charter School will meet all statewide standards and conduct all required state-mandated student assessments as required by Education Code §47605(c)(1). This includes but is not necessarily limited to CAASPP testing, PFT, CELDT and any other applicable requirement of state and federal law.

Further, by using a variety of traditional and non-traditional assessment methods to gauge student progress toward the academic and non-academic goals, Forest Charter School will maintain its focus on personalizing each student’s learning plan while staying true to its mission, exit outcomes, and curriculum.

School-Wide Student Performance Goals with Assessment Method

**Pupil Achievement**
- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
- API score – Currently no API score available. When the new state and/or federal accountability measure(s) become available, we will meet or exceed such target(s), as applicable
- UC/CSU Requirement–Percent of students meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient – EL students will improve on CELDT scores toward proficiency
- EL reclassification rate – Maintain EL reclassification rate
- AP exams with 3 or higher – Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
- Share of pupils determined prepared for college by EAP – Share of pupils prepared for college based on EAP score will increase by 2%

Assessment Methods ➔ Forest Charter School will use the specific data available for each of these pupil achievement goals.

**Pupil Engagement**
- Attendance rates – Maintain attendance rates of approximately 97%
- Chronic Absenteeism – Chronic Absenteeism is not an issue at this time (0.04%). Maintain chronic absenteeism of less than 1%
- Middle school dropout rates – Middle school dropout rates are not an issue at this time (0.01%). Maintain middle school dropout rate of less than 1%
- High school dropout rates – Reduce high school dropout rate by 1% (from 10% to 9%)
- High school graduation rates – Increase high school graduation rate by 2% (from 90%–92%)
**Assessment Methods** → Forest Charter School will use the specific data available for each of these pupil engagement goals.

Other Pupil Outcomes
- The Percentage of students who demonstrate grade-level proficiency in ELA will increase by 1%
- The Percentage of students who demonstrate grade-level proficiency in math will increase by 1%

**Assessment Methods** → Forest Charter School will use State test results, benchmark testing, grades and information from any intervention data available.

School Climate
- Pupil suspension rate – Suspension rate is not an issue at this time (0.12). Maintain a suspension rate of less than 1%
- Pupil expulsion rate – Expulsions are not an issue (0.00% - zero expulsions in school history). Maintain expulsion rate of less than 1%
- Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

**Assessment Methods** → Forest Charter School will use the specific data available for the suspension and expulsion rates. Forest Charter School will analyze both the objective and subjective (i.e. narrative) results from our annual staff and parent survey and provide a report to our Charter Council.

Parental Involvement
- Efforts to seek parent involvement – Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
- Promotion of parental participation – Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs. Implement an online program that helps promote communication with all parents

**Assessment Methods** → Ensure that monthly parent meetings with their Supervising Teacher continues, and check that the parent survey is sent out each year. Also provide results from the small surveys to the Charter Council.

Basic Services
- Rate teachers are appropriately assigned and fully credentialed – Have 100% of teachers appropriately assigned and credentialed
- Pupil access to standards aligned instructional materials – Maintain 100% access to standards-aligned curriculum
- Facilities maintained in good repair – Maintain the standard of our facilities

**Assessment Methods** → Provide annual reports on credentialing, curriculum and facilities to the Charter Council.
Implementation of State Standards
  • Implementation of State standards – Continue to train staff and to provide support to staff in implementing State standards and to include ELD standards

Assessment Methods ➞ Track professional development and staff collaboration opportunities provided to the teachers.

Course Access
  • Pupils’ access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.

Assessment Methods ➞ Provide a report for the charter council tracking pupil access to required areas of study.

Additional Assessments

Forest Charter School believes that state mandated assessments are important to help maintain school accountability; however, Forest Charter School also recognizes that students are individuals who desire non-standardized approaches to education. With these considerations in mind, Forest Charter School also uses the following assessments to gauge student ability.

Benchmark Assessments
Over the last few years, Forest Charter School has piloted, developed and implemented the use of benchmark assessments in grades K-8. The 2015-16 school year was the first full year of K-8 benchmark assessments for both math and ELA; we will implement our first year of high school benchmark assessments during the 2016-17 school year. The purpose of this testing is twofold: First, FCS is working to assess the percent of student who are testing proficient or above on these assessments. Second, FCS wishes to identify students who are working below grade level and provide intervention and other support to bring each student’s math and/or language arts skills up to grade level. These benchmark assessments provide a first indication that there may be an issue and that we need to look more closely at what is causing a particular student to work below grade level standards.

9th Grade Math Placement Assessment
In order to ensure that all students are placed in the appropriate math class, the State has implemented a new 9th grade math placement assessment requirement. This assessment has provided FCS another opportunity to see what percent of our 9th grade students are working at or above grade level and what percent require more support to bring up their skills. Although this assessment is a new requirement for the fall of 2016, we imagine that it will eventually provide some interesting data regarding the preparedness and growth of our ninth grade students. We also hope to track the difference between those who attended FCS in grades K-8 and those students who came from outside K-8 programs.
Other Assessments:

Forest Charter School uses many informal assessments to determine the appropriate placement and course of study for students of all grade levels such as but not limited to the following: a variety of publisher-guided curriculum and assessments, teacher-created curriculum, as well as the Forest Charter School designed curriculum. Teachers also regularly assess student knowledge using tests, portfolios, long-term projects, presentations, speeches, essays, and online as well as college-level courses. Additionally, to ensure that Forest Charter School is also serving high achieving academic students who wish to go on to further educational pursuits, data collected from students who take SAT, ACT, and AP tests is analyzed to determine how these students are performing.

Use and Reporting of Data

Forest Charter School uses the data from the above assessment methods to refine and develop its personalized academic program. Currently, Forest Charter School is placing emphasis on the individual to determine if a focus on individual student skills will positively impact assessment scores. So far, we have seen positive results both on an individual level and in our State test scores. Forest Charter School is also starting to use a more powerful data analysis program that will allow the school to compile all of our various assessments and then compare and disaggregate the data with more detail, thereby providing a clearer picture of the school's needs. (For example, it may be beneficial to track how students are testing based on things like longevity with the school.) This type of information could inform how Forest Charter School decides to approach a particular grade level and/or a particular subject.

Assessment data is reported to the staff during one or more regular staff meetings and to the Charter Council during its public meetings. This data is prepared for several required reports such as the Single Plan for Students Achievement, the School Accountability Report Card (SARC), the school-wide action plan, and the Local Control Accountability Plan (LCAP). These reports and results are presented to and, if necessary, approved by the Charter Council.

Various assessments are used to build a complete picture of each student, and from this information, the Forest Charter School team creates an education plan that best meets the needs and goals of each student.

Data Analysis

Forest Charter School is pleased that it has shown growth in both the no longer used STAR testing and the new CAASPP testing.

Forest Charter School is committed to performing well on state assessments; however, Forest Charter School must also mediate the needs and beliefs of our students and families who choose a personalized learning program. Forest Charter School believes in nurturing each student to foster an individualized love of learning. Through a personalized approach to education, Forest Charter School works to ensure each student will develop academic skills while also placing great value on non-academic skills.
Plan to Address Needs and Areas of Weakness

*Intervention Program*
As described earlier, Forest Charter School has developed a strong intervention program to assist students working below grade level. Students are given benchmark assessments in math and English Language Arts and their scores are recorded in our student information system. The intervention coordinator reviews this data, identifies students of concern and then connects with that student’s Supervising Teacher to determine what interventions are being implemented and if a more formalized program is needed. If a student is placed in a more formalized intervention program and still does not demonstrate growth, the Intervention Coordinator will contact Student Services to determine if a referral to special education is appropriate.

*Other Intervention*
Although not a formalized process, Forest Charter School Supervising Teachers intervene as part of our normal process of building a personalized learning program for each student. Forest Charter School supports student learning by creating an individualized, academic learning plan for each student, including students at grade level, students above grade level, students below grade level, students with disabilities, socio-economically disadvantaged students, and English language learners. The nature of Forest Charter School’s personalized learning program inherently allows Forest Charter School staff to respond to student learning and success throughout the year by providing an assessment of individual student needs and creating a plan to address how student needs are met. Student needs are frequently reassessed so that each student receives the maximum amount of support in each subject area. Forest Charter School Supervising Teachers also recognize that students have unique needs in each subject area. (For example a student may be advanced in math, but at grade level in reading.) By personalizing each learning plan, all students benefit by receiving a program tailored to their abilities as well as support from all available resources Forest Charter School has to offer.
Element 4: GOVERNANCE STRUCTURE

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

Governance Structure

Forest Charter School (or "Charter School") will operate as a directly funded, independent charter school and as a California nonprofit public benefit corporation, which has recognition of its tax-exempt status under Internal Revenue Code section 501(c)(3). The Charter School has provided to the County a copy of its filed-endorsed Articles of Incorporation and corporate bylaws.

The Charter School operates autonomously from the County, with the exception of the County's supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, operated as a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

Additionally, to continue to ensure that the County will not be liable for any actions taken by Forest Charter School, the Charter School maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the County. Details of insurance coverage shall be outlined in a Memorandum of Understanding ("MOU") entered into between Forest Charter School and the County.

Forest Charter School acts as its own fiscal agent to the fullest extent of the law. Forest Charter School implements the provisions of the Charter Schools Act and applicable regulations that apply to charter schools.

Charter Council

The Charter School is governed by its Charter Council, which is comprised of parents, community members, and other individuals as described in the bylaws. Any amendments of the bylaws shall be adopted by the Charter Council and thereafter, be promptly provided to the County.

The Charter School follows a democratic election process in seating Council members. Any interested person can submit a letter of interest and be placed on a ballot. Council members are elected or appointed as specified in the bylaws (Appendix F – Bylaws of Forest Charter School).

Ballot boxes are available at all learning centers. Vacancies on the Charter Council are filled by majority vote of the remaining Council members until the next scheduled election.
The Charter Council’s major roles and responsibilities include but are not limited to the following:

- Establishing and approving all major educational and operational policies
- Approving all major contracts
- Approving the Forest Charter School’s annual and interim budgets
- Overseeing the Charter’s School’s fiscal affairs
- Approving salary schedules and new personnel based on the recommendations of the Forest Charter School administration.

The Charter Council is governed in its operations and its actions by its bylaws, which are consistent with the terms of the Charter, the Charter Schools Act, and all other applicable laws. The day-to-day management of Forest Charter School is delegated to the Forest Charter School Executive Director, an appointee of the Charter Council.

**Chartier Council Meetings and Duties**

All meetings of the Charter Council comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) (“Brown Act”). The Council meets at least quarterly, and Council meetings are noticed and held at a location within the jurisdictional boundaries of Forest Charter School. Notices, agendas, and minutes of meetings are recorded and retained by Forest Charter School at the administrative office and on the website. These records are accessible for public and County review upon request.

This Charter School complies with the Brown Act (Government Code 54950), the Public Records Act (Government Code 6250) and applicable conflicts of interest laws, including the Political Reform Act.

A Political Reform Act compliant Conflict of Interest Code (Government Code Sections 87000 et seq.) has been adopted (Appendix G – Conflict Of Interest Policy). Charter Council members shall reveal all conflicts of interest as they arise in the course of Charter School business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual financial disclosure statements shall be required for all Charter School public officials, as consistent with the requirements of the Political Reform Act.

The Charter Council has retained independent legal counsel and has purchased and maintains, as necessary, general liability, property, workers’ compensation and unemployment insurance policies. The Charter Council may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Charter Council may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of Forest Charter or a third party
any of those duties. The Charter Council, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The School Executive Director

The Executive Director is the leader of the Charter School. The Executive Director ensures that the curriculum is implemented in order to maximize student learning experiences. The Executive Director reports directly to the Charter Council and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees of the Charter School (Appendix H – Forest Charter School Organizational Chart).

The Executive Director is responsible for tasks including, but not limited to, the following three categories:

- School Governance
- School Community, Public Relations & Leadership
- Educational Program

Faculty Council (Teachers)

The Forest Charter School Faculty Council is an advisory council to the Forest Charter School Executive Director. Since the inception of the school, a collaborative and diverse team of Forest Charter School educators has met regularly to explore policy, state requirements, curriculum, program development, and many other school issues. Forest Charter School feels that by taking the time to gather perspectives from the various parts of the staff (i.e. teachers, administrators, and classified staff), a more thoughtful decision can be made and thereby avoid potential pitfalls inherent in implementing new policies, procedures and programs. This dynamic leadership team is positive and solution-oriented. Faculty Council makes recommendations only. Any recommendations that require Charter Council approval are taken to a scheduled Charter Council meeting for discussion and approval.
Element 5: EMPLOYEE QUALIFICATIONS

**Governing Law:** The qualifications to be met by individuals to be employed by the charter school. 
**Education Code Section 47605(b)(5)(F)**

The Forest Charter School Executive Director will possess leadership abilities and cooperatively develop and maintain the vision and direction of the school. The Executive Director will support the professional growth and successes of teachers and business personnel, who, in turn, support the academic and personal growth of their students. The Executive Director as the administrator shall meet all of the legal requirements according to charter school law at the time of hire.

Forest Charter School will recruit and hire teachers for core/college prep classes who hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Forest Charter School will follow all Education Code requirements applicable to charter schools regarding teacher hiring. All teachers serving ELL students will hold an appropriate certification, e.g. CTEL, CLAD, or BCLAD certification, where such is mandated by law.

Forest Charter School may hire additional certificated and non-certificated personnel to assist in providing supplementary instruction, management, and support services. All Forest Charter School staff will have the necessary qualifications, skills, experience, and credentials to fulfill the requirements described in their job description. These documents and job descriptions shall be maintained on file at Forest Charter School and shall be subject to periodic inspection by the County.

Additionally, Supervising Teachers employed by the school must:

- Be flexible, resourceful, imaginative and proficient in computer-based education as well as Internet navigation and resources
- Work well with a team
- Be able to design and to tailor curriculum for individual students
- Be able to support and guide parents in all aspects of their student’s education
- Be responsible for planning, monitoring, documenting and evaluating the progress of each student
- Be facilititors of learning rather than dispensers of knowledge
- Be committed to making a difference in the quality of the school, and in the lives of the students and staff.

Forest Charter School will select and hire its own personnel (certificated, classified, and administrative). Forest Charter School may employ temporary or short-term personnel. Forest Charter School’s Executive Director will determine the qualifications and educational experiences for these persons. All non-instructional staff will possess experience and expertise appropriate for their position.
Compensation and Benefits

Forest Charter School will maintain a salary structure competitive with local districts in order to attract candidates with the necessary skills and experience. Periodic review of local district salary scales will be conducted by the Executive Director or designee. Annual cost of living adjustments will be made when school funding allows. Employees who qualify will be offered a health benefit package. Employees of this Charter will participate in STRS, PERS, or Social Security depending upon each individual’s eligibility.
Element 6: HEALTH AND SAFETY PROCEDURES

** Governing Law:** 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 Section 47605(b)(5)(F)

The procedures that the school will follow to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of a comprehensive set of health, safety, and risk management policies and procedures that have been developed in consultation with the school’s insurance carriers and attorneys. These policies and procedures will address, but are not limited to, the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in public charter schools.
- A policy establishing that Forest Charter School functions as a drug, alcohol, and tobacco-free workplace.
- A policy for reporting child abuse, acts of violence and other improprieties as mandated by federal, state and local agencies, and annual mandated reporter training to all employees.
- A requirement that each employee of Forest Charter School submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 as well as a requirement to seek the criminal background check of vendors as required by Education Code Section 45125.1.
- All personnel will receive Annual Bloodborne Pathogens Safety training.
- Forest Charter School will conduct yearly vision, hearing and scoliosis screenings. The Charter School will adhere to Education Code Section 49450 et seq., as applicable to the grade levels served by the Charter School.
- All personnel will submit proof of a risk assessment or examination (if necessary) for tuberculosis.
- A school-wide safety plan for response to natural disasters and emergencies, including fire and earthquake, which will be reviewed and updated annually.
- Forest Charter School will provide all staff members with emergency and first aid response every other year.
- A policy for addressing discrimination and sexual harassment for all employees, students, and parents in any combination thereof, including student-to-student.
- Procedures relating to the administration of prescription drugs and other medicines.
- A procedure to 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 shall include, but shall not be limited to, all of the following:
  - A description of type 2 diabetes.
  - A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

These policies will be incorporated, as appropriate, into student and staff handbooks and will be reviewed on an ongoing basis.

**Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct all safety drills (e.g. lock down, fire drills) as required under Education Code Section 32001.
Element 7: RACIAL AND ETHNIC BALANCE

_Governing Law:_ 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 Section 47605(b)(5)(G)_

Forest Charter School will be secular in its programs, admission policies, employment practices, and all other operations, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, disability, or any of the characteristics listed in Education Code Section 220. In addition, admission to Forest Charter School will not be determined according to the place of residence of the pupils, or of their parents or guardians, except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3.

Forest Charter School will accommodate pupils of all racial and ethnic backgrounds. It is expected that the diversity of the Forest Charter School population will reflect the diversity of the general population of the counties Forest Charter School serves.

An open enrollment policy will maintain a diversified balance among students of Forest Charter School. Any child, regardless of ethnicity, national origin, gender, disability, socio-economic profile, or any of the characteristics listed in Education Code Section 220 is equally welcome and eligible for admission. Forest Charter School will develop and distribute promotional and informational materials that appeal to the various racial and ethnic groups to ensure a balance among students that is reflective of the District.
Element 8: ADMISSION REQUIREMENTS

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

Students are considered for admission without regard to ethnicity, national origin, gender, religious affiliation, or any other characteristic as described in Education Code Section 220. Forest Charter School seeks to admit students ensuring that the educational program is appropriate and provides the least restrictive environment for students with an IEP. Admission to Forest Charter School will be open to any resident of Nevada County or the counties contiguous to Nevada County pursuant to Education Code Section 51747.3 who is of legal age to attend public school.

All prospective students and their parents or guardians will proceed according to the Forest Charter School Enrollment Policy, which, among other things, articulates the enrollment process, and procedures for a public random drawing (Appendix I – Enrollment Policy). A summary of the Enrollment Policy follows:

Families need to fill out the online form during an open enrollment period. Following the open enrollment period, interested students shall be counted to determine whether any grade level/general enrollment spot(s) has received more interested students than openings. In the event that this happens, the Charter School will hold a public random drawing (lottery) to determine enrollment based on the admission preferences articulated in our enrollment policy. Admission preferences shall be granted in accordance with Education Code Section 47605(d)(2)(B). This random public drawing will be held in a publicized, public setting on a publicized date.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be put on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of a future opening.
Element 9: FINANCIAL AUDITS

**Governing Law:** The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. *Education Code Section 47605(b)(5)(l)*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The County shall contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices for the Charter School. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
Element 10: PUPIL SUSPENSION, EXPULSION, AND EXIT

**Governing Law:** The procedures by which pupils can be suspended or expelled. *Education Code Section 47605(b)(5)(I)*

In order to promote the learning and protect the safety and well-being of all students enrolled in Forest Charter School, school staff shall enforce disciplinary rules and procedures for student suspension and expulsion. The Policy may be amended as needed without the need to amend the charter, provided that the amendments comport with legal requirements. The Policy, including a preliminary list of the offenses for which students in the charter must and may be suspended or expelled, is attached (Appendix J – Suspension and Expulsion Policy and Procedures).

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA) or who is qualified under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. Forest Charter School will comply with Section 504, IDEIA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified under IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee, with the student and his/her parent and whenever practical, the school employee who referred the student for discipline. The conference may be omitted if the Executive Director determines that an emergency situation exists in which the student’s continued presence in the program constitutes a clear and present danger to the lives, safety or health of students or school personnel. At the conference, the student will be informed of the reason for the disciplinary action and the evidence against him/her and shall be given an opportunity to present his/her version of the events and evidence in his/her defense. Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Students recommended for expulsion are entitled to a hearing before the Charter Council. Written notice of the hearing shall be provided to the student and parent(s) at least ten (10) days prior to the hearing. Written notice shall include:

- The date and place of the hearing
- A statement of the specific facts, charges and offenses which relate to the alleged violation
- A copy of the school’s Pupil Suspension and Expulsion Policy
- Notification that the parent is obligated to provide information regarding the student’s pending expulsion hearing to the school to which the student seeks enrollment
• The opportunity for the student and/or the student's parent/guardian to appear in person and to employ legal counsel or a non-attorney advisor
• The right to inspect and obtain copies of all documents to be used at the hearing
• The opportunity to confront and question witnesses who testify
• The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

A recording of the hearing will be made and maintained. Findings of fact shall be based solely on the evidence presented at the hearing. Hearsay evidence is admissible, but a decision to expel will not be based solely on hearsay evidence. A decision to expel must be supported by substantial evidence that the student committed an expellable offense.
Element 11: EMPLOYEE RETIREMENT SYSTEMS AND BENEFITS

_Governing Law:_ The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. 
_Education Code Section 47605(b)(5)(K)_

Employees of Forest Charter School will participate in STRS, PERS, or Social Security depending upon each individual’s eligibility. The Executive Director or designee will ensure that appropriate arrangements for retirement coverage have been made. Forest Charter School will make all employer contributions as required. Forest Charter School will also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of an employer.
Element 12: ATTENDANCE ALTERNATIVES

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

No pupil shall be required to attend the Charter School. Students who reside within the District or County who choose not to attend the Charter School may attend school within the District or County according to District or County policy or at another school district or school within the County through intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
Element 13: DESCRIPTION OF EMPLOYEE RIGHTS OF RETURN

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

No public school district employee shall be required to work at the Charter School. Persons employed by Forest Charter School are not also employees of the District or County. Employees of the District or County who resign from employment to work at Forest Charter School and later wish to return to the District or County will have no automatic rights of return to the District or County after employment by the Charter School unless specifically granted by the District or County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District or County to work in the Charter School that the District or County may specify, any rights of return to employment in the District or County after employment in the school that the District or County may specify, and any other rights upon leaving employment to work in the Charter School that the District or County determines to be reasonable and not in conflict with any law.

Job applicants for positions will be considered through an open process, and, if hired, will enter into a contractual agreement approved by the Charter Council. All employees of Forest Charter School will be individually contracted on an at-will year-to-year basis. The Executive Director of Forest Charter School will be responsible for the selection of faculty and staff, using the mission, philosophy, and obligations outlined in the charter document as a recruitment tool. The individual contract will address, among other issues, salary, health and welfare benefits, and work schedules and responsibilities. All contracts will need to be renewed on a year-to-year basis and approved by the Charter Council. Forest Charter School will maintain an employee handbook detailing the rights and responsibilities of all employees.
Element 14: DISPUTE RESOLUTION PROCESS, OVERSIGHT, AND REPORTING

_Governing Law:_ The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. *Education Code Section 47605(b)(5)(N)*

Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter Council, shall be resolved pursuant to policies and processes developed by the school.

Disputes Between the Charter School and the County

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

The County shall not intervene in any such internal disputes without the consent of the Charter Council and shall refer any complaints or reports regarding such disputes to the Charter Council or its designee for resolution pursuant to the school’s policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Charter Council has requested the County to intervene in the dispute.

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

The Charter School Executive Director and County Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective governing boards who shall jointly meet with the County Superintendent and the Executive Director of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.
If this joint meeting fails to resolve the dispute, the County Superintendent and the Executive Director of the Charter School, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

**Oversight and Reporting**

The County may inspect or observe any part of the school at any time, but shall provide reasonable notice to the Executive Director of the Charter School prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. The County shall endeavor to provide such notice at least three (3) working days prior to the inspection or observation unless the Charter Council or Executive Director agrees otherwise. Regular, annual inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the County.

The Charter School will submit quarterly fiscal reports in accordance with the timelines stated in Education Code Section 47604.33. The Charter School and the County will jointly develop a timeline of other required ongoing monitoring documents, including deadlines of when the documents will be submitted, when reviewed, when feedback will be given to the Charter School, and by when corrective action will occur. The Charter School will be given reasonable time to take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.
Element 15: PROCEDURES FOR CLOSURE

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

Closure of Forest Charter School will be documented by official action of the Forest Charter School Charter Council. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter Council will promptly notify parents and students of Forest Charter School, the County Office of Education, the School’s SELPA, the retirement systems in which Forest Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter Council will ensure that the notification to the parents and students of Forest Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Charter Council’s decision to close the Charter School.

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

As applicable, Forest Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The School will ask the County to store original records of Charter School students. All student records of Forest Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, Forest Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
As soon as reasonably practical, Forest Charter School will prepare final financial records. Forest Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Forest Charter School.

Forest Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

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

As Forest Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, Forest Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
IMPACT STATEMENT

Financial Statements

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

**Budgets**

Forest Charter School will develop an annual budget, approved by the Charter Council. Further, a first and second interim budget revise will be developed by Forest Charter School and approved by the Charter Council. All budgets will include a budget narrative, a budget summary, a multi-year projection and a cashflow report. The budget reflects reasonable estimates of all anticipated revenues and expenditures necessary to operate the school. Forest Charter School will maintain a reserve fund balance as required by the county office of education (currently 5% of total budget expenditures). Expenditures will be clearly identified by source and reflect the school’s design plan and current market costs. Assumptions will include but not necessarily be limited to enrollment projections and revenues based on the School Services of California’s local control funding formula calculator. Additionally, Forest Charter School will identify clear expenditures for expected legal services, facilities and Special Education excess costs. Forest Charter School balances its budget based on state funding and not based on soft revenues such as donations. Please see the Appendix for the Charter School’s financial statements as required by Education Code Section 47605(g). These documents are based upon the best data available to Forest Charter School at the date of submission (Appendix K – Forest Charter School 2016-17 Adopted Budget; Appendix L – Forest Charter School Multi-Year Projections; Appendix M – 2016-17 Budget Narrative and Assumptions).

**Long-Term Plan**

Forest Charter School develops revenue and expenditure projections for a minimum of 3 years based on student growth projections approved by the Charter Council. Forest Charter School utilizes revenue assumptions provided by School Services of California’s local control funding formula calculator, which identify reasonable cost-of-living and possible funding reductions.

**Financial Reporting**

The Charter School shall provide reports to the County in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County, State Controller, and the CDE.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Forest Charter School may also develop an annual calendar of deadlines and reporting timelines to establish and align with County priorities. Based on this calendar, Forest Charter School will provide, at a minimum, the following reports:

- CalPads Report(s)
- Attendance Reporting
- Charter Council Meeting Minutes

Insurance

Forest Charter School will acquire and finance general liability, workers' compensation, and all other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and as agreed upon with the County in the MOU. Coverage amounts will be based on recommendations provided by the County and the Charter School's insurer.

Facilities

_Governing Law_: 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 Section 47605_(g)

In order to support the many programs that are offered, Forest Charter School operates a variety of learning centers. Since some of these programs can change from year to year, the facilities that Forest Charter School leases may also change from year to year. Currently, Forest Charter School is leasing the following facilities:

_In County Facilities_

Nevada City Learning Center
470 Sears Ave
Nevada City CA 95959
- 5 days/week
  12 Month Lease
Truckee Learning Center
10725 Pioneer Trail
Truckee CA 96161
  • 5 days/week 12 Month Lease

Out of County Facilities

Foresthill Learning Center
23221 Foresthill Road,
Foresthill CA 95631
  • 3 days/week 10 Month Lease

Administrative Services

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

  • Memorandum of Understanding: The details of the working relationship between the County and Forest Charter School delineated in a separate MOU. Forest Charter School will pay the County 1% of annual actual expenditures for actual costs of supervisory oversight of the Charter School in accordance with Education Code Section 47613.

  • Forest Charter School will purchase Business Services in order to support its business and fiscal business operations, including contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices as required by law. Currently, these services are purchased from the County and are separately agreed upon in a fully executed Memorandum of Understanding entered into between Forest Charter School and the County. Forest Charter School plans to continue this arrangement with the County, but reserves the right to purchase business services from a third-party provider through a separately agreed upon and executed contract.

Potential Civil Liability Effects

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

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

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 County in meeting any and all oversight obligations.
under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and the County shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The bylaws of the Charter School shall provide for indemnification of the Charter School’s Governing Council, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and the Charter School’s insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter Council will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
Additional Information

Amendments and Renewal

Any modifications or amendments to this charter shall only be made with the approval of the Forest Charter School Charter Council. Material revisions and amendments shall be made pursuant to the standards, criteria and timelines as provided by Education Code Sections 47607 and 47605.

The Charter Council may request the County’s approval of a material revision of the Charter, or for a renewal of the Charter at any time prior to expiration. The County agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in Education Code Section 47605(b) and any applicable regulations.

Term and Revocation

The term of this Charter shall begin July 1, 2017 and shall expire on June 30, 2022. Forest Charter School shall initiate a subsequent renewal of the charter at least six (6) months prior to expiration of the charter term. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code and the California Code of Regulations at the time renewal is requested.

The County may revoke this Charter by a majority vote of the Governing Board of the County. Revocation of the Charter shall be based upon the criteria, process, and procedures set forth in Education Code Section 47607 and any applicable regulations.

Professional Affiliations

In addition to its WASC accreditation, Forest Charter School maintains professional affiliations with several organizations. These organizations provide information to keep Forest Charter School aware of all legal requirements as well as provide resources to keep our educational program on the leading edge of innovation.

Currently, Forest Charter School belongs to the following professional affiliations:

- California Charter Schools Association (CCSA)
- Personalized Learning Network (APLUS+)
- School Services of California (i.e. fiscal information)
- Charter School Development Center (CSDC)
NCSA
Charter Renewal
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AFFIRMATIONS AND ASSURANCES

As the authorized lead petitioner, I, Holly Pettitt, hereby certify that the information submitted in this application for charter renewal for Nevada City School of the Arts ("NCSA" or the "Charter School"), a California public countywide benefit charter school authorized by the Nevada County Board of Education ("NCBE," "NCSOS," or "County") is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded the renewal, the Nevada City School of the Arts Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

- Shall be deemed the exclusive public school employer of the employees of Nevada City School of the Arts for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(5)(M)]

- Shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- Shall admit all students who wish to attend Nevada City School of the Arts, 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 a chance of admission through a public random lottery process. Except as required by Education Code Section 47605.6(e)(2), and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code Section 47605.6(e)(2)(B)]

- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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 47605.6(e)(1)]

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
• Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]

• Shall ensure that teachers in Nevada City School of the Arts hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605.6(1)]

• Shall, at all times, maintain all necessary and appropriate insurance coverage.

• Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605.6(e)(1)]

• Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

• If a pupil is expelled or leaves Nevada City School of the Arts without completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

• The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]

Nevada City School of the Arts will follow any and all other federal, state, and local laws and regulations that apply to our charter school including but not limited to:

• Nevada City School of the Arts shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

• Nevada City School of the Arts shall comply with any jurisdictional limitations to locations of its facilities.

• Nevada City School of the Arts shall comply with all applicable portions of Every Student Succeeds Act (ESSA).

• Nevada City School of the Arts shall comply with the Public Records Act.

• Nevada City School of the Arts shall comply with the Family Educational Rights and Privacy Act.
- Nevada City School of the Arts shall meet or exceed the legally required minimum of school days.

- Nevada City School of the Arts shall comply with all laws regarding services to students with disabilities as contained in IDEA.

______________________________  ______________________
Holly Pettitt, Lead Petitioner       Date
COUNTYWIDE BENEFIT

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

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

Nevada City School of the Arts (NCSA) was founded in 1994 by a dedicated group of parents and educators who wanted to provide their children with high-quality public education that fostered creativity and exploration. The school began as a 3rd through 8th grade program. In the sixth year of operation, NCSA founders began to extend the scope of the school to include the primary grades, Kindergarten through 2nd. In 2005, NCSA’s enrollment was at 206 students. In 2018, NCSA anticipates the final year of the growth plan begun in 2011. The school will increase in enrollment from 411 to 427 students in transitional kindergarten through eighth grade when the school splits the multiage 4/5 class into another 4th grade and 5th grade class with 24 students in each class. This last increase will conclude our growth plan.

Originally sponsored by the Nevada City School District, in 1996 NCSA sponsorship moved to Twin Ridges School District and, finally, was last renewed as a countywide benefit charter by the Nevada County Board of Education in 2012.

Nevada City School of the Arts is one of a number of existing charter schools that operate within Nevada County which approached Nevada County Superintendent of School (NCSOS) to be their charter authorizer in 2007. These charter schools have a proven track record of academic and fiscal success. After discussing the authorization with the ten districts within the county, the district superintendents agreed that a countywide benefit charter was appropriate in serving these existing charter schools.

The Nevada County Charter Cooperative consists of six charter schools. Each school offers an educational philosophy or program that is unique and different from each other. In addition to recognizing the differences between these six charters and avoiding competition between one another, the Nevada County Charter Cooperative provides the following components:

- Economies of scale for efficiency of operation
- Collaborative and supportive opportunities for sharing and discussing effective practices
- Regular meetings of charter school directors for sharing of resources, strategies, policies and procedures, and special education services
This uniform oversight treatment by the charter authorizer, including policies, procedures, and requirements allows the ongoing maintenance of the charter cooperative relationship and ensures economies of scale and effective educational practices.

NCSA works cooperatively with five other local charter schools through a formal agreement that has created the Nevada County Charter Cooperative. The individual schools each have their own governing agreement, which delineates specific functions of the charter.

In 2014 NCSA assumed responsibility for their own financial management and business services, while the other 5 charters continue with their memorandum of understanding and a business services agreement with the NCSOS, which specifies the relationship between the authorizer and provider of fiscal services with the individual charter school.

The services provided by NCSA will benefit the population that this charter school serves. The practices of this charter school are based on sound educational principles and will benefit the students who attend. NCSA has continued to develop in both breadth and scope. The NCSA administrative team includes the director, assistant director, business manager, enrollment coordinator, and an office administrator. The faculty currently includes 19 classroom teachers, 2 special education teachers, 1 counselor, 1 reading specialist, a special education support paraprofessional, 12 part-time classroom paraprofessionals, 2 full-time music teachers, 2 full-time and 3 part-time art teachers and 2 part-time movement teachers. In addition, specialists in the fields of dance, music and art are engaged to deliver specialized instruction in grades 4-8.
A. THE EDUCATIONAL PROGRAMS OF THE SCHOOL

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

Our success story – Since our 2012 renewal, NCSA has grown from a school of 299 to 411. In addition, while the school focused on enrollment growth, NCSA also managed to meet all the strategic objectives outlined in its 2010-2015 Strategic Plan. One of the most important successes happened in September of 2016. After a year in negotiations, NCSA purchased 316 acres of land and holdings including the current NCSA campus. Although the property was valued at $5.5 million, the school was able to purchase it for only $1.2 million. This cost savings represents a significant $3.8 million donation from the seller.

The following is a list of our strategic objectives and a few examples of how those goals were achieved. _The entire strategic plan can be viewed in Appendix A._

1. **2010-2015 STRATEGIC PLAN GOALS**

   **Objective #1 Increase our additional funding**
   - Reduced expenses by 1% by self-managing business services
   - Increased revenue by 37% since 2012 due to enrollment growth
   - Increased revenue by leasing available facilities acquired through the purchase

   **Objective #2 Be a competitive workplace with high professional standards**
   - Increased employee salaries by 11% bringing the school within the average of all schools in the county
   - Hired highly qualified, effective instructors
   - Instituted the use of video recordings of classroom instruction as a self-assessment tool to increase educator effectiveness in the classroom
   - Incorporated formative assessments to guide instruction
   - Spent over $30,000 in the last three years on professional development of teachers and staff

   **Objective #3 Reduce our annual facility expenditures within 5 years**
   - Purchased the 316-acre property on which the school is currently located
   - Secured the SB 740 facilities grant increasing overall funding, decreasing costs and providing financial security for the foreseeable future
   - Replaced ongoing rental costs/increases with fixed mortgage payments
Objective #4 Renew, re-energize and update our educational plan and curriculum goals to further enhance our philosophy of integrated arts and academic instruction

✓ Added a Transitional Kindergarten program in 2013
✓ Adopted the CCSS aligned Math in Focus curriculum
✓ Purchased the Lexia on-line reading program
✓ Adopted the Orten-Gillingham approach to teaching phonemic awareness
✓ Hired a school counselor to work with students who are having emotional challenges as a result of academic difficulties
✓ Developed local assessments and a student progress monitoring plan
✓ Hired a Reading Specialist
✓ Improved student academic success by creating a Response to Intervention (Rti) program that supports struggling students

Objective #5 Refine our visual and performing arts program to reflect continued expansion and student creativity

✓ Further enhanced our electives program to offer more artistic and performance opportunities than ever before
✓ Purchased enough instruments for every student to have their own to play and practice with
✓ Hired 3 new artists in residence and an additional music teacher for main lesson art and music
✓ Hired a Lead Artist to work with the other arts professionals to align curriculum with the CCSS and to classroom standards

Objective #6 Develop a broader social curriculum

✓ Adopted and trained staff in two social emotional philosophies/curricula that work together to promote a safe, healthy school culture:
  ▪ “The 5 Dimensions of Engaged Teaching”
  ▪ Mindfulness curriculum (Mindful Schools)
✓ Adopted restitution and mindfulness as a response to discipline problems

Objective #7 To ensure our families feel a sense of pride, participation and ownership and are encouraged to collaborate with staff to promote the success of the school

✓ Director or administration meets monthly with the Parent Advisory Group to gather input from parents in each class
✓ Consistently averaged 94.5% participation rate in the Annual Giving Campaign and raised $584,000 since 2012
✓ 98% parent satisfaction rate on the 2016 family survey
✓ Created a new, natural playground for all students which was listed as the most important school site improvement in the family survey

Objective #8 Develop technology plan

✓ Increased access to technology for students by purchasing 1-1 devices for students in the 6th-8th grades and tablets for reading and math intervention for students in 1st-5th grades
Objective #9 Effectively promote our school to the community at large

- Received the Parents’ Choice award for “Best Charter School” for both 2015 and 2016
- Maintained an average waitlist of over 100 students each year since 2012, even during the school’s growth period
- Selected as a non-profit partner with Grass Valley Center for the Arts
- Received the Community Players Trust Grant for the purchase of musical instruments
- Received the Bill Graham Music Grant for the music program
- Participated annually in the “Young at Art” show, and selected to maintain a rotating display of artwork at Nevada County’s Madelyn Helling library
- Participated in student art contest through the Lion’s Club and the Crocker Art Museum (two first place prizes were awarded)
- Acknowledged in the January 2017 issue of Sunset Magazine in an article about the quality of life in Nevada City

2. OUR MISSION

The mission of the Nevada City School of the Arts is to nurture and inspire academic excellence through the arts for children in transitional kindergarten through the 8th grade.

3. OUR PHILOSOPHY

A school of the arts makes us whole and inspires our pursuit of excellence. The Arts—Music, Dance, Theater, and the Visual Arts—are crucial to the complete education of a child. Their practice, understanding and appreciation are essential to human experience and learning itself. Research shows that the Arts in education promote brain growth and increase success in all academic areas. The Arts, however, are more than a means to an academic end. Participation in the arts fosters a balanced and enriched life and engenders a commitment to excellence. The Arts are not simply a means; they are an end in themselves. The Arts make us human and whole.

A school of the arts uses art as a lens for understanding the world. A beginning to such an artistic approach to education is to see the Arts in all things. By initiating and infusing our study of things with the Arts we come to use the Arts as a lens for understanding the world. Such a ‘way’ of approaching things offers deeper paths into the meaning and complexity of our world. In the Language Arts we find connections between the visual, the musical and the linguistic. In Mathematics we see more clearly the patterns and harmonics of form and number. In Science we find a kinship between the artistic and the scientific process. In History, we see the human drama in dense brush strokes of image and sound, song and story, bringing it to life. Seeing ourselves and the world through the Arts allows us to be touched by the beauty, the power and wonder of all things.
A school of the arts nurtures habits of heart and mind. Beyond the understanding and appreciation of art is its practice. To practice art means to nurture the space and focus in ourselves that allows the Arts to emerge. Awareness, enthusiasm, discipline and a commitment to furthering our art are all essential qualities we prize. And in a world that emphasizes passivity, the Arts cultivate an active sense of living. Imagine and create much, use your hands, feel your bodies, read much, watch TV little, have hobbies and passions. In this manner, we seek to inspire a passion for learning, a discipline and commitment supported by reflection, self-assessment, critical and creative thinking. These habits of heart and mind unfold in a developmental arc, from the concrete toward the abstract, the simple to the complex. Attention to the appropriateness of activity and media, content and form, helps nurture a deeply imaginative practice of the Arts that seeks its own truth.

A school of the arts connects us to body and spirit, nature and culture. To practice the Arts also means to connect with the subject of our art – to be in our bodies and open our spirit, to be inspired and connected with nature and to draw on the repository of tradition that is imbedded in global culture. In all that, there is growing awareness of interconnection. We become conscious of our feelings and emotions, our dreams and aspirations. We assess the impact and relationship between things. We honor this awareness of interconnection by considering the attitudes we hold, the way we treat others, the things we buy, the food we eat, and the activities in which we engage. We examine the ecological and the social impact of what we do, seeing the worth of all creatures and all people.

A school of the arts develops collaboration, respect, compassion, and conciliation. If we are interconnected, then we are already collaborators. This is basic to the experience of the artistic process - to be in relationship, to work with others, to communicate with an audience. In the same spirit, we promote a collaborative spirit among students and teachers, parents, and staff. Parents, students, teachers and staff all share the responsibility of governing the school. Volunteers make the rich opportunities of the school possible, in countless activities ranging from classroom and office help to field studies and fundraising. As collaborators, we think the best of each other, resolving conflict in ways that are open and compassionate, healing and conciliatory. This extends from the playground to the council meeting, with all members seeking to model action that serves the good of all.

A school of the arts empowers us to be of service and make a difference. This collaborative, community-mindedness leads directly to citizenship and service. The Arts are expression but also discourse. Part of what a School of the Arts can offer to the community is the solace and insight that they bring. We see our role as facilitators of the Arts in the community, enriching it with dance and theater, exhibitions and performances, collaborating with other artists, promoting and assisting the vision of arts-based education with other educational entities. And if the Arts can awaken compassion for others, then a fundamental expression of our artistic purpose should be to seek ways to help in the most basic of manners. Food for the hungry, clean rivers for the fish, visits to the elderly, the planting of trees, and the donating of money to good causes all have their place in this spirit of service. For if we understand how the world has given to us, we then naturally wish to return those gifts.
A school of the arts teaches us the art of living. In the end we seek not so much to create artists, as to nurture an artistic attitude and practice. A life immersed in the Arts leads naturally to the successful practice of the art of living. To go into the world with tools of heart and mind able to meet any challenge, with vision and understanding sufficient to see deeply into things, with creativity, resourcefulness, honesty, courage and compassion enough for the many uncertainties of life — this is what we seek for our children, our community and our world.

4. WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

NCSA provides expanded learning experiences for all students in transitional kindergarten through eighth grade. Our students receive greater opportunities in the visual and performing arts, a challenging academic curriculum, and a program that values field studies experiences outside the school.

5. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Former U.S. Commission of Education, Ernest Boyer, summarized his recommendations at the National Endowment for the Arts Conference in 1994:

"Here, then, is my conclusion. First, we need the arts to express feelings words cannot convey. Second, we need the arts to expand the child's way of knowing and to bring creativity to the Nation's classrooms. Third, we need the arts to help students integrate their learning and discover the connectedness of things. Fourth, we need the arts in education to help children who are emotionally and physically restricted." (U.S. Dept. of Education, 1997.)

The arts distinguish education at NCSA. Our program is interdisciplinary at its core, exploring the ground where science, history, literature, and art meet. NCSA provides a rigorous academic curriculum in which students have the opportunity to create art, understand its cultural and historical context, and respond to, and make critical judgments about, art. In this setting two tenets are important: art is a lens through which we see the world, and the production of art has inherent value. The School of the Arts is not an "art school" in the sense that it does not solely produce or attract "artists." There are many students here who do not identify themselves as "artists" or even as "artistic," but who are nonetheless expressing themselves through the arts, and comprehend their academic studies through artistic expression, be it story, dance, painting, fiber arts, martial arts or musical composition.

NCSA identifies an educated person as one whom:

- Uses the arts as a lens to see and comprehend the world.
- Has facile command of written and oral communication skills.
- Has the ability to think critically, analytically, logically, and creatively.
- Uses math processes competently in daily living.
• Has the ability to gather, organize, and communicate information, using various tools, including technology.
• Acts with self-direction, self-motivation, and self-reflection.
• Has strong citizenship and leadership ability and a developed sense of social responsibility.
• Values relationships and works collaboratively with others.
• Has the confidence to freely express oneself through desired artistic avenues.
• Can appreciate and critically respond to visual, musical, and theatrical art pieces created by others.

**How learning best occurs:**

In keeping with our philosophy, NCSA believes that learning best occurs when:

• Parents play an essential role in their children’s education.
• Art is offered as a valuable lens through which to view the world.
• Education is viewed as a lifelong process.
• Educational experiences go beyond the schoolyard and school day.
• Multiple intelligences are recognized and honored.
• A variety of learning modalities are acknowledged and addressed.
• Instructional activities are integrated and meaningful.
• Process and product are valued and the focus is on learning to think, to gain access to information, and to communicate acquired knowledge and to take risks.
• Student choice, input and responsibility are valued, promoted, and acknowledged.
• Adult-student ratio is low.
• Instruction is developmentally appropriate.

6. EDUCATIONAL GOALS

• To encourage students to be self-motivated, competent, lifelong learners through self-directed learning opportunities initiated and pursued through collaboration between students, parents, and teachers
• For students to perform and achieve as well as or better than students in traditional California public schools by the end of 8th grade
• For students to demonstrate integrated learning across major subject areas
• To provide experiences and activities which develop the whole child academically, socially, emotionally, culturally and physically

*Key Aspects of the NCSA Program:*

• The arts are essential to the curriculum both as the means for comprehending and adding depth to academic studies and as a distinct area of study
• Extensive Main Lesson and Foundation Arts classes are part of daily instruction
- Music classes and music electives enhance the regular curriculum
- Balance in learning components that include instruction and discovery, individual and cooperative work, and assessment
- A holistic approach to curriculum planning, instruction, and assessment that honors the developmental journey of each child and nurtures both academic excellence and the art of living based on Arts Integrated Curriculum, the 5 Dimensions of Engaged Teaching and Learning and Mindfulness

- Arts Integrated Curriculum approaches art instruction through a collection of disciplines, including art production, art criticism, art history and art aesthetics based on the California State Visual and Performing Arts Standards

- The 5 Dimensions of Engaged Teaching (Solution Tree, 2013) offers practices, principles, stories and activities that support educators to:
  - Develop and sustain a reflective teaching practice
  - Integrate social, emotional and academic learning in the classroom, and
  - Cultivate a positive school-wide culture

- Additionally, this practice is based on research that illustrates the powerful impact of a teacher’s presence in the classroom; the importance of student engagement and participation in learning; the critical role of relationships and cultural contexts within a classroom and school; and the ways social, emotional and academic learning are inextricably connected.

- Mindfulness Practice in Every Classroom
  - Introduces students to the ideas of responding rather than reacting and identifying their emotions
  - Teaches self-awareness, focus, and emotional regulation
  - Prepares teachers for calm, empathetic classroom management skills

7. ATTENDANCE

NCSA expects, on average, to meet an Average Daily Attendance (ADA) rate of at least 94% as evidenced by school attendance records. NCSA will strive for attendance meeting or exceeding 96% by making regular efforts to educate families about the importance of school attendance for their students’ learning.

NCSA follows a traditional calendar as required by Education Code Section 51745-51749.3.

Please refer to Appendix B for our calendar, instructional minutes, attendance policy and our SARB policies.
8. AT RISK STUDENTS

NCSA's plan for low academic achievers is modeled after the Response to Intervention (RtI) framework. Our goal is to meet the academic needs of all our students through the use of a three-tiered system of support.

**Tier One (Prevention)** includes high quality classroom instruction delivered by highly qualified teachers and regular assessments of all students to monitor their progress toward reaching grade level benchmarks.

**Tier Two (Response to Intervention - RtI)** includes targeted group intervention in class or outside of the classroom for students who are not meeting grade level benchmarks. During Tier Two, students are referred to the Student Success Team (SST).

**Tier Three (Intensive Intervention)** includes more intensive and possibly individual intervention for students who continue to be at risk. At this level, a student may be assessed and found to qualify for special education according to the Individuals with Disabilities in Education Improvement Act (IDEIA).

**Student Success Team**

The Student Success Team (SST), includes the parents, the teacher, and other school personnel or interested persons, and uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies, organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. All students can benefit from an SST, including, but not limited to, those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral or language issues.

SST members identify the specific academic areas of need for low achieving students and plan interventions that are monitored and reviewed at subsequent meetings. **Individualized Education Plans (IEPs)** may include specific modifications within the classroom, resource materials, and referral to supplementary programs, which target specific academic skills. In addition to the SST and IEP processes, NCSA uses research-based assessment tools (e.g., the *Developmental Reading Assessment, Math In Focus* assessments) to refer students who struggle with reading or math to programs that can help improve their skills.

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

**NCSA programs that target the needs of academically low achievers include:**
- Leveled reading groups
• Several one-to-one paraprofessionals to allow students access to the general education classroom
• A Reading Specialist that pushes in and pulls students out for specialized instruction
• Differentiated math, writing, reading, and spelling approaches to meet different student learning levels in the classroom (such as the teacher challenging students with different levels of math problems during classroom activities)
• Movement/sensory integration activities incorporated into regular classroom learning in the early grades, to support the motor/sensory development that research shows are the foundations for academic learning
• On-line, standards based programs that re-teach specific skills (i.e. Lexia, ST Math)
• Orten-Gillingham approach to teaching reading and spelling

After implementation of an SST plan and follow up, the plan will be further reviewed/revised to address concerns that have not been adequately addressed and/or effectively resolved. In addition, a referral for special education assessment might be deemed appropriate through the SST process.

All grade level teachers meet or have telephone conferences with at-risk students and their parents when necessary throughout the year. The result of such meetings may be a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents and teachers.

9. SPECIAL EDUCATION

Overview

NCSA will act as its own Local Educational Agency (LEA) for the purposes of special education.

NCSA's plan for delivery of special education services provides for quality educational programs and services in compliance with the Nevada County Local Plan and all legal guidelines. NCSA is a member of the Nevada County Charter Services Authority (NCCSA), a Joint Powers Authority. NCCSA provides educational and administrative services and support to members. The services include special education administration and staffing, such as school psychologists, special education teachers, speech and language pathologists, and aides and related goods (testing materials, etc.) and oversight of their activities.

Under the federal Individuals with Disabilities Education Act, or IDEA, NCSA identifies and evaluates students who have disabilities and offers them Individualized Education Programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes a student's teacher, special educator, parents/guardians, and a representative of the school administration who is
empowered to commit resources such as staff time or funding. By law, NCSA is required to carry out provisions outlined in a student's IEP.

Each IEP team considers the continuum of placement options. This includes placement in programs, services, supports, modifications and specialized equipment (if indicated) necessary to provide a free and appropriate education. Students with disabilities participate in general education, including nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other appropriate programs outside the regular education environment may occur. This is only warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

NCSA has a variety of placement, service, and support options available to serve students with special needs in the least restrictive environment. The continuum of placement options includes the following:

- Full Day placement in general education with in-class supportive services, including resource specialist and/or related services
- Pull out for a portion of the school day by the resource specialist
- Related services such as speech or occupational therapy
- Placement in a county Special Day Class or a Special Day Class on another local district campus
- Placement in a Non-Public Day School
- Placement in a Non-Public Day and Residential School
- Placement in a State Special School

Supplemental aids and services are provided through the NCCSA in conjunction with the Nevada County Office of Education and other local agencies. Supplemental aids and services include, but are not limited to, transportation, speech and language services, assistive technology, nursing services, psychological services, vision services, and adaptive physical education. The overall system for delivery of services to special needs children at NCSA is based on a philosophy that has a foundation in the principles of parental involvement, best practices, comprehensive support, and local and state coordination and collaboration.

Section 504 /ADA
NCSA shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of NCSA shall be accessible for all students with disabilities in accordance with the ADA.

Further, NCSA follows the requirements for identifying and serving students with a 504 Accommodation Plan. NCSA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of NCSA. Any student who has an objectively identified disability...
which substantially limits a major life activity such as learning is eligible for accommodation by the school.

10. ENGLISH LEARNERS

**English Learners (EL)**

NCSA shall comply with all applicable laws with regard to services and the education of English Learners (ELs). This includes all applicable legal requirements for ELs relative to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. NCSA shall implement policies to effectuate proper placement, evaluation, and communication regarding EL students and the rights of parents and pupils. These policies shall include but not be limited to the following:

**Home Language Survey**

The Home Language Survey (HLS) shall be administered upon a student’s initial enrollment into a California public school. If NCSA is not a student’s first California public school, then NCSA will attempt to retrieve a copy of the student’s HLS from the prior school(s) of attendance. Nonetheless, all students will be asked their primary language as part of the NCSA enrollment process to ensure an HLS is completed.

**Annual Assessments**

NCSA shall follow all CELDT testing timelines to ensure students receive proper instruction. NCSA shall comply with the applicable requirements of the Every Student Succeeds Act (ESSA 2015) with regards to EL students.

**English Learners and Core Instruction**

EL students will have daily access to the core curriculum and will be taught in an English language program (mainstream) with support in the form of in-class help, which will help EL students access the core curriculum, and/or small group instruction developed to meet the specific language needs of the student.

Instruction techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills (aligned with California Common Core Standards) in all areas of the curriculum. EL students will receive EL and core content instruction appropriate for their English proficiency and grade levels.

In addition, the instructional program for NCSA is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all EL students in the following ways:

- Students will interact through cooperative learning activities
- Students will make oral presentations in all content areas
- Students will collaborate for group performance and reports
• Students will be provided with learning opportunities in recreation and performing arts
• Students will be provided academic tutoring
• Students will receive daily English language development information according to their English language proficiency levels as identified by CELDT testing

**Teacher Qualifications and Training**
All credentialed teachers at NCSA hold the required supplemental credentials allowing them to teach English Learners in their classes. Teachers of EL students have been trained to use appropriate differentiated instruction to reach all levels of English proficiency in accordance with federal law. NCSA’s curriculum, with an emphasis on an art integrated and culturally diverse teaching methodology, addresses the needs of English Learners.
B. MEASURABLE STUDENT OUTCOMES

_Governing Law:_ 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. Education Code Section 47605.6(b)(5)(B)

1. CHARTER RENEWAL CRITERIA

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

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

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.*

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.*

3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

*Due the change in testing in 2014 from the California Standards Test (CST) to the California Assessment of Student Progress and Performance (CAASPP) Test, the most recent API scores for NCSA are from 2012 and 2013. NCSA will utilize these as a basis for renewal as outlined in the table below.

2. EVIDENCE OF CRITERIA MET

The following shall serve as documentation confirming that the NCSA meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(1) & (4):
NCSA meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” and “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

**LEGAL REQUIREMENTS FOR CHARTER RENEWAL**

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

<table>
<thead>
<tr>
<th>Renewal Criteria</th>
<th>Criteria Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.</td>
<td>Yes: 2012 API 783, 2013 API 787</td>
</tr>
<tr>
<td>2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.</td>
<td>Yes: 2013 rank of 4</td>
</tr>
<tr>
<td>3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.</td>
<td>No</td>
</tr>
<tr>
<td>4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school (i.e., Special Education and Economically Disadvantaged).</td>
<td>ELA Yes, Math Yes</td>
</tr>
<tr>
<td>5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Figure 1*
3. ADDITIONAL EVIDENCE FOR CHARTER RENEWAL

CAASPP Assessment Results

NCSA has made a conscious decision to allow child development, curriculum, and teaching methods to dictate assessment. Standardized tests are important, but at NCSA they are not the sole measurement of student success. A hands-on, arts-integrated, project-based approach to learning cannot be measured with traditional standardized assessments alone.

NCSA recognizes that these differences in the educational program and curriculum sequence may sometimes be reflected in variations in scores in specific areas of the state standardized tests. In addition, during the school’s last charter term, the State changed from using the paper CST tests to the new online CAASPP tests. We are proud that during this transition, NCSA managed to demonstrate growth in State CAASPP scores as noted in Figures 2 and 3.

![Figure 2 - ALL DATA DIRECTLY FROM CAASPP WEBSITE](image)

While NCSA recognizes the need to focus instruction on math, the 2015/2016 test scores are indicative of a school that adopted a new Common Core aligned math curriculum mid-year in 2015-16, and moved from paper tests to computer tests with only 30 computers school wide to test 255 students. Even with the math adoption and the change to computer based testing, NCSA students in grades 3 through 7 did increase their scores from 2015 to 2016 as noted in the year to year comparison on the next page (Figure 3*).
Figure 3 - ALL DATA DIRECTLY FROM CAAAPP WEBSITE (In analyzing this data, we believe NCSA showed an overall decrease in math due to the 8th grade class’s outcomes. 8th grade has 20% more students than grades 3-5, and scored significantly below normal for this grade level, thereby skewing the overall data. This is an anomaly and has never happened before in NCSA history).
These first two years of Common Core testing results show our student outcomes on the California Assessment of Student Performance and Progress (CAASPP) test in English Language Arts (ELA) to be in line with county schools and in line with the local school district in which NCSA resides (GVSD), and equal to GVSD, but below NCSD in math (see Figure 4).

**CAASPP Data - School Comparisons – NCSA – GVSD – NCSD**

NCSA students come from all over the county, but the majority, 64%, come from Grass Valley and Nevada City School Districts which is why we include them in the comparison below (Figure 4).

![CAASPP Results English Language Arts/Literacy](image)

![CAASPP Results Mathematics](image)

*Figure 4*
There are several ways to analyze the data above, but what is evident is NCSA increased overall ELA scores by 5%, and decreased by 1% in math. GVSD increased by 2% in ELA, and decreased their score in math by 1% and NCSD increased their scores in both ELA and math by 3% and 4% respectively. From this, NCSA believes that we are within the same range academically.

Regardless of the school comparisons, NCSA is dedicated to increasing the focus on improving students' academic performance in both math and English language arts for all subgroups. As a means to foster growth in student achievement, NCSA has worked diligently to create a program dedicated to supporting student success.

In 2015-16 the school adopted the CCSS aligned *Math in Focus* curriculum and extensively trained all math teachers in the program for the past two years, and added the use of *ST Math* to support struggling students. In addition, over the last two years a great deal of emphasis has been placed on local assessments and monitoring student progress three times a year in reading, spelling, writing and math, allowing teachers to intervene much earlier in a child's education in a more focused manner and based on their individual academic needs. NCSA has also invested in hiring a Reading Specialist to support students in need of extra reading and spelling support, purchased the *Lexia* on-line reading program, and recently adopted the *Orton-Gillingham* approach to teaching phonemic awareness in the general education setting. Finally, a school counselor was hired to work with students who are having emotional challenges as a result of academic difficulties. Each of these additions to the NCSA program will further enhance students' academic growth, thereby increasing scores on both local and state assessments without sacrificing the focus on art and music integration.

4. ALTERNATIVE METHODS OF ASSESSMENT

As a means to measure NCSA student progress, the school is using the Local Control Accountability Plan (LCAP) as a multi-year plan for increasing scores on local and state assessments. The complete LCAP and goals for all years can be accessed on our website and has been reviewed by NCSOS.

**NCSA met its LCAP goals in both Math and Language Arts.**

The graphs that follow show that all students are showing growth in reading and math, even those who have been identified as being academically challenged. NCSA has identified over 11.5% of the population as needing Special Education Services (soon to be 14% by the end of this year) and another 10% as needing academic intervention. This equates to 24% of the students at NCSA requiring support in reading or math, which is one of the school's most important goals. In addition, it is worthwhile to note that NCSA has the 6th highest Free and Reduced Lunch Program (FRLP) percentage rate (51%) in the county out of 24 elementary and middle schools.
MEASURED GROWTH

K-5 student growth in reading is measured by the Developmental Reading Assessment (DRA). Students are assessed three times a year to ensure they are continually making progress (See Figure 5).

Figure 5
STUDENT PROFICIENCY BY POPULATION

NCSA identifies both the socio-economically disadvantaged and special education students as subgroups related to the LCAP. The graphs that follow show a break-down of the K-5 student population and their proficiency as measured by local assessments.

Kindergarten – 2nd Grade Statistics

Reading

K-2 Economically Disadvantaged Students

![Pie chart showing 60% proficient, 40% non-proficient, 6% IEP, 16% RTI, 18% no support.]

Figure 6a

K-2 Non-Disadvantaged Students

![Pie chart showing 61% proficient, 39% non-proficient, 7% IEP, 14% RTI, 18% no support.]

Figure 6b

NOTE: The students in both graphs (Figures 6a & 6b) who are noted as not receiving support in both sub groups, have since been identified and are receiving RtI support or being assessed for Special Education.
3rd - 5th Grade Statistics

Reading

3rd-5th Economically Disadvantaged Students

- Proficient: 74%
- Non-Proficient: 22%
- Declined: 4%
- IEP: 10%
- RTI: 10%
- No Support: 2%

Figure 7a

3rd-5th Non-Disadvantaged Students

- Proficient: 67%
- Non-Proficient: 30%
- Declined: 3%
- IEP: 8%
- RTI: 14%
- No Support: 8%

Figure 7b

NOTE: Of the students not receiving support, four declined services and the others are either receiving RtI support or being assessed for Special Education.
5.  2016-17 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) MEASURABLE OUTCOMES

**English Language Arts (ELA)**

NCSA created detailed goals and metrics for Kindergarten – 5th grades in both Math and Language Arts in the LCAP. The following is a list of academic goals and the data showing the school met their benchmarks last year. NCSA will continually refine and extend those goals each year to ensure students are making adequate progress.

This second year of LCAP is utilizing data from 15-16 as a baseline for the out years.

**LCAP Goal #1:** All pupils will improve their progress toward English Language Arts proficiency through strategic academic interventions and differentiated instructional practices.

- 95% of pupils in grades K-2, not receiving support through Response to Intervention (RtI), will show growth on the Developmental Reading Assessment (DRA) – Achieved 99%
- 90% of students receiving RtI support will show growth on the DRA – Achieved 96%

As noted in *Figure 8a*, the target amounts for K-2 students in showing growth were met.

![Kindergarten - 2nd Grade Reading Growth](image-url)  
*Figure 8a*
3rd-5th Grade Goals and Results – Reading *(Figure 8b)*

✓ 95% of pupils in grades 3-5, *not receiving support* through Response to Intervention (RtI), *will score proficient* on the Developmental Reading Assessment (DRA) – *Achieved 96%*

✓ 90% of students receiving support *will show growth* on the DRA – *Achieved 94%*

![3rd - 5th Grade Results - Reading Growth](image)

*Figure 8b*

Kindergarten – 5th Grade Writing *(Figure 8c)*

75% of all students *will show growth* in writing based on the Six Traits Writing Assessment – *Achieved 79%*

![Kindergarten - 5th Grade Writing Progress](image)

*Figure 8c*
6th-8th ELA

NCSA did not write goals for the 6th-8th grades in the LCAP for 2016-17 because the primary focus and need was in the lower grades. However, a goal for Math and ELA for 6th–8th will be added in the 2017-2018 revision.

The graph below (Figure 9) shows the proficiency levels along with the special education population. The economic status of these students is 50% FRLP.

![Middle School English Language Arts Progress](image)

*Figure 9*
6. 2016-17 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) MEASURABLE OUTCOMES

Mathematics

LCAP Goal #2: All pupils will improve their progress toward proficiency in Math through strategic academic interventions and differentiated instructional practices.

Kindergarten – 5th Grade Math Progress

✓ 75% of pupils will show improvement on local assessments – Achieved 80%

![Chart showing Kindergarten - 5th Grade Math Progress]

Figure 10

6th-8th Grade Math Proficiency

![Pie chart showing Middle School Math Progress]

Figure 11
7. CORE ACADEMIC SKILLS

*Developmentally appropriate or age-appropriate mastery of core academic skills including:*

**English Language Arts:** Students are literate and articulate and can demonstrate reading, writing, listening and speaking skills. Students can communicate clearly to others both orally and in writing using a variety of means of expressions. Students can comprehend and interpret a variety of forms of written expression.

- Students will be able to comprehend and analyze diverse literature from each genre including fiction, poetry and drama.
- Students will demonstrate proficiency in writing informative, narrative and argumentative essays.

**Mathematics:** Students can reason logically and understand and apply mathematical concepts, processes and techniques. Students can make sense of problems and persevere in solving them.

- Students will be able to reason logically and understand mathematical concepts in the abstract and in the real world by:
  - Making sense of problems and persevere solving them.
  - Attending to precision.
  - Reasoning abstractly and quantitatively.
  - Constructing viable arguments and critique the reasoning of others.
  - Modeling with mathematics.
  - Using appropriate tools strategically.
  - Looking for and making use of structure.
  - Looking for and expressing regularity in repeated reasoning.

**History/Social Studies:** Students have knowledge and understanding of a variety of cultures around the world, including their own history and geography.

- Students will demonstrate the ability to understand how individual ideas, values and actions have consequences on them and around them in both their small communities and in the larger world. In doing so, they will develop a sense of the historical process.
- Students will demonstrate the ability to understand how physical geography impacts culture, especially in the development of civilizations and communities.
- Students will be able to comprehend and analyze diverse social studies resources, including traditional textbooks, non-fiction, newspapers and periodicals, audio and video recordings, and interviews.

**Science:** Based on the new Next Generation Science Standards (NGSS) students understand general principles of scientific methods and inquiry and can apply these to life science, physical science and earth science. Students have the ability to think
critically, analytically, logically and creatively. Students can demonstrate the ability to gather, organize and communicate information, using various tools, including technology.

The eight practices of science and engineering that the Framework identifies as essential for all students to learn are described in detail are listed below:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

**Visual and Performing Arts:**
- Students will be able to express themselves in a variety of styles and forms in the fine arts of music, drama, dance, movement and the visual arts.
- Students will demonstrate the ability to critically respond to the artistic works of others.
- Students will understand the influences and importance the arts have upon core subject matter.

**Physical Education/Movement:**
- Students will demonstrate physical fitness and the ability to participate in and appreciate recreational activities.

**Lifelong Learning Skills:**
- Students will demonstrate strong citizenship and leadership skills by working cooperatively with others to plan, initiate and complete projects, and engage in responsible, compassionate peer relationships.
- Students will develop effective study skills and habits, i.e., note taking, library research, and studying strategies. They will have the ability to persevere and complete a project, as well as to reflect on and evaluate their own and others' work.
- Students will have computer keyboarding and Internet research competencies.
- Students will participate in a variety of community and social events, including community service, public performances and more.
8. CURRICULUM

The faculty of NCSA will use grade and skill-level CCSS for language arts, math, science and social sciences, where appropriate, to design lessons to teach students the content skills and thinking processes to be mastered on state grade level assessments aligned to the CCSS.

Additionally, as part of their lesson preparation, teachers reference the following textbooks (Figure 12):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Various readers, Orten-Gillingham, and DRA</td>
<td>Math In Focus (2015)</td>
<td>Hands-On Science Labs, Mystery Science</td>
<td>Literature</td>
</tr>
<tr>
<td>2nd</td>
<td>Various readers, Orten-Gillingham, and DRA</td>
<td>Math In Focus (2015)</td>
<td>Hands-On Science Labs, Mystery Science</td>
<td>Literature</td>
</tr>
<tr>
<td>3rd</td>
<td>CA Recommended Literature, Orten-Gillingham, and DRA</td>
<td>Math In Focus (2015)</td>
<td>Hands-On Science Labs, Mystery Science</td>
<td>Literature</td>
</tr>
<tr>
<td>4th</td>
<td>CA Recommended Literature, Orten-Gillingham, and DRA</td>
<td>Math In Focus (2015)</td>
<td>Hands-On Science Labs, Mystery Science</td>
<td>Literature</td>
</tr>
<tr>
<td>5th</td>
<td>CA Recommended Literature, Orten-Gillingham, and DRA</td>
<td>Math In Focus (2015)</td>
<td>Hands-On Science Labs, Mystery Science</td>
<td>Literature</td>
</tr>
</tbody>
</table>

Figure 12

9. 2016-17 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) MEASURABLE OUTCOMES GOAL

School Climate

**LCAP Goal #3: Efforts will be increased to provide a learning environment that is engaging, safe, and conducive to learning**

- Establish baseline for discipline referrals
- Decrease overall facilities costs by 2%
- Increase parent satisfaction with playground from 63% to 80%
✓ Maintain 100% facilities in good repair according to FIT review
✓ Increase access to technology for all students in grades 3-8 by 25%, from 150 devices to 200
✓ Increase participation on Parent Survey and CHKS by 5%, including parents of unduplicated pupils and special needs pupils
✓ Increase attendance rate to 95%
✓ Decrease chronic absenteeism rates by .5%
✓ Maintain middle school dropout rate of 0%
✓ Maintain suspension rate of <2%
✓ Maintain expulsion rate of 0%

NCSA has decreased overall facilities costs by purchasing the property and buildings, maintains a 98% parent satisfaction rate, is currently constructing a new, natural playground for all students, and is working with the county and a local architect to bring all the newly purchased facilities up to ADA standards.

C. METHODS TO ASSESS AND REPORT STUDENT PROGRESS TOWARD MEETING OUTCOMES

_Governing Law_ The method by which pupil progress in meeting those pupil outcomes is to be measured. _Education Code Section 47605.6(b)(5)(C)_

To track student progress, teachers at NCSA maintain individual student portfolios which are used in conjunction with classroom based performance assessments (developmental rubrics are used to assess student achievement in the art disciplines). For students who are _Limited English Proficient_, with an _Individual Education Plan (IEP)_ or _504 plan_, and/or other special needs, performance standards and assessments will be adapted as appropriate in accordance with their plans (see Section III, Parts A-C, pgs. 19-23).

Twice yearly, at the Fall and Spring parent/teacher conferences, teachers provide families with detailed academic and anecdotal reports of progress and challenges at school. Families are also encouraged to schedule informal meetings throughout the school year with their child’s instructors to discuss progress, issues and challenges. These meetings help teachers and parents become an educational development team for students and are especially important for families who have limited time to volunteer in the classroom.

To keep families further apprised of their child(ren)’s learning and development at NCSA, K-5 Common Core aligned progress reports are sent home for all students twice a year. The middle school sends bi-monthly progress reports to all families and Common Core aligned final reports cards at the end of each semester.

_Please see Appendix C for sample progress reports and reports cards._

- **Progress** is tracked for each student through a series of regular assessments conducted by classroom teachers. Parents are kept informed through formal and informal conferences and semester reports.
A system of **annual assessments** including standardized testing, classroom assessments and performance assessments for each grade provide information to determine whether students are meeting, exceeding or progressing towards grade level standards. This information is communicated to parents in a report at the end of each school year and is used to develop appropriate programs and interventions to meet student needs (Figure 13).

Performance standards and assessments for students with special needs or **Limited English Proficiency** will be adapted as appropriate to their **Individualized Education Plans** or English Proficiency levels.

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Purpose for Administering</th>
<th>Grades Assessed</th>
<th>Month/Season</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Assessment of Student Performance and Progress (CAASPP)</td>
<td>Measure Student Performance against State and National Schools school-wide and by significant subgroups.</td>
<td>3-8</td>
<td>March - May</td>
</tr>
<tr>
<td>CELDT</td>
<td>Evaluate English language fluency</td>
<td>K-8</td>
<td>As Needed</td>
</tr>
<tr>
<td>Developmental Reading Assessment (DRA)</td>
<td>Assess reading skills—Sight word knowledge, reading fluency, and reading comprehension</td>
<td>K-5</td>
<td>September, February and May</td>
</tr>
<tr>
<td>Words Their Way Spelling/Phonemic Awareness Test</td>
<td>Assess phonemic awareness and gaps in spelling rules</td>
<td>K-5</td>
<td>September and May</td>
</tr>
<tr>
<td>Six Traits Writing Assessment</td>
<td>Assess students' abilities in the six areas of writing</td>
<td>1st-8th</td>
<td>May</td>
</tr>
<tr>
<td>Math In Focus Assessments</td>
<td>On-going assessment of math skills</td>
<td>K-8</td>
<td>Throughout the Year</td>
</tr>
<tr>
<td>Student Progress Reports and Report Cards</td>
<td>Assess student progress in academic, social, and motor skills based on classroom assignments and teacher observation.</td>
<td>K-8</td>
<td>January/june</td>
</tr>
<tr>
<td>Oral Recitations, Presentations, Reports, Performances, Exhibits, and Demonstrations</td>
<td>Observe student presentations of work completed. Presentations/performances will take place in the classroom, at periodic school-wide assemblies and on stage.</td>
<td>K-8</td>
<td>Throughout the Year</td>
</tr>
<tr>
<td>Fifth and Seventh Grade Physical Fitness Testing (PFT)</td>
<td>Measure student physical fitness against state criteria; teachers and parents share information/develop strategy to support students' fitness if needed.</td>
<td>5 &amp; 7</td>
<td>April - May</td>
</tr>
<tr>
<td>Student projects</td>
<td>Document completed student projects, both individual and group. Students create projects at every grade level to assess knowledge, writing and presentation skills.</td>
<td>K-8</td>
<td>Throughout the year</td>
</tr>
</tbody>
</table>

**Figure 13**

**California Assessment of Student Performance and Progress**
The state's new assessment system is aligned to the Common Core State Standards (CCSS) in language arts, mathematics, and the NGSS for science. NCSA recognizes that in teaching an integrated curriculum inspired and informed by the arts, some subjects may be taught in different grades and therefore earlier or later than suggested in the CCSS. Regardless of this, NCSA curriculum will meet or exceed the CCSS over the course of our
kindergarten through 8th grade curriculum and our students will achieve growth from year to year, as measured by the CAASPP.

Criteria-based Pre-and Post Assessments
In this category, we will most commonly use five assessments. We may add or substitute other assessment tools if the school director and faculty determine them to be more useful in promoting student learning. The assessments currently used in this category are:

(1) The Developmental Reading Assessment (DRA) is a research-based assessment for sight word knowledge, reading fluency, and reading comprehension.

(2) Math In Focus Assessments in first through eighth grades help teachers determine areas of student strengths and needs. For sixth through eighth grade students, math assessments help determine appropriate placement in our leveled math program.

(4) Orten-Gillingham Assessment gives teachers an indication of students’ phonemic awareness at each grade level.

(5) Six Traits Writing Assessment Rubric focuses on the six most important traits in writing: Ideas, Voice, Conventions, Organization, Word Choice, and Fluency.

Use and Reporting of Data
NCSA will comply with state and federal law in collecting and reporting student and school performance and demographic data. This will include preparation and distribution of an annual School Accountability Report Card (SARC) to provide parents and the community with descriptive and comparative information about the school.

Please see Appendix D for a full copy of NCSA’s 2015-2016 School Accountability Report Card.

NCSA shall collect and analyze student performance data each year and shall utilize the data to monitor and improve the school’s educational program. NCSA has created a data collection system which is updated each year to track for academic improvement based upon student performance data.

Because our program is developmentally based, NCSA will base grade-level promotion on student age and developmental readiness. Additional support will be given where needed to help students strengthen academic skills to meet grade-level standards. Eighth grade learning will culminate in the requirement that students complete an eighth-grade project focusing on a specialized area of interest, giving an oral and written report and an artistic presentation describing the project.

Staff will receive data on student achievement during regularly scheduled staff meetings and will use this data to help monitor and improve NCSA’s educational program.

Parents and guardians will receive data on student achievement at least two times per year in kindergarten through 8th grades. Additional correspondence will be provided.
when necessary. More frequent progress reports will be provided in the upper grades, e.g., bi-monthly progress reports.

D. SCHOOL GOVERNANCE STRUCTURE

_Governing Law:_ The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent involvement. _Education Code Section 47605.6(b)(5)(E)_

NCSA has operated as a California nonprofit public benefit corporation since November 2007, and is approved to operate as a 501(c)(3) tax exempt corporation from the Internal Revenue Service and the State of California. Tax ID #45-3591730

NCSA's Charter Governance Council ("board") and staff members follow written bylaws to ensure governance in accordance with the charter and with the Brown Act. The bylaws contain clear provisions for making necessary changes in the organization and include a description of the relationship between staff, the board and committees, as well as how each group is selected.

In 2016, the Charter Governance Council made the next step in goal setting, and transitioned to an entirely new system of governance using Ends Policies as a means to further promote school success. The school adopted the Policy Governance model created by John Carver and as a result, the school is in the process of developing the following Ends Policies:

_Nevada City School of the Arts exists so that students, families, staff and the greater community have:_

- an arts-based choice for elementary education
- an educational institution that is a source of academic, social, emotional, and artistic achievement
- an employer that is both inclusive and appreciative of individual contribution
- a safe and respectful environment for all
- a sense of connectedness and ownership
- a responsible steward of the campus, surrounding grounds and structures

The board and staff adhere to a written conflict of interest policy which conforms to applicable State laws for non-profit corporations. Board members and certain staff members file Forms 700 annually with the California Fair Political Practices Commission, as required for public agencies.

Bylaws specify the composition of the board which requires a minimum of 5 and a maximum of 7 members. In electing board members, families are invited to nominate candidates for board seats and the board selects from nominated candidates based on majority vote.
The board is responsible for formal policy-making, and the director of the school is responsible for making decisions and implementing programs consistent with school policy.

*Please refer to Appendix E for information concerning Governance structure.*

### E. EMPLOYEE QUALIFICATIONS

*The qualification to be met by individuals to be employed by the school. Education Code Section 47605.6(b)(5)(F)*

Teachers who teach core academic subjects at NCSA shall meet California Commission on Teacher Credential Requirements, consistent with the language and intent of Education Code Section 47605.6(l). For the purpose of this section, core academic classes shall be mathematics, language arts, science, and history/social studies.

NCSA will employ ESSA compliant teaching staff that hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will be responsible for overseeing students’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s operational policies.

NCSA may employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter experience, professional experience, and the demonstrated ability to work successfully in an instructional capacity with our target population. Instructional support staff will not assign grades or approve student work assignments without the approval of a credentialed teacher or administrator unless they are instructing non-core or non-college preparatory courses and activities as allowed by law pursuant to Education Code Section 47605.6(l).

NCSA will seek administrative staff and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. At a minimum, the director of NCSA will have a Bachelor’s degree, with an additional Master’s degree and administrative credential preferred.

In recognizing the importance of fiscal responsibilities in managing a public charter school, NCSA will seek and secure individuals with demonstrated abilities to perform the duties of the charter school business manager.

*A list of staff biographies and credentials held are located in Appendix F.*
F. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605.6(b)(5)(G)

NCSA adopted and implements a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers and will address, but not be limited to, the following topics:

- Response to natural disasters and emergencies, including fire and earthquake
- Documentation of immunizations to the extent required for enrollment in public schools
- Annual vision, hearing, and scoliosis screenings (Education Code Section 49450, et seq.)
- First aid/CPR training for instructional and administrative employees
- Sexual harassment training for all employees, students, including student-to-student
- Type 2 diabetes information provided to parents of incoming 7th grade students (Education Code Section 49452.7)
- Tuberculosis testing or exam prior to commencing employment and working with students (Education Code Section 49406)
- Annual blood borne pathogens safety training
- A drug, alcohol, and tobacco-free workplace
- Administration of prescription drugs and other medicines
- Criminal background checks and a criminal record summaries (Education Code Section 44237)
- Reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies

All of the above policies are attached in Appendix G.

These policies will be incorporated, as appropriate, into student and staff handbooks and will be reviewed on an ongoing basis.

Facility Safety

NCSA 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. NCSA agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. NCSA shall conduct fire drills as required under Education Code Section 32001.
G. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE COUNTY

_Governing Law_: 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 Section 47605.6(b)(5)(H)

NCSA will develop and maintain a policy of non-discrimination in all areas of its operations and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability, or any of the characteristics listed in Education Code Section 220. NCSA will strive to achieve a racial, ethnic and economic balance among its students that is reflective of the general population within the surrounding communities from which it draws its students. NCSA recruits students in various areas of the community, advertises locally in several community publications and gives priority to the students from the local school district.

H. ADMISSION REQUIREMENTS

_Governing Law_: Admission requirements, of the charter school, if applicable. Education Code Section 47605.6(b)(5)(N)

NCSA actively seeks a diverse student population that understands and values the school's mission and is committed to the school's instructional and operational philosophy. Admission to the school is open to any resident of the State of California. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a summary of the school's student-related policies. Admission procedures outlined in the board-approved enrollment policy are strictly followed. NCSA is non-sectarian and does not charge tuition.

Pupils will be considered for admission without regard to ethnicity, sexual orientation, religion, national origin, gender, disability, achievement level, or any of the characteristics listed in Section 220 (actual or perceived disability, gender, 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).

In accordance with California State Charter School Law (Sect. 47605), NCSA uses predetermined priorities for acceptance of applicants to the school. In order of priority they are:

1. Students already enrolled in the site-based program at NCSA
2. Children of employees at NCSA*
3. Siblings of those already enrolled at the site based program at NCSA and Grandchildren of employees at NCSA**
4. Siblings/Children of Alumni of NCSA***
5. Students at Bell Hill School****
6. Students who reside in the Grass Valley School District*
7. Residents of Nevada County
8. All other applicants

* An employee is defined as a person paid for working 15 hours per week or more or 2 years active, continuous employment if under 15 hours per week.

** A sibling is defined as a child who is a brother or sister by birth, marriage or legal domestic partnership.

*** Alumni priority is given to a child or sibling of a former student who successfully graduated from NCSA. Proof of graduation and relationship to student is required in order to receive this priority.

**** NCSA gives priority to students from Bell Hill School due to receiving the SB 740 Facilities Grant. A provision of this grant is that a charter school can use the highest FRLP percentage of any school within the local school district as long as the charter school gives the local school priority for admissions. Education Code Section 47605.3. In addition, Charter law requires that NCSA allow students from within the local district priority admissions over all other students in the county. Education Code Section 47605

To review a copy of our approved Enrollment Policy, please refer to Appendix H.

I. FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605.6(b)(5)(l)

An annual independent financial audit of the books and records of NCSA will be conducted as required by Education Code Sections 47605.6(b)(5)(l) and 47605.6(m). The books and records of NCSA will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

NCSA shall contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

J. PUPIL SUSPENSION AND EXPULSION

*Governing Law: The procedures by which a student can be suspended or expelled. Education Code Section 47605.6(b)(5)(f)*

NCSA has developed and currently maintains comprehensive sets of student discipline policies which are consistent with Education Code laws regarding suspension and expulsion. These policies are provided to parents on the school’s website and clearly describe the school’s expectations regarding punctuality, attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian are required to verify that they have reviewed and understand the policies prior to enrollment.

A student expelled from NCSA may appeal the decision of the NCSA board to the County Board of Education.

*A full description of NCSA’s Discipline Procedures is attached in Appendix I.*

K. RETIREMENT SYSTEM

*Governing Law: The manner by which staff members of the charter school will be covered by the state teachers’ retirement system, or federal social security. Education Code Section 47605.6(b)(5)(k)*

Eligible certificated employees of NCSA will participate in the State Teachers Retirement System, depending upon each individual’s eligibility and Classified employees will participate in the Federal Social Security retirement system. The director will ensure that appropriate arrangements for retirement coverage have been made. NCSA will make all employer contributions as required. NCSA will also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of an employer.

L. ATTENDANCE ALTERNATIVES

*Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(o)*
No student shall be required to attend NCSA. Students who opt not to attend NCSA may attend other district or county schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

1. SCHOOL LOCATION

_Governing Law:_ The location of each charter school facility that the petitioner proposes to operate. _Education Code Section 47605.6(b)(5)(D)_

NCSA shall operate as a classroom-based instructional program within the geographic boundaries of Nevada County at 13032 Bitney Springs Road in Nevada City, California.

M. DESCRIPTION OF EMPLOYEE RIGHTS

_Governing Law:_ A description of the rights of any employee of the County Office of Education upon leaving the employment of the County Office to work in a charter school, and of any rights of return to the County Office after employment at a charter school. _Education Code Section 47605.6(b)(5)(P)_

Persons employed by NCSA are not also employees of the County. Employees of the County who resign from employment to work at NCSA and later wish to return to the County will have no automatic rights of return to the County after employment by NCSA unless specifically granted by the County through a leave of absence or other agreement. NCSA employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in the County after employment in the school that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.

NCSA and the County shall each independently maintain responsibility for hiring and retention practices. Any County union employee who is offered employment and chooses to work at NCSA will not be covered by his or her respective collective bargaining unit agreement, although NCSA may extend some or all of the same protections and benefits in individual employee contracts. Job applicants for positions will be considered through an open process, and, if hired, will enter into a contractual agreement approved by the NCSA Board. All employees except the school director will be individually contracted on an at-will year-to-year basis. The school director will be contracted on a year-to-year basis that includes fixed-term severance provisions subject to approval by the board. The director of NCSA will be responsible for the selection of faculty and staff, using the mission, philosophy, and obligations outlined in the charter document as a recruitment tool. The individual contract will address, among other issues, salary, health and welfare benefits, and work schedules and responsibilities. All contracts will need to be renewed on a year-to-year basis and approved by the board. NCSA will maintain an employee handbook detailing the rights and responsibilities of all employees.
Unused paid sick leave may be carried over to subsequent school years. In addition, certificated employees may transfer accumulated sick leave from other Districts upon written approval from the school director. Unpaid leave will not be paid to the employee upon termination of employment or retirement.

**Governing Law:** A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. Education Code Section 47605.6(b)(5)(M)

NCSA shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act. No employee shall be required to be employed at NCSA.

*To review all Personnel Policies, please refer to Appendix J.*

**N. DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING, AND RENEWAL**

**Governing Law:** The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L)

The charter school agrees that every attempt should be made to resolve disputes informally before invoking a formal dispute resolution process. In the event that informal processes have proven ineffective, the following dispute resolution procedures will be followed.

1. **DISPUTES ARISING FROM WITHIN THE SCHOOL**

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and board members of the school, shall be resolved pursuant to policies and processes developed by the school.

The County shall not intervene in any such internal disputes without the consent of the NCSA board and shall refer any complaints or reports regarding such disputes to the board or its designee for resolution pursuant to the school's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the board of the school has requested the County to intervene in the dispute.
2. DISPUTES BETWEEN THE SCHOOL AND THE SPONSORING AGENCY

In the event that the school or granting agency have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below:

In the event of a dispute between the school and the grantor, the staff and board members of NCSA and the County agree to first frame the issue in written format and refer the issue to the county superintendent and director of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The director and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the county superintendent and director of the school and attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the county superintendent and director shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the superintendent and director, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the NCSA board and grantor jointly agree to bind themselves. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and NCSA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and NCSA.

3. OVERSIGHT, REPORTING, REVOCATION, AND RENEWAL

The County may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of NCSA prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. The County shall endeavor to provide such notice at least three working days prior to the inspection or observation unless the school's board or director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the County.

If the Nevada County Board of Education believes it has cause to revoke this charter, the board shall follow the process and procedures for revocation of the charter in accordance with Education Code Section 47607(c)-(e), and applicable regulations.

NCSA will submit quarterly fiscal reports in accordance with the timelines stated in Education Code Section 47604.33. NCSA and the County will jointly develop a timeline of other required ongoing monitoring documents, including deadlines of when the documents will be submitted, when reviewed, when feedback will be given to NCSA, and by when corrective action will occur. NCSA will be given reasonable
time to take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

Please refer to Appendix K for a copy of NCSA's 2015-2016 Oversight Review Document.

O. SCHOOL CLOSURE PROCEDURES

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and maintenance and transfer of pupil records. Education Code Section 47605.6(b)(5)(Q)

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

The board will promptly notify parents and students of NCSA, the County Office of Education, SELPA, the retirement systems in which NCSA’s employees participate (e.g., State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The board will ensure that the notification to the parents and students of NCSA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the board’s decision to close the Charter School.

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

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

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
As soon as reasonably practical, NCSA will prepare final financial records. NCSA will also have an independent audit completed within six months after closure. NCSA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the NCSA and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to NCSA.

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

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

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

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

As specified by the Budget in Appendix L, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
IMPACT STATEMENT

Financial Statements

_Governing Law:_ The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. _Education Code Section 47605.6(h)_

Budgets

In accordance with County requirements, NCSA submits an annual operating budget (the school budget) to the NCSOS in the spring preceding each school year and updates the school budget in the fall and spring of each school year. Each school budget submitted to NCSOS is approved by NCSA’s board prior to submission by NCSOS to the County Board of Education. Revenues in the school budget are clearly identified by source, including identification of soft revenues not critical to school solvency, and are based upon assumptions directly related to state and federal funding formulas. Expenditures in the school budget include:

- Expenditures which are consistent with NCSA’s mission
- Reasonable reflection of prevailing market cost
- Sufficient provision for insurance as required under the Affordable Care Act
- Sufficient provision for reasonably expected legal services
- Special Education excess costs consistent with current experience in Nevada County
- Sufficient expenditures for facilities, pursuant to NCSA’s current facilities mortgage payment

NCSA maintains operating reserves at, or in excess of, the reserve required in its Memorandum of Understanding with NCSoS (5% of expenditures.) _In accordance with Education Code Section 47605.6(h), NCSA’s current 2016-17 Adopted operating budget and related governance council narrative are attached at Appendix I._

Financial Reporting

NCSA shall provide reports to the County in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested:

1. By July 1, a preliminary budget for the current fiscal year.

2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of NCSA’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the County, State Controller, and the CDE.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all NCSA’s receipts and expenditures for the preceding fiscal year.

**Insurance**
NCSA will acquire and finance general liability, workers’ compensation, and all other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and as agreed upon with the County in the MOU. Coverage amounts will be based on recommendations provided by the County and NCSA’s insurer. The County shall be named as an additional insured on all policies of the Charter School.

**Facilities**

_Governing Law:_ The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be utilized by the school. _Education Code Section 47605.6(h)_

_Please see Section L-1 for information regarding NCSA’s facilities._

**Administrative Services**

_Governing Law:_ The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the school are to be provided. _Education Code Section 47605.6(h)_

_Memorandum of Understanding:_ The details of the working relationship between the County and NCSA will be delineated in a MOU. NCSA will pay the County 1% total LCFF funding for actual costs of supervisory oversight of NCSA in accordance with _Education Code Section 47613._

**Potential Civil Liability Effects**

_Governing Law:_ The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education. _Education Code Section 47605.6(h)_

NCSA shall be operated as a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to _Education Code Section 47604(c),_ an entity that grants a charter to a charter school operated by or as a nonprofit 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. NCSA shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of NCSA.

Further, NCSA and the County shall enter into a memorandum of understanding, wherein the school shall indemnify the County for the actions of NCSA under this charter.

The bylaws of NCSA shall provide for indemnification of the NCSA's board of directors, officers, agents, and employees, and NCSA will purchase general liability insurance, board Directors and Officers insurance, and fidelity bonding to secure against financial risks.

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

The board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
OPTIONAL MISCELLANEOUS CLAUSES

Term - This charter shall be renewed for a term of five years, from July 1, 2017 to June 30, 2022. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code at the time renewal is requested.

Amendments - Any amendment to this charter shall be made by the mutual agreement of the charter board and charter-granting agency. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.6.

Severability - The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the Nevada County Superintendent of Schools and board of NCSA. NCSOS and NCSA agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communications - All official communications between NCSA and the charter-granting agency will be sent via First Class Mail or other appropriate means to the following address:

Nevada City School of the Arts  
13032 Bitney Springs Rd. 
Nevada City, CA 95959

Nevada County Superintendent of Schools  
380 Crown Point Circle 
Grass Valley, CA 95945

[Signatures Follow on Next Page.]
SIGNATURES

Signed: ___________________________ Date: __________
   NCSA Charter School Director

Signed: ___________________________ Date: __________
   NCSA Charter Governing Board Chair

Signed: ___________________________ Date: __________
   NCSOS Superintendent

Signed: ___________________________ Date: __________
   Nevada County Board of Education President
Charter for Renewal

SIERRA MONTESSORI ACADEMY

A California Public Charter School

Charter Renewal Term:
July 1, 2017-June 30, 2022
Submitted to Nevada County Superintendent of Schools
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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I, Henry W. Bietz, hereby certify that the information submitted in this application for a charter for the Sierra Montessori Academy Charter School to be authorized by the Nevada County Superintendent of Schools ("Authorizer" or "SBE"), and to be located within the boundaries of the Nevada County Superintendent of Schools (the "County") is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, Sierra Montessori Academy:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in state statutes, or student assessments applicable to students in non-charter public schools. [Ref. Education Code §47605.6(d)(1)]
- Will be deemed the exclusive public school employer of the employees of Sierra Montessori Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code §47605.6(b)(5)(M)]
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605.6(e)(1)]
- Will not charge tuition or charge for anything incidental to instruction such as field trips, materials and supplies. [Ref. Education Code §47605.6(e)(1)]
- Will admit all students who wish to attend the school, and who submit an application, unless the school receives a greater number of applications than there are spaces for students, in which case admission will be determined as specified herein. Admission to the charter school shall not be determined based upon the residence of the pupil or his or her parents, except as authorized by law. [Ref. Education Code §47605.6(e)(2)(B)]
- Will not discriminate against any pupil on the basis of the characteristics listed in §220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in §422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605.6(e)(1)]
- Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, §504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education and Improvement Act of 2004 (IDEIA).
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)]
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605.6(l)]
• Will at all times maintain all necessary and appropriate insurance coverage.
• Will notify the superintendent of the school district of the pupil’s last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or a report card, and health information.
• Will not operate satellite schools, campus, sites, resource centers, or meeting spaces not identified in the charter without notifying the school districts where those sites will be located, and the charter school will also request a material revision of its charter by the County Board of Education that approved its charter and the County Board shall consider whether to approve those additional locations.
• Will include the following information on our website, handbook, and charter:
  1. All students are welcome to enroll, including English learners, non-U.S. citizens, students with disabilities, low-income students, and students who are struggling academically or require additional academic supports.
  2. Students may only be turned away if more students want to attend than there are seats available. SMA will use a “public random drawing” process to select students.
• Will follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:
  1. Sierra Montessori Academy shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
  2. Sierra Montessori Academy shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs.
  3. Sierra Montessori Academy shall comply with any jurisdictional limitations to locations of its facilities.
  4. Sierra Montessori Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  5. Sierra Montessori Academy shall comply with all applicable portions of the No Child Left Behind Act.
  6. Sierra Montessori Academy shall comply with the Public Records Act.
  7. Sierra Montessori Academy shall comply with the Family Educational Rights and Privacy Act.

Henry W. Bietz
Executive Director
I INTRODUCTION

MISSION STATEMENT

The mission of Sierra Montessori Academy is to educate K-8 students by using the Montessori education philosophy within the context of mutual respect and joy. The focus of the education will be on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

The school will serve our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and will focus on educating the whole child intellectually, physically, and psychologically. The methodology used will develop a firm foundation for the students, and will emphasize ethics, initiative, persistence, and self-confidence.

This mission will be accomplished by a concerted community-based effort between the school, the parents, and the individual child.

Core Values:

To successfully implement and sustain this mission, the school is founded on the following core values:

- To creatively apply the Montessori method toward reaching high academic standards, while emphasizing core subjects.
- To maintain a diverse total school population through inclusive mixed-aged, mentor-based classrooms that welcome all students.
- To place emphasis on collaboration, problem-solving, and self-directed goal-setting for each Montessori student according to developmental readiness.
- To nurture a commitment toward sustainability and environmental awareness locally and globally, both in Nevada County and in the world.
- To apply firm standards of conduct, emphasizing mutual respect, honesty, and courtesy.
- To employ creative, passionate, and engaged teachers who are committed to the Montessori philosophy.
- To nurture high parental involvement and collaboration in all areas of education and governance.
HISTORY AND ACCOMPLISHMENTS

SMA today has come a long way from where the school was when it started in the 2007-2008 school year as a countywide benefit charter. During the first several years of operation the school faced several major issues. The first of these was finding a suitable facility which turned out to be an ongoing issue until the school was able to move to its present location on Duggans Road occupying the old Pleasant Ridge School facility. This move occurred during the 2010-2011 school year and was finalized during the spring of 2011.

SMA’s second issue that needed to be corrected was its erratic enrollment patterns. Beginning with the 2013-2014 school year enrollments began a steady climb. It is expected to continue through the 2016-2017 school year. With this increase has come the need for more staff. We are now at 8 full time teaching staff and 4 part time; this has allowed us to maintain our low student/teacher ratio.

The final issue of concern was how financially stable the school would be from year to year. Beginning in the 2011-2012 school year SMA was able to begin the long project of creating a budget that would be consider financially sound. As SMA looks at the 2016-2017 school year, we have met our reserve requirements and are carrying forward a sound beginning balance.

In September 2010 the school would attain the status of a California Public Benefit Corporation. This 501(c)(3) nonprofit status was of tremendous benefit. It would now allow those that gave donations to the school to report them as a tax deduction. This option was of great help in prior years, when donations helped support many of our ancillary programs.

SMA at its current location has the ability to continue to expand. The facility has the ability to occupy two more classrooms that are currently used for storage. If we were to occupy these classrooms it would give the school the opportunity to house 200 students. Parents continue to support our program both by volunteering and providing transportation for our field trips. Based on our parent surveys, the indication is their students are having a positive academic experience, as well as a positive social one.

It is SMA’s plan to meet our expected academic goals as well as financial goals in the next authorization cycle.
PREAMBLE TO SIERRA MONTESSORI ACADEMY COUNTYWIDE
CHARTER RENEWAL PETITION

The Nevada County Charter Cooperative was formed in 2007 to create an opportunity for innovative and effective practices and the provision of unique options for educational choice in Nevada County.

The Nevada County Charter Cooperative consists of six charter schools. Each school offers an educational philosophy or program that is unique and different from each other. In addition to recognizing the differences between these six charters and avoiding competition between one another, the Nevada County Charter Cooperative provides the following components:

• Economies of scale for efficiency of operation.
• Collaborative and supportive opportunities for sharing and discussing effective practices.
• Sharing of business services provided by Nevada County Superintendent of Schools.
• Sharing of Student Support Services.
• Regular meetings of charter school directors for sharing of resources, strategies, policies and procedures.

The services provided by Sierra Montessori Academy will benefit the population that this charter school serves. The practices of this charter school are based on sound educational principles and are likely to benefit the students who attend. Sierra Montessori Academy works cooperatively with 5 other charter schools through a formal agreement that has created the Charter Cooperative. The uniform oversight treatment by the charter authorizer including policies, procedures and requirements allow the ongoing maintenance of the cooperative relationship ensuring economies of scale and effective educational practices. Sierra Montessori Academy believes that the above criteria meet the requirements that have been established by Ed Code § 67605.6 (a & b) to form a countywide charter.
A. Legal Requirements for Charter Renewal

<table>
<thead>
<tr>
<th>Renewal Criteria</th>
<th>Criteria Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained its Academic Performance Index (API) growth target in the prior year or in two of the last years, both school wide and for all groups of pupils served by the charter school.</td>
<td>2013-770</td>
</tr>
<tr>
<td>Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three year.</td>
<td>N/A</td>
</tr>
<tr>
<td>Ranked in deciles 4 to 10, in the API for a demographically comparable school in the prior year or in two of the last three years.</td>
<td>N/A</td>
</tr>
<tr>
<td>The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.</td>
<td>Yes</td>
</tr>
<tr>
<td>Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

(Source: CDE DataQuest, accessed December 12, 2016)

As can be seen by the above chart, Sierra Montessori Academy (SMA) can only meet the renewal criteria in one area:

We have a unique population as compared to the district in which we as a county wide benefit charter are located.
SMA, as it has grown has shown a tremendous increase in our high needs population. This includes students with IEP’s, Foster Youth, and Homeless. Our current Free and Reduced lunch population is 49% while Pleasant Ridge’s is 24%. We, in a sense have become an alternative school for many of the higher needs students in the district. Many of these students have come to SMA with poor grades, poor attendance patterns and parents who have lost all faith in their student’s former school. SMA has been able to fill that gap to the satisfaction of these parents. This is supported by LCAP parent survey.

The students at SMA, based on their improved academic grades and especially their improved attendance rates, have certainly benefited by their transferring here.

At the individual classroom level the students are being instructed in a variety of instructional methods:
- Flexible grouping, including multi-grade level and group size variation within assignment.
- Varying opportunities (art/media, written, verbal, hands-on experience) to demonstrate mastery based on student strengths.
- Fieldwork (on/off campus) as tangible evidence of real-world application of learning including career applications.
- Staggered learning targets within a single lesson
- Ongoing opportunity throughout trimester to submit any assignment for re-grading
- Community service-based focus connecting curriculum to life skills

The SMA RTI program is to be credited for the above success. Our instructional aides in the classroom, staff in-service training on how to deal with at-risk students, Reading Specialist, After School tutorial support, small class sizes (20:1) have all aided in making the K-8 educational experience more positive for our students. The feedback provided in the parent surveys indicates that these students are now once again enjoying attending school and are progressing to toward being at grade level.

B. Additional Justification for Charter Renewal

State Assessment Results

During SMA’s last charter term the state has changed from using the STAR tests to the new CAASPP tests. We are proud that during this transition the students at SMA have been able to maintain their level of academic performance over the two years that we have been assessing their progress using this new model.

The following graphs show how the students at each grade level performed in Language Arts and Math. Additionally, for the 2014-2015 and 2015-1016 tests each grade is compared to the statewide average in Language Arts and Math. As can be seen there is a grade cohort that is struggling to meet state standards: 2014-2015-4th grade, 2015-2016-5th grade. SMA has focused a lot of RTI resources to improve the performance of this identified cohort of students and that support will continue on a yearly basis as needed.
This graph lists the percentage of students who took the CAASPP between 2014-2015 test performance and 2015-2016. As can be seen a vast majority of the students showed growth over their performance the prior year in Language Arts and Math.
Fourth Grade & Statewide Mathematics Results

- 4th 14/15
- State 14/15
- 4th 15/16
- State 15/16

- Not
- Nearly
- Met
- Exceed
Seventh Grade & Statewide Mathematics Results

7th 14/15
State 14/15
7th 15/16
State 15/16

Not  Nearly  Met  Exceed

9%  36%  45%  9%
15%  19%  21%  27%
22%  36%  19%  30%
21%  25%  19%  34%
Eighth Grade & Statewide Mathematics Results
This set of charts show the school’s overall performance in both years that the testing was done. Percentage wise they were pretty much the same, which seems to indicate that the yearly progress students needed to achieve has occurred.
Sierra Montessori 2016 CAASPP Testing Result Subgroup Details

<table>
<thead>
<tr>
<th></th>
<th>Nevada County</th>
<th>SM</th>
<th>Economic Status</th>
<th>Gender</th>
<th>English-Language Fluency</th>
<th>Disability</th>
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<tbody>
<tr>
<td></td>
<td>All</td>
<td>All</td>
<td>Disadv.</td>
<td>Not Disadv.</td>
<td>Female</td>
<td>Male</td>
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<td># With Scores</td>
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<td>40+10</td>
<td>56+14</td>
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<td>60+15</td>
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<td>77</td>
<td>68-4</td>
<td>76-1</td>
<td>62-5</td>
<td>75-1</td>
<td>63-6</td>
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<tr>
<td>Reading</td>
<td>75</td>
<td>69-3</td>
<td>75-1</td>
<td>65-2</td>
<td>73-6</td>
<td>67-7</td>
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<tr>
<td>Writing</td>
<td>73</td>
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<td>77+3</td>
<td>62-5</td>
<td>78+4</td>
<td>63-4*</td>
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<tr>
<td>Listening</td>
<td>75</td>
<td>86-1</td>
<td>88+2</td>
<td>84-4</td>
<td>86+5</td>
<td>85-6</td>
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<tr>
<td>Research/Inquiry</td>
<td>82</td>
<td>78+4</td>
<td>80-6</td>
<td>77+13</td>
<td>77+6</td>
<td>78+4</td>
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<td># With Scores</td>
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<td>95+22</td>
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<td>37+9</td>
<td>58+13</td>
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<tr>
<td>Overall Math</td>
<td>69</td>
<td>73-5</td>
<td>77* =**</td>
<td>69-10</td>
<td>70-12</td>
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<td>Concepts and Procedures</td>
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<td>59+3</td>
<td>69+11</td>
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<td>59-3</td>
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<td>Prob. Solving &amp;</td>
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<td>71-3</td>
<td>72+1</td>
<td>70+4</td>
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<td>Analysis</td>
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<td>Communicating</td>
<td>73</td>
<td>84+1</td>
<td>85+4</td>
<td>83-3</td>
<td>84+9</td>
<td>85-4</td>
</tr>
</tbody>
</table>

* = 10% or less Above/Exceeds Standard  ** = 0% Above/Exceeded Standard

This chart shows how SMA students in our various subgroups performed on the 2015-2016 testing. As compared to the rest of the students in Nevada County SMA students seem to have performed better in Math and seem to be even with other students in Language Arts. Additionally, it appears that our disadvantaged students (thanks to all of our support services) out performed our non disadvantaged students in Language arts and held their own in Math.
II EDUCATIONAL PROGRAM

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

2.1 Whom the School is Focused on Educating

Sierra Montessori Academy is currently a public charter school and is sponsored by NCSOS serving those students who will best learn through an open-structure style built upon the Montessori philosophy. Learning styles do not necessarily follow racial or financial categories, so we will build a learning community that reflects the diversity of Nevada County.

Our growth model assumes a current population of 140 students in grades Kindergarten through Eighth grade, housed in multi-age classrooms. Further years will expand class sizes, growing to a maximum population of 160 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Teacher FTE</th>
<th>S:T Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>140</td>
<td>8</td>
<td>17.1</td>
</tr>
<tr>
<td>2017-2018</td>
<td>155</td>
<td>8</td>
<td>19.1</td>
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<tr>
<td>2018-2019</td>
<td>160</td>
<td>8</td>
<td>20.1</td>
</tr>
<tr>
<td>2019-2020</td>
<td>160</td>
<td>8</td>
<td>20.1</td>
</tr>
<tr>
<td>2020-2021</td>
<td>160</td>
<td>8</td>
<td>20.1</td>
</tr>
</tbody>
</table>

These target values are in line with other successful charter Montessori schools in California, normalized to the population of the Nevada County.

Based on comparisons with other successful charter Montessori elementary and middle schools in California, the school will most likely attract these populations:

- Students who have been unsuccessful at their traditional public school, whether they are high-achieving or low-achieving. This happens at all grade levels so we have modeled in an increase in population through the higher years and also from year to year.
- Home-schooled students who feel that they would like to be in a school setting with a different social aspect but still want the self-guided program.
- Children who have been pleased with their Montessori education at a private preschool.

There is much diversity among these student populations but there are three common links among the students who thrive at a Montessori methodology school: 1) the capability to work independently, 2) the excitement of being self-motivated and with a level of ownership over their learning environment, and 3) an interest in the Montessori philosophy.
Success at SMA has been linked to a well-developed environment of learning, with specially designed tools and resources that are not common in a traditional classroom. Use of these tools does not impact the types of learning goals, but rather the means of achieving those goals. Therefore, on annual standardized testing and reporting (CAASP), SMA scores comparable to the rest of the schools in Nevada County.

Why this high level of success? Educators believe it starts with the freedom that comes from the responsibility of self-directed learning. Compared to a traditional school, students in SMA are asked to make more choices and have more control. This methodology has proven most successful for the student who has difficulty fitting into a teacher-directed classroom that is designed to successfully educate the majority population, but may not be suited to match his or her specific developmental stages and learning styles. Furthermore, students who are having difficulty adjusting to a classroom that is not aligned with their strengths and natural interests suffer from a greater disappointment in school, leading to a lessening of reaching their goals and lower attendance rates.

In summary, SMA has a proven success record based on both standardized tests (STAR) and (CAASP), perhaps more importantly, the positive outlook and increased self-esteem of those students who have difficulties reaching their potentials in a traditional classroom.

2.2 School Calendar

Sierra Montessori Academy will follow the required minimum instructional minutes. For Kindergarten through third grade, the day will begin at 9:00 and end at 3:00. The fourth through eighth grade classrooms will begin at 9:00 and end at 3:00 each day. Each day will include a 40 minute lunch period and the students will have a minimum of 15 minutes for free play.

The academic year will begin on or before September 1 each year and will include NCSOS designated holidays as per Education Code 37220 and 45205. There shall be 175 instructional days per year. The current year school calendar and current instructional minutes have been included as Appendix D.

2.3 What does it mean to be an Educated Person in the 21st Century?

An educated person living in the 21st century has critical thinking skills to analyze the complex relationships that surround us, including the globalization of our world. Students who are educated within the Montessori framework learn the skills of taking initiative in solving problems creatively, persisting with challenges, and working with others to better our environment. For example, students at Sierra Montessori Academy will learn how to take care of their environment through class discussion and hand-on activities in the garden and at the school (chores) at all grade levels.

To be fully educated and active participants in the 21st century, our students will be exposed to concepts in Math and Science throughout the curriculum. The major tenet of the Montessori philosophy is to educate the ‘whole child.’ While there are several ways to interpret and
implement this concept, the curriculum should be designed to show connections between the
topics. In particular, recent studies have shown weakening skills among U.S. students in Math
and Science. Sierra Montessori Academy will follow the excellent examples established by other
Montessori charter schools for teaching the State of California Common Core standards in Math
and Science, while employing the whole-child Montessori approach.

To be fully engaged as educated citizens in the 21st century, our students will matriculate
through a rich curriculum that focuses on communication skills. As opposed to a traditional view
that emphasizes the construction of arguments, the teachers at Sierra Montessori Academy will
also build listening skills through group engagement and mentoring practices. By creating an
open-structured, multi-age classroom, the students will have to learn to respect each other in
conversation and also formulate clear and concise arguments. Sierra Montessori Academy will
continue the strong Montessori emphasis on Reading/Language Arts to achieve this strength.

This two-pronged approach, drawing attention to Critical Thinking and Communication through
the curriculum, will best educate and engage our students for their individual roles in the 21st
century. In summary:

- We believe in providing an instructional program that cultivates an understanding
  and practice of civic responsibility.
- We value a rich curriculum which stimulates interests and intellectual curiosity.
- We believe it is our responsibility to prepare our students to become creative
  problem solvers who can be flexible and adapt to a changing world.
- We value and believe it is our responsibility to provide opportunities for
  technological advancement.

2.4 Educational Philosophy

The program philosophy is rooted in the success of the Montessori Method, developed by Maria
Montessori, a doctor, research scientist and educator from the late 1800s-early 1900s. The
philosophy is based on Maria Montessori’s observations that children have a natural desire to
learn, and that stages of development exist for which there should be corresponding educational
environments and trained teachers who prepare these environments. In the Montessori
classroom, students are allowed to learn independently in a prepared environment with teachers
who guide and serve as links between the student and the environment.

Montessori teachers move through the room, observing students and stepping in as children
encounter difficulties. The teachers do instruct, and show students how to do things, but they
then allow the children to work on mastering skills somewhat independently. When children are
working productively, teachers observe and assess the students’ advancements so that they can
show the students new skills once they have mastered the initial concepts. This enables students
to be continually challenged, but allows them to take the time that they need to learn and grow at
a comfortable pace.

By providing freedom of choice, an enriched learning environment is created that cultivates
individuals who learn to make independent decisions and to solve problems creatively. Students
learn to develop healthy social relationships, to develop skills in concentration, and to master basic academic and life skills. Sierra Montessori Academy, students will be challenged to create, explore and imagine. Sierra Montessori Academy will provide students with a lifelong gift—the opportunity to fully develop their innate intellectual, physical, social and emotional potential. Sierra Montessori Academy will encourage parents to be an integral part of their child’s education by learning about the Montessori philosophy, observing in the classrooms, participating in school/community events and volunteering in the school.

Students at SMA work independently, in tandem with another child, or as part of a small group, but all students are welcomed and encouraged to explore at their own pace. SMA sets aside large blocks of uninterrupted learning time (at least 1½ hours), allowing student’s ample opportunities for concentrated work and exploration. SMA students are encouraged to do and think for themselves during this work time, promoting confidence and problem solving skill development. It is this form of open-structure that fosters self-guidance and the development of self-pacing in each student, regardless of previous experiences and training.

The Montessori teaching approach is unique in many ways, not the least of which is the hands-on characteristic, in which kids learn by doing, rather than by being merely told or by being shown. In addition to textbooks, materials for language and mathematics consist of hands-on activities. Other subjects, including geography, zoology, art, music, and science are also taught through hands-on experiencing to supplement the texts. Classrooms also host class pets and tend living gardens.

2.5 Academic Overview Montessori Approach to Education

The Montessori philosophy was developed to enhance a child’s opportunities for learning, relevant to the student’s relationship to the world mastery of materials before moving on, by successfully completing key learning experiences around her/him. Over the years, the philosophy has evolved to challenge the whole child’s personality and intellect in a variety of multi cultural settings. The Montessori teaching system is based on a strong integration of adult to child observations and practical hands on activities. Classroom materials offer learning experiences in a clear, concrete manner. Students are encouraged to use motor and intellectual discovery when working with these materials. There is an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This ordered work method also allows for individualization and usually offers a two year age span within the classroom, enabling students to work and learn at their own pace, as well as in group settings. The integration of varied age spans allows older students to gain confidence by working and role modeling materials with younger students. Collaborative learning and projects completed in groups encourage students to teach and learn with each other. This combination of order and freedom is facilitated by what is called the “prepared environment.” As stated above, there is a strong belief that children learn best independently in a prepared environment with teachers who guide and serve as the links between the student and the educational environment.

A well-prepared Montessori learning environment is given careful attention, allowing and encouraging the child accessibility to all materials they need in performing and experiencing the step-by-step process of individual work. This framework of organization gives accessibility to
the necessary learning materials and frees the student to concentrate on the work, allowing an increase in independence and responsibility. As a result, students develop internal, rather than external, referencing. The teacher is also better able to observe the total classroom environment. At Sierra Montessori Academy, each classroom will follow these concepts and will be carefully designed to provide for the developmental needs of the students.

Designated areas of the classroom consist of materials to support learning in the core subjects of reading, language arts, and mathematics, while also providing a concentration in the areas of history, geography, and natural sciences. Cultural subjects such as art, music, and physical education are interwoven throughout the school day. Class materials are designed in a logical sequence of skill acquisition and concept building, while reinforcing the development of abstract thinking. In this way the students observe and experience a movement toward self-set goals. The learning materials initially isolate knowledge to one concept at a time in a concrete, manipulative style. Over time, the child progresses toward an abstract, more divergent level of evaluation.

With the Montessori teacher as a facilitator of information, they are responsible for the prepared environment. Through observation, the teacher assesses the maturity levels, capabilities and educational needs of each student. As a result of these observations, teachers make adjustments in individual learning plans, both academically and behaviorally. The student who is in a period of self-directed activity can be given much freedom regarding choice of activities. All students can work at their own speed, and must demonstrate mastery of materials before moving on, by successfully completing key learning experiences.

In addition to the academic priorities, Montessori philosophy addresses the intellectual, social, emotional, and moral education of the child:

- **The intellectual objective** of the Montessori program is to develop each student's intellectual and creative potential to the fullest. The focus is to guide the students through an academic curriculum that will provide them with the necessary skills to function as a contributing member of society. The learning atmosphere will balance work and fun, thereby helping students to like what they are learning and create a hunger for more learning.

- **The social objective** is to model and interact with each other with courtesy, graciousness and gratitude. We emphasize cooperation rather than competition. Our goal is to foster unity and dignity among staff and students, parents and friends. Students will be guided toward understanding that the way to achieve peace and justice in the world is through cooperation, sharing, and caring.

- **The emotional objective** is to build a positive self-image. The successful child will have a stronger awareness of her own feelings and will be sensitive toward the feelings of others. From an early age, children understand how their emotional state affects others and our goal is to nurture that natural empathy.

- **The moral objective** is to strive toward a high moral standard of showing love and concern for all one meets in one's daily life. The concept of inner peace will be concretely fostered in the beauty, serenity, and order of the environment. Our goal is to move toward world peace by understanding our responsibilities to respect each other and our environment.
2.6 Classroom Structure

With the exception of the Kindergarten class, fundamental to Montessori theory is the multi-grade classroom. The Montessori classroom structure is comprised of Kindergarten classrooms, lower elementary classrooms (combinations of grades 1-3), upper elementary classrooms (combinations of grades 4-5) and middle school (grades 6-8). The distribution is based more on school needs than on specific curricular goals.

Lower Elementary classrooms emphasize and understand that the lower elementary student is beginning to move from the concrete to the abstract, and from a limited worldview to inquiry into the big questions of life. Students during this period have a curiosity about time, human relationships, and the variety and splendor of the world. The “Great Lessons” in science, history, and human evolution satisfy this curiosity, and form the backbone of the curriculum at this age. Work in mathematics, language, geometry, remains experiential and kinesthetic. Students get daily exercise in spelling, handwriting, grammar, and computational accuracy. Children begin to take responsibility for their weekly work plan, building judgment, time-management and resource skills. Traditional academic studies continue to be individually adjusted to the student’s proficiency and sequenced for uninterrupted progression, providing appropriate activities for both the child who needs extra support and the child who advances rapidly with independence.

Upper Elementary classrooms understand and emphasize advanced work in mathematics, history and cultural studies. Year-long cultural studies units cover a variety of subjects, such as ancient civilizations, American history and the study of early humans. The science curriculum cycles through life, earth, and physical science over a three-year period, emphasizing key concepts at each grade level.

Practical life lessons at this level are largely student-directed, and include preparation for artistic performances, cooking and planning for events, or organizing community events or fundraisers for the annual environmental camp class trips. An expectation of community service affirms the sense of social interdependence emerging at this age. Students in this class collectively create a respectful, self-reliant community.

Assignments at this level often include a wider range of creative choices in how to present material, furthering the student’s capability as a self-directed learner; an attribute Montessori children carry with them throughout life. Eighth grade culminates in a year-long Independent Project, with guidance from teachers in advanced research and presentation skills.

2.7 Plan for Students who are academically Low Achieving

Montessori techniques and teachings were initially developed for students who were deemed academically disadvantaged. Using the child-centered approach, students who are academically low achieving will find a tactile approach to learning, a self-paced curriculum that develops along with the student, and benchmark key experiences that demonstrate a level of mastery that enables them to move forward in the curriculum. Sierra Montessori Academy understands and supports the research that not all students progress at the same rate. By design, Montessori
classrooms are able to reach the low achieving as well as high achieving student by employing the methods listed above as well as by having smaller class sizes. In addition to being trained in the Montessori Method, all teachers will be diligent to recognize when students are having difficulties and use the School Based Intervention Team (SBIT) process (discussed below) to assist and intervene. In addition, the school will have Special Education staff through NCSOS who will be available as a resource to students, parents, teachers and SBITs. Further explanation of Special Education services is included in section 2.10.

In addition to the SBIT process, access to additional academic support will be available during and outside the school day. Supplemental materials will be available for students and parents as well as additional professional development for the teacher. Based on student needs, it is a goal of Sierra Montessori Academy to provide before and/or after school enrichment and directed tutoring.

2.8 Plan for Students who are academically High Achieving

All students attending Sierra Montessori Academy will be placed in the curriculum at their appropriate functioning level. Students who are academically high achieving will continue to work in their age appropriate classroom but at their individual instructional level. This will allow students who are advanced in any subject matters to work ahead in all course work and also allows for students who have a specific aptitude in one or more subject areas to work ahead in those specific subjects. In addition to being placed at their appropriate functioning level, students who are high achieving will have access to specialty teachers or tutors for more directed guidance.

Students whose needs are not being met by working at their functioning level and for who enrichment programs are not sufficient will be referred to the SBIT process so that an individualized plan can be developed which takes into account the student’s strengths and needs.

2.9 Support for English Learners

Teachers at Sierra Montessori Academy will plan instruction that will support EL students’ process of becoming proficient in English. The CELDT (California English Language Development Test) will be administered to Kindergarten through 8th grade students as indicated through the home language survey. The CELDT is given to 1) students who are newly enrolled whose primary language is not English and 2) English learners as an annual assessment. The purpose of CELDT testing is to 1) identify students who are limited English proficient, 2) determine the level of English language proficiency, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, writing, and reading in English. Teachers and students at Sierra Montessori Academy will be supportive of the cultural diversity in the classroom and the wider community.

Sierra Montessori Academy has the following goals with respect to CELDT:
- Identify students with limited English proficiency as early in their education as possible
- Assist students with limited English proficiency to achieve their potential in learning the English language

Teachers at Sierra Montessori Academy will use CELDT scores to develop individual learning plans and to identify resources to support students as they become more proficient in the English Language. The CELDT results will be reported in accordance with state recommendations and will be reviewed as part of the annual school progress report.

2.10 Plan for Students with Special Education Needs/Section 504 of the Rehabilitation Act/Americans with Disabilities Act

One of the basic tenets of Montessori education is the integration of students with special needs into the learning environment. Montessori philosophy believes and emphasizes that students with different learning abilities and learning modalities can benefit from being integrated into the general classroom. The Montessori method is in agreement with the needs of a student on an Individual Education Program (IEP), for the Montessori approach is focused on the individual student and provides an environment that allows students to learn and progress at their own rates and according to their individual capabilities. Moreover, the Montessori classroom provides flexibility to support diverse learners.

Sierra Montessori Academy will comply with all applicable Federal and State Laws, including but not limited to Individuals with Disabilities Education and Improvement Act of 2004 (IDEIA), Section 504 of Rehabilitation Act (Section 504), The Americans Disabilities Act (ADA), and the California Education Code. Sierra Montessori Academy will be deemed a public school within the chartering entity for the provisions of conformity with Education Code 47641(b), thus Sierra Montessori Academy would be responsible for ensuring that all students enrolled will receive special education and instruction consistent with their Individual Education Program (IEP).

Our plan for delivery of special education services provides for quality educational programs and services in compliance with the Nevada County SELPA.

Under the federal Individuals with Disabilities Education Act, or IDEA, SMA identifies and evaluates students who have disabilities and offers them individualized education programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes a student’s classroom teacher, special educator, parents, and a representative of the school administration who is empowered to commit resources such as staff time or funding. By law, we are required to carry out provisions outlined in a student’s IEP.

Each IEP team considers the continuum of placement options. This includes placement in programs, services, supports, modifications and specialized equipment (if indicated) necessary to provide a free and appropriate education. Students with disabilities participate in general education, including nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other
schools, or other removal of students with disabilities from the regular education environment may occur. This is only warranted when the nature or severity of the student’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

SMA has a variety of placement, services and support options available to serve students with special needs in the least restrictive environment. The continuum of placement options includes:

- Full Day placement in general education with in-class supportive services, including resource specialist and/or related services
- Pull out for a portion of the school day by the resource specialist
- Related services such as speech, or occupational therapy
- Placement in a Special Day Class for portions or all of the school day
- Placement in a county Special Day Class or a Special Day Class on another local district campus
- Placement in a Non Public Day School
- Placement in a Non Public Day and Residential School
- Placement in a State Special School

Supplemental aids and services are provided through the Nevada County SELPA in conjunction with the Nevada County Office of Education and other local agencies. Supplemental aids and services includes, but are not limited to, transportation, speech and language services, assistive technology, nursing services, psychological services, vision services, and adaptive physical education.

The overall system for delivery of services to special needs children at SMA is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration.

Much like an IEP, a 504 plan helps students with learning and attention issues learn and participate in the general education curriculum. The 504 plan outlines how a child’s specific needs are met with accommodations, modifications and other identified services. These measures remove barriers to learning.

A 504 plan should include the following elements, all tailored to a student’s individual needs:

- Specific accommodations, supports or services
- Names of the staff members that will provide each service
- Names of the person responsible for ensuring the 504 plan is implemented

A 504 plan could include specialized instruction in a general education classroom. It can also provide for related services, like speech or OT.

2.11 School Based Intervention Team
The School Based Intervention Team (SBIT) is a general education function and is composed of the SBIT Coordinator, student's teacher, parent and other school personnel, depending on the nature of the referral. The primary function of the SBIT is to identify, discuss and recommend interventions to address the needs of the student and to support the teacher in meeting these identified needs. Anyone who has a concern for a student may refer the student to the SBIT for consideration. As the success of every student is a primary pillar of Sierra Montessori Academy, students who are identified by their teacher as needing extra support or services, whether because of academic troubles, being a high achieving student who needs additional challenges, issues with behavior or emotional issues, or other concerns will be referred to the SBIT. The SBIT process will involve the identification of the student's strengths, areas of concern and a written plan with goals that outline strategies, interventions and a timeline to meet the defined goals. A follow-up meeting is scheduled at the meeting so the SBIT can review progress or continuing concerns, which will be held within at least 6 weeks.

If the identified strategies/interventions are not successful, the student may be referred for an assessment for special education services. However, anyone concerned with the student may request an assessment for special education at any time.

III MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

*Governing Law:* The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. –California Education Code Section 47605(b)(5)(B)

3.1 State and Local Indicators

LCAP GOALS

SMA over the next five years has adopted two goals to meet the current legislative requirements establish regarding the state and local indicators that will identify how our school will make continuous improvement on multiple measures that define a quality public education program.

SMA’s two LCAP goals are:

- Improvement of the academic performance of students at all grade levels.
- Improving the quality of the school culture at SMA.

To meet these goals SMA will address the following state and local indicators:

- Basic Services – Appropriately assigned teachers, access to curriculum, aligned instructional material, and safe, clean and functional school facilities.
- Parent Involvement – efforts to seek parent input for making decisions for SMA.
• Student Achievement – Pupil Achievement as measured by California Assessment of Student Performance and Progress (CAASPP). The percentage of EL students that have made progress to reclassification.
• Student Engagement – Measured by school attendance and absentee rates.
• School Climate – Measured by student suspension and expulsion rates.
• Course Access – Measured by the extent students have access to a broad course of study in the core subjects as well as electives.

The first goal, that of improving the school’s overall academic performance, will be determined by the following indicators that will be reviewed each year to determine if they have or have not been met.

Basic Services – 100% of the teachers at SMA will be fully credentialed, as measured by NCSOS personnel that review the staff’s credential status. All students will have access to aligned instructional materials, this includes all subgroups. This is measured by parent survey, and board action indicating sufficiency of aligned instructional materials. There will also be a yearly inspection of the school facility by an outside contractor and the local fire department to ensure that it is a safe and clean facility.

Common Core Standards – Instructional materials and curriculum will be aligned to California Common Core Standards. This will be measured by the 100% of all instructional materials approved by the Board to ensure compliance. Teachers will have three days of in-service added to the yearly attendance calendar to develop new instructional strategies to better utilize the adopted materials.

Student Achievement – SMA through the use of its extensive RTI programs and small class sizes will show continuously higher numbers of students have met or exceeded standards for all subgroups of students and all cohorts. There will be a yearly increase of 2% of the school population who are taking the test. This will be measured by CAASPP Student Participation data. Also, over the next five years we will exit 100% of those students that are designated EL. This past year 100% of EL students have been exited. This will be measured by the CELDT exit data.

Student Engagement – All students will be in attendance at SMA 95% of the school year. Parent notification of how important regular attendance is for student learning and use of the SARB process will be ongoing. This will be measured by monthly, quarterly, and annual ADA reports.

School Climate – SMA in the past has had less than a 2% suspension rate. Over the next five years it is planned through alternative discipline procedures to reduce the suspension rate to 1%. This will be measured by suspension data in Calpads. Yearly, SMA will through parent and student surveys determine areas that need revision to ensure the school is safe and the facility meets the Health and Safety codes established by Nevada County.

Course Access – All students at SMA will have access to a broad course of study that includes English, mathematics, social studies, science, visual arts, and physical education. This will be
measured by published class and pull out schedules that are sent home to parents and posted on the website.

SMA’s second LCAP goal, is to continue to have a positive school culture. The indicator in addition to those already identified in goal one will assist the school in meeting this goal.

**Parent Involvement** – Four of the five Board of Director Members are parents of SMA students. Monthly Board meetings will be held seeking parent input. Two Parent Nights are annually scheduled. Parent volunteers in the classroom will increase by 10%. This will be measured by parent sign in sheets. Various fund raiser activities led by parents will increase the on campus presence of parents. Parents are involved in two annual parent surveys. The results will provide updates on what else parents can do to increase classroom volunteerism.

### 3.2 Pupil Outcomes

The previous charts showed SMA’s performance on several standardized testing platforms. But research demonstrates that for SMA to be successful in improving student performance there are more areas to focus on than just academic performances. There is a broad range of competencies that need to be taken into consideration when determining a student’s success or failure at a school site. These include having a staff that has expertise and understanding of different strategies for teaching and learning, raising pupil attainment, motivation and encouragement and improving pupil behavior.

The staff at SMA has had the training to be able to meet the needs of our disadvantaged student population. This training has helped them be able to motivate, engage and attain academic success for those students.

Research has shown that students demonstrate greater school achievement and social adaptation in schools characterized by strong educational leadership, high expectations, and frequent evaluation by teachers. SMA is striving to model these standards and have a school environment that has a positive impact on our students.

In looking at the charts and graphs it can be seen that the above enumerated goals all have led to students at SMA being academically challenged. This challenge has led to sustained academic growth.

This ability to continue to improve and sustain effectiveness over a longer period of time is an indicator that improvement has become embedded in SMA’s culture and is the result of a combination of strategies within and across all phases of the school programs.

While these results reflect SMA student’s performance in these subject areas, SMA is also keenly interested in the results of those students whose test results do not reflect achievement at the Standard Met or Exceeded level.

As can be seen by these results, there are certain grades that have students that are not progressing academically as well as other grades. SMA is constantly revising instructional
strategies to better meet the academic needs of these lower performing students. It is also evident that SMA continues to increase in enrollment. We are getting a greater number of students that have more challenging academic needs.

It is the philosophy of Sierra Montessori Academy to foster high academic standards through the use of a rigorous application of the state common core content standards and the Montessori standards. As stated above SMA has fully aligned the Montessori standards with the California state common core content standards in grades Kindergarten through 8th.

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>METHOD OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMA students overall and in reportable subgroups that have been enrolled in SMA for at least three consecutive years will increase their CAASPP scores annually in mathematics and reading/language arts.</td>
<td>CAASPP Data will be incorporated into the Pathways student tracking software.</td>
</tr>
<tr>
<td>Overall Student participation rate in CAASPP test to meet or exceed 95%</td>
<td>Longitudinal studies will incorporate CAASPP Data from 2017, 2018, and 2019 CAASPP reports.</td>
</tr>
<tr>
<td>Reportable subgroup student participation in CAASPP testing to meet or exceed 95%</td>
<td>CAASPP participation data.</td>
</tr>
</tbody>
</table>

It is the goal that students at SMA will demonstrate the following upon graduation:

- Annual progress on the CAASPP tests.
- Mastery of the Montessori standards.
- Competency in state grade-level content and performance standards.

It is the goal of SMA to achieve the following schoolwide Montessori outcomes:

- To create independent learners.
- To educate the whole child focusing on the tools that develops the child and gives them the character and ability to function in the world at large.
- To ensure that students acquire the strategies related to “independent learning,” and are able to access and manipulate information to achieve learning, free of external prompting.
- To teach students research skills that enable them to discern valuable/viable data and to relay that data in a report format.

It is the goal that Sierra Montessori Academy students will possess a diverse, empathic and thoughtful worldview. Students who graduate from Sierra Montessori Academy will be self directed learners who possess the critical thinking skills and creativity with which to be active contributors in their families, school, and work environments and within the global community.

These pupil and school outcomes will be reviewed at least once annually by the Director, teachers, and parents, to ensure they are aligned to the school’s LCAP goals. Recommendations as to revisions to pupil and school outcomes may be made to the SMA Board. Material revisions
to these pupil outcomes must be considered by the SMA Board in accordance with Education Code Section 47607.

3.3 Methods of Measurement of Pupil Outcomes

Assessments to determine academic progress include a variety of tools such as:

- Grade level tests are administered at the beginning and end of each year to measure progress over the year. In addition, pre- and post-tests are administered for each sequence of lessons throughout the year to check for retention and mastery of concepts.
- Straight Forward math pre assessment for math facts.
- Portfolios, which include a checklist of required materials for each grade level (e.g. a self portrait, writing samples, handwriting samples, cultural reports, work samples, summary sheet of word building, reading programs, math fact assessments, and math cards).
- Exhibitions such as continent parties, science fairs and spring arts performance.
- Monthly oral presentations for K-3 and weekly oral presentations for 4-8.
- Performance-based and skill demonstrations.
- Standardized tests.

Assessments of school wide benchmarks will include:

- Annual family surveys.
- Attendance reports.
- State testing results.
- Classroom embedded assessments.

At the start of the year, students are assessed in different areas to determine their level enabling teachers to plan for individualized instruction:

- My Math (around 13 concepts) for K-5
- California Math (for 6th, 7th and 8th graders)
- SRA
- Basic Reading Inventory
- Accelerated Reader STAR Assessment
- Publishers Standardized Assessments.

For Middle School Students, the math book used California Math Courses 1, 2, 3 provides an assessment that will give the teachers an idea of where the students are in their math skills.

Middle school students are also given a Grammar Diagnostic Test. At the end of the year, the students are tested once again on all the grade level achievement tests. This shows the progress of students in each of the areas identified. It’s very encouraging and parents are very pleased to see the progress quantified! In addition to the actual assessments mentioned above, students create a portfolio containing a collection of work to be used for review and assessment purposes. This is also used as part of a holistic assessment.
**Montessori Assessments, Progress Reports and Report Cards**

Assessments in the Montessori classroom incorporate the hourly, daily, and weekly appraisal of student progress at SMA. Early in their educational career at SMA, students learn self-assessment from the prepared environment of self-correcting materials and the examples/modeling provided by the adult teaching staff. Self-assessment, self-reflection and self-correction are important lifelong skills that students acquire from the earliest years in a Montessori environment. Additionally, students also learn from their earliest years that their learning is a partnership with their teachers and parents.

Adults and students establish and agree upon daily, weekly, and monthly goals. Teachers maintain written records of the work presented and mastered, and each child has a “work plan” against which his/her progress is measured as he/she moves through various time periods.

At any given time, a SMA teacher knows precisely where a child is: Academically, developmentally, socially and emotionally. With frequent one-on-one interaction and individual personalized assessment of student work by the classroom teacher, as issues and concerns emerge they are quickly addressed. Constant fine-tuning and periodic adjustments maximize student progress and assure intellectual engagement for each child.

In such a highly structured program, parents are alerted quickly to any concerns throughout the year. Additionally, SMA provides formal documentation of the student’s progress three times each year: Progress reports are sent home twice each year (in the fall and the spring), and end-of-term reports are sent home at the end of each school semester. While parents are most familiar with the traditional “A-B-C-D” report card SMA report cards have been carefully designed to give parents and student a progressive account of the student’s academic mastery for a specific grade level in relation to the California State Curriculum Common Core over the course of the school year.

SMA staff developed and implemented a report card format, which is informative and user-friendly for parents. Additional grading breakdowns to subject areas provide greater detail and the new grade designations of Progressing at Grade Level, Mastered Grade Level Curriculum, Performing above Grade Level, Performing below Grade Level, and Not Yet Introduced, clearly indicate the progress students are making in the grade level curriculum. The student’s effort is also noted in each subject area by the designation: Excelling, Satisfactory, Expected Progress, and Needs Improvement.

While providing a clear account of the student’s progress, the SMA’s Middle School Program, as a bridge to high school, have retained use of traditional letter grades based on percentage scores for assignments, research projects, and tests.

SMA identifies parents and teachers as two integral parts of the student’s academic success team. As such, SMA encourages parents and teachers to stay in close communication regarding each student’s progress toward subject mastery. In addition to informal discussions and communications throughout the year, SMA offers two formal opportunities each school year for
parents and teachers to meet individually to discuss the child’s progress. These parent-teacher conference periods are scheduled at specific intermittent periods: In the Fall, after completion of the normalization period to provide an overview of the goals and objectives of the child’s academic plan for the year, and toward the end of the school year to provide a final update on the child’s progress toward subject mastery before moving on to the next level.

The administrative and teaching staff has spent countless hours and attention to providing a thorough and multi-faceted system for individual student assessment. Our hope is that parents will feel well informed in an on-going basis regarding their child’s academic progress and success, rather than waiting for progress report cards or end of term grades. Through this multi-level approach, performance and progress, not grades, become the focus of assessment and the heart of any discussion about the child.

As a public school, SMA administers annual state testing for all students in grade 3 through 8. The process and results of such state measurements can be used as one of many indicators of an individual child’s progress from year to year. Seen in this light, state assessments can be useful to help parents, teachers, and the student develop individual academic work plans. SMA will continue to participate in the state’s official assessment system, the CAASPP (California Assessment of Student Performance and Progress) program in accordance with Education Code §60605.

While SMA staff analyzes overall campus results to improve the educational program, staff also individually addresses interventions for those students who score Standard Nearly Met, Standard Not Met. The delivery of services to some of those students is already being addressed through an IEP or 504 Plan. For others, this data allows SMA staff to specify alternative interventions, such as the after school STAR Power Program, as well as the Read Naturally program.

Using Pathways software, SMA will be able to track the students’ progress from year to year, further enabling us to modify the delivery of educational services, as deemed necessary and appropriate and to further assess the achievement of pupil outcomes. Currently, the SMA staff develops academic interventions based on test score results. This practice will continue under renewal.

Staff will receive data on student achievement during regularly scheduled weekly staff meetings and will use this data to help monitor and improve SMA’s educational program.

**School Evaluation**

Each year SMA will conduct surveys of parents and staff regarding their perception of the school/teachers and program. The results of these surveys are shared with the Director and staff, and will be used to effectively implement positive program change. Many of SMA best ideas have come from parents and staff.

**Annual Performance Report**
The School will compile and provide to the NCSOS Board of Education performance reports in the format and frequency requested by the Board.

The school will use the information compiled in its performance reports and its annual school accountability report card ("SARC") to evaluate and improve upon its educational programming as necessary.

The School shall submit to a random, unannounced site visitation process to enable the County to gather information needed to confirm the school’s performance and compliance with the terms of this charter. Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the County Superintendent of Schools, or the Superintendent of Public Instruction, including inquiries regarding the corporate finances or records of SMA. The School shall automatically submit all financial reports required under Education Code § 47604.33 and 47605(m). The Charter School shall also fully comply with the Public Records Act.

3.4 Use and Reporting of Data

Once SMA receives the CAASPP data from the California Department of Education, SMA staff begins the process of disaggregating and analyzing the data. First, using individual student data, staff determines the percentage of students who, based on the CAASPP Test reflecting state standards, are performing at the Standard Met or higher level.

3.4.1 Expectations of Exit Outcomes

The following outcomes and methods of measurement are outlined below:

- Sierra Montessori Academy students will increase their CAASPP scores in reading/language arts. This objective will be demonstrated by CAASPP data.
- The overall participation rate in CAASPP test will meet or exceed 95%. This objective will be measured using CAASPP participation data.
- Sierra Montessori Academy will demonstrate an attendance rate of 95%, which will increase to 95% after 2 years. This data will be measured through daily attendance records.
- Sierra Montessori Academy will meet the CAASPP growth target for each year. This objective will be measured by CAASPP growth scores.
- Assessment of each student’s physical health in grade 5 and 7 will be determined by a Physical Fitness test. Appropriate resources will be offered as required.

3.4.2 Affirmations

Students at Sierra Montessori Academy will be taught in accordance with all State of California published common core standards in the following areas, as applicable per grade level:
• Reading/Language Arts
• Mathematics
• Science
• History/Social Science

Sierra Montessori Academy shall meet all statewide standards and conduct the pupil assessments required pursuant to §60605(c)(1) of the California Education Code and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Sierra Montessori Academy will provide the instructional support necessary for English Learners to attain mastery of the EL state standards.

3.4.3 Assessment of Student Progress

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

The school Director and teachers at Sierra Montessori Academy will review the pupil and school outcomes listed in the above section at least once annually. Recommendations as to revisions to pupil and school outcomes may be made by the Director and teachers to the Sierra Montessori Academy Board of Directors.

3.4.4 Assessment Tools

In order to assess each student’s intellectual, physical and psychological progress, the following assessments will be used:

• SMA will use the publishers assessments for pre- and post-testing of core content areas in mathematics, language arts, and geometry.
• Portfolios that include: self portraits, writing samples, handwriting samples, cultural reports, book reports, work samples, memory tests, summary sheets, and individual work plans.
• Participation in community events such as local poetry and story writing contests, and the annual Nevada County science fair.
• Curriculum-based and formative assessments
• Performance-based and skill demonstrations
• STAR Quick for reading and reading comprehension
• Straight forward Math pre-assessment for math facts
• Teacher observation in classroom

• Parent-teacher conferences which are scheduled twice yearly and as needed.
• Standardized tests
Information and observations will be gathered and reviewed by each teacher on an on-going basis in order to facilitate the optimal growth and potential for each student and will be summarized in each student's progress report in November and March.

3.4.5 Alignment of Assessment to the Mission Statement and Montessori Philosophy

Early in their education at Sierra Montessori Academy, students learn self-assessment from the prepared environment of self-correcting materials and the modeling that is provided by the classroom teachers. Self-assessment, self-reflection, and self-correction are skills that are developed from learning in a Montessori classroom environment. Students at Sierra Montessori Academy will experience mentoring by older students and then as mentors to younger students, which provides additional self-reflective and learning opportunities. Teachers will be sensitive to each student’s learning needs and make adjustments and accommodations whenever required in order to facilitate each student’s ability to focus on their learning. Parents will be informed as needed in order to provide their child with the guidance needed outside of the school environment. The supportive, holistic, and empathic philosophy that underlies the Montessori approach to education will guide this process of assessment and subsequent growth for each student and for Sierra Montessori Academy as a whole.

Each student’s progress will be documented within a progress report that is sent home in November and in March using the traditional A-B-C-D-F assessment. Sierra Montessori Academy will also use a detailed student report that describes progress toward mastery within the core content requirements with the goal of attaining proficiency for each student by the end of the school year.

As a charter public school, Sierra Montessori Academy will administer annual state testing assessments for all students in grade 3 through 8. The results will be used as one of many indicators of students' progress and will be helpful in the development of individual work plans for each student. Each spring Sierra Montessori Academy will participate in CAASPP. Sierra Montessori Academy will provide to NCSOS an annual performance report that will include:

- CAASPP summary data that includes whether student performance is meeting the goals outlined in this document. The school wide outcome objective is for 60% of students at Sierra Montessori Academy to have met or exceeded the standard.
- A summary of major decisions and policies established by the Sierra Montessori Academy board.
- Data on the level of parent involvement in the school’s governance.
- Data regarding the number of students enrolled, the number on waiting lists, and the number of students expelled or suspended.
- Other information regarding the educational program and the operations of Sierra Montessori Academy relative to compliance with terms of the charter.

Assessment of school wide benchmarks will include attendance reports, state testing results, and classroom embedded assessments.

3.4.6 English Learners (EL)
Teachers at Sierra Montessori Academy will plan instruction that will support EL students’ process of becoming proficient in English. The CELDT (California English Language Development Test) will be administered to Kindergarten through 8th grade students as indicated through the home language survey. The CELDT is given to 1) students who are newly enrolled whose primary language is not English and 2) English learners as an annual assessment. The purpose of CELDT testing is to 1) identify students who are limited English proficient, 2) determine the level of English language proficiency, and 3) assess the progress of limited English proficient students in acquiring the skills of listening, speaking, writing, and reading in English. Teachers and students at Sierra Montessori Academy will be supportive of the cultural diversity in the classroom and the wider community.

Sierra Montessori Academy has the following goals with respect to CELDT:

- Identify students with limited English proficiency as early in their education as possible.
- Assist student with limited English proficiency to achieve their potential in learning the English language.

Teachers at Sierra Montessori Academy will use CELDT scores to develop individual learning plans and to identify resources to support students as they become more proficient in the English Language. The CELDT results will be reported in accordance with state recommendations and will be reviewed as part of the annual school progress report.

IV GOVERNANCE STRUCTURE OF SCHOOL

_Governing Law:_ The governance structure of the school, including, but not limited to, the process to be following by the school to ensure parental involvement. –California education Code Section 46605(b)(5)(D)

4.1 Governing Board

Oversight of the Sierra Montessori Academy will be charged to a voluntary Board of Directors, composed of five (5) directors. It is not necessary for Directors to be parents of current or past students. Bylaws and governance of the Board of Directors have already been established to allow the group to be recognized as a 501(c)(3) nonprofit public benefit organizations. Copies of these bylaws and the Articles of Incorporation filed with the State of California are attached. In addition to the members of the Board, the Director of the school, and one representative of the teaching staff, elected by the teaching staff (both certified and non-certified), will serve as non-voting members of the Board. The Nevada County Board of Education may also appoint a representative to serve on the Board of Directors as a non-voting participant.

The Board of Directors will comprise the five (5) current members of the Board who have agreed to the Articles of Incorporation. The initial term of office of the Board of Directors shall be three years with staggered terms of approximately one third of the Board of Directors to one, two, and three year terms. This policy has been implemented in order to foster continuity, and sustainable
practices. How the Board of Directors is elected is described in detail in Appendix F which is in the bylaws which SMA is governed.

The Board of Directors reserves the right to increase the number of Directors at any regularly scheduled board meeting. Furthermore, a quorum of the Board shall be recognized as a majority of voting members.

The Board of Directors will meet monthly in a publicized and accessible public setting to hear reports, to consider and adopt policies, to act on working group recommendations, and to consider requests and concerns. These meetings will be advertised and conducted in compliance with the California Brown Act. Additional Special Meetings shall be called when necessitated and will be publicized and conducted in a similar manner to monthly meetings. The December meeting shall constitute the Annual Meeting of the Board of Directors.

4.2 Administrative Services

Daily operations will be overseen by the on-site school Director. The Director shall assume the responsibility for administration under the policies adopted by the Sierra Montessori Academy Board of Directors. Sierra Montessori Academy will provide most of its own administrative services, including but not limited to financial management, personnel, and curriculum development. The petitioners may be interested in discussing the possibility of purchasing some of these or other services from a local school district or county office of education. The specific terms and cost for these services will be the subject of an annual Memorandum of Understanding ("MOU") between the charter school and the District and subject to District availability. Should services be unavailable, or by July 1, 2017, if no MOU has been executed, the Sierra Montessori Academy Board of Directors shall obtain its own administrative services either in house or through a third party contractor.

Duties of the Board of Directors

As the overseeing board, the Board of Directors will be charged with the following duties:

- Define and uphold the mission of Sierra Montessori Academy through continued development of Board policy and procedures.
- Approve any charter amendments.
- Develop and/or approve curriculum within the guidelines of California law and Montessori principles.
- Participation in dispute resolution procedure, when needed.
- Supervise disciplinary hearings for students.
- Select and evaluate the administrative staff at Sierra Montessori Academy.
- Approve contracts for all staff and determine levels of compensation and means for professional development.
- Approve all major contracts.
- Approve the school’s annual budget and contract with an external auditor for an annual financial audit.
- Accept or reject gifts, donations, and grants.
• Oversee fundraising activities.
• Communicate with Sierra Montessori Academy parents through the Executive Director.
• Create committees as needed.

Any Director who has a conflict of interest or whose child has been requested to attend a disciplinary hearing must abstain from voting on that decision and disclose any conflict to the Board. The Director will furthermore be barred from discussing the matter with other Directors or staff.

In addition to the Board of Directors, the Board as needed may form committees. Announcements of new committees will be publicized on the school website and made available to parents of current students. Furthermore, various advisors and consultants may be retained by the Board as needed. All advisors and consultants will be held accountable to the same Conflict of Interest policy as that of the Board of Directors as specified in the By-Laws.

4.3 Risk Management

Sierra Montessori Academy as a corporation shall provide for indemnification of the school’s Board of Directors, officers, and employees. Sierra Montessori Academy will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance will be purchased through a provider with extensive experience with charter schools of similar size and location as Sierra Montessori Academy. As stated, the NCSOS shall be named an additional insured on the general liability insurance of Sierra Montessori Academy.

To minimize the potential of lawsuits and other indemnities, the Board of Directors will develop and implement appropriate risk management practices, including pre-screening of employees, establishing codes of conduct for students and staff, production of a Safety Manual, and procedures governing financial transactions and dispute resolution.

4.4 Non-Profit Public Benefit Corporation

A California non-profit public benefit corporation shall operate the SMA. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, et seq.

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. SMA shall work diligently to assist NCSOS in meeting any and all oversight obligations under the law, including regular meetings, reporting, or other requested protocol to ensure that NCSOS shall not be liable for the operation of the school.
SMA, its Board members, officers, employees or agents (collectively SMA) shall indemnify and defend the NCSOS, its Board members, officers, employees or agents (collectively District) from and against any actions, allegations, claims, damages, due process claims, findings, judgments, or liability, including attorney fees to enforce this provision which arise from the actions or omissions of SMA, excepting only those claims arising from the actions or omissions of the District.

4.5 Charter School Operations

*Administrative Staff—Director and Business Manager*

Daily non-instructional operations at the school will largely be the responsibility of the Executive Director and Business Manager of the school. The activities of the Administrative Staff will be monitored by the Board of Directors to ensure compliance.

*Duties of the Executive Director*

The Executive Director is responsible for, but not limited to, communicating with the Board and advising the board on programs, policies, budget and other school matters. Specific duties include:

- Presents reports to the board on progress, programs and problems of school operations.
- Implement and communicate the school mission.
- Oversee curriculum and instruction.
- Communicate with the Nevada County Superintendent of Schools.
- Meet with parents as needed.
- Oversee the budget and purchasing.
- Hire, evaluate, promote and discipline teachers and staff.
- Negotiate salaries.
- Develop short and long range plans.
- Oversee the operations of a safe and productive school.
- Talks with student encountering problems and problem resolution.
- Serve as site principal.
- Handle student discipline issues.

*Duties of the Business Manager*

The Business Manager is responsible for the day-to-day functions as related to the business of running the Charter School.

- HR Management
  1) New Hire Employment Packets & Orientation.
  2) Maintain Personnel Files and CALPADS data.
  3) Benefits Coordination (Health Insurance, Worker’s Comp, Open Enrollment).

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• Payroll
  1) Maintain Salary Schedules.
  2) Maintain Sick Leave Balances.
  3) Maintain Employee Contracts.
  4) Verify educational credits for advancement on salary schedule.
  5) Monitor and process time sheets.
• Accounts Payable
  1) Maintain vendor list in QSS and obtain W-9s.
  2) Evaluate vendor contracts and order supplies.
  3) Open & Process purchase orders & pay vouchers.
  4) Research & Initiate non-routine purchases & vendor contracts.
  5) Submit approved vendor payments for processing.
  6) Monitor aging and manage vendor expectations.
• Board & Superintendent Support
  1) Reporting and approval of warrants.
  2) Budget status reports.
  3) Approval of salary schedules.
  4) Financial advisor.
• Budget - Monitor & update budget status including department budgets.
• Cafeteria and Aftercare-manage budgets, cash collections, deposits and invoicing.
• Reporting
  1) Primary POC to external agencies on budget & finance.
  2) Over sight of CBEDS and Attendance – monthly, P1 & P2, annual.
  3) Revenue Limit.
  4) Additional Major Functions & Responsibilities.
• Budget development
• First Interim Report
• Second Interim Report
• Annual Audit-POC

Based on the size anticipated for Sierra Montessori Academy, it is believed that the shared governance of the school—Board of Directors, School Executive Director, Business Manager, teachers and parent participation—will be based on a model of collaboration and accountability. As a Montessori school, the faculty and staff will also encourage and respect the contribution of the students as they participate in the governance process through classroom leadership roles and stewardship of the school.

4.6 Parent Involvement at Sierra Montessori

Sierra Montessori Academy recognizes that parents are a vital part of the school community. The students rely on the parents for guidance and the teachers and administration need the parents to be active partners in the educational process. Furthermore, involvement of the parents is critical for success at school, at home, and as part of our community.

Parents comprise a diverse population with many skills that can be used to support the school. One of the main tasks of parent involvement will be that of volunteer and service activities.
Activities include fostering community spirit through outreach, helping to welcome new families, promoting the school in the greater community, fundraising and implementing parental educational programs. Volunteers will also be called upon to support the school with specialized tasks as needed, such as classroom support and maintenance on the school grounds.

4.7 Parent Education

In addition to SMA’s commitment to student education, our organization feels strongly that educating and involving the parents of our students directly impacts student success. The more parents understand the Montessori program and philosophy, the more buy-in and support the school and the students will receive.

Informing potential families is the initial step. Tours are scheduled regularly throughout the school year, and are more frequent prior to open enrollment. Parents are able to observe the students at work in their classrooms. Larger Open Houses are also given in the evenings to accommodate those families unable to attend during the day.

Several parent training and informational evenings take place throughout the year. We begin the school year with a Back-to-School Night. Teachers give Montessori lesson demonstrations on the unique hands-on materials in addition to giving an overview of the classroom, and weekly school-year schedule.

Teachers will periodically arrange curriculum evenings for those parents interested in learning how the materials are presented to the children in the different subject areas. It is beneficial to the parents to have first-hand knowledge of the “jobs” and work the children do each day.

4.8 Relationship between Sierra Montessori Academy and the Nevada County Superintendent of Schools

Sierra Montessori Academy shall be a public school, accredited by the state board, and shall be accountable to the Nevada County Board of Education for purposes of ensuring compliance with applicable laws, rules, and charter provisions. Sierra Montessori Academy shall be deemed to be a public school of the Nevada County Board of Education for all purposes, unless specifically stated herein.

The Board of Directors shall be accountable to the Nevada County Board of Education to ensure compliance with applicable laws, rules, and charter provisions. A representative of the Board of Directors will attend any required NCBOE board meetings to give reports, answer questions, and offer any information the NCBOE seeks in its monitoring of Sierra Montessori Academy. Sierra Montessori Academy pledges to furnish the NCBOE with copies of all policies and procedures developed with regard to any operational or educational program, upon adoption by the Board of Directors. The Board of Directors will submit an annual written progress report to the Nevada County Board of Education. This report will include information about student performance in academics and an analysis of academic programs. Attendance and disciplinary data will also be incorporated into the annual report. In addition to an annual report to the NCBOE, the Board of Directors will require monthly reports from the school Director concerning operations, budget,
attendance, student discipline, and personnel matters. Sierra Montessori Academy will participate in all audits required by California law.

V HUMAN RESOURCES

_Governing Law: The qualifications to be met by individuals to be employed by the School, = California education Code Section 47605(b)(5)(E)_

5.1 Employee Qualifications

All employees of Sierra Montessori Academy will be considered employees of the Sierra Montessori Academy 501(c)(3) non-profit public benefit corporation. To achieve the goals established in the mission statement, Sierra Montessori Academy will strive to recruit highly qualified and enthusiastic professionals to serve in instructional, administrative, and supporting roles. Sierra Montessori Academy understands that the vitality of a school is the summation of its parts and all members of the community are critical.

Any offers of employment are extended contingent upon successful completion of a current Live Scan report administered by the Department of Justice and a background/reference check. The Board of Directors will administer the recruitment, hiring, and background checks on the Administrative staff. The Administrators (Director and Business Manager or designees) will be responsible for the recruitment, hiring, and background checks on the Instructional and Support staff. The Board of Directors is ultimately responsible for reviewing the criminal background check and ensuring that no employee of Sierra Montessori Academy will be hired who is barred from public school employment under provisions of state law. All candidates must submit at least three references for verification as part of the application process.

All staff shall maintain a current Live Scan through the Department of Justice prior to and during the entire period of employment at Sierra Montessori Academy. Any staff supervising children on- or off-campus shall also maintain current Child First Aid/CPR certification and TB testing. All staff at Sierra Montessori Academy will agree to adhere to maintaining a drug, alcohol, and smoke-free work place.

5.1.1 Administrative Qualifications

The administration of the school is comprised of a Director and a Business Manager, which is a classified employee position.

_Requirements of the Director_

The Director candidate must possess a minimum of a Bachelor of Arts or Science degree from an accredited institution, and demonstrate an understanding of both the Montessori Philosophy and the California Educational Code. While it is not necessary to be credentialed as per California Education Code, candidates with administrative credentials and teaching credentials will be given preference. It will be the role of the Board of Directors to design and implement a fair, equitable, and non-discriminatory evaluation process.
Requirements of Business Manager

Candidate must have good secretarial and communication skills, and an understanding of general bookkeeping principles related to attendance and finance.

5.1.2 Instructor Qualifications

Lead Teacher

Teachers reflect the strengths of the school. Therefore, Sierra Montessori Academy is committed to hiring the most qualified individuals that can demonstrate responsibility for providing both excellent education and a nurturing environment that is reflective of the school’s mission. A Lead Teacher, who must hold a Bachelors degree. The degree must be from an accredited, degree-granting institution and a valid authorization from the California Commission on Teacher Credentialing (CCTC) to serve as a California Credentialed teacher. Teachers with additional Montessori training from a Montessori-accredited institution would be given strong preference. Highly qualified teachers with Montessori training and prior classroom experience as a lead teacher may be considered while they possess an Intern Certificate/Credential for no more than two years while actively working toward completion of their State credential.

Because we anticipate Sierra Montessori Academy to draw a diverse student body, including English learners, teachers will have English learner authorization as defined in Assembly Bill (AB) 1871 (Ch. 660, Stats. 2008) as required. For an elementary school, this entails a combination of Commission-approved California Teacher of English Learner (CTEL) program coursework with passing scores on the CTEL examination subtest(s).

Teachers of special education students will be required to have appropriate special education credentials and/or licenses.

Teaching Aides

In order to maintain quality in the classroom and ensure that each student is striving and maintaining his or her goals, each classroom will be supported by one or more paraprofessional Teaching Aides. The Teaching Aides will be held to similar high qualifications as all staff, and will be required to meet these minimum qualifications:

- Candidate must hold a high school diploma.
- Candidate must have completed a minimum of two years of post-secondary study (defined as 48 semester units or greater) or hold a minimum of an Associates degree. The coursework will include subjects specifically designed to prepare the candidate for demonstration of working knowledge of and the ability to assist in instructing reading, writing, math, or additional subjects as declared by the Sierra Montessori Academy Board of Directors.
- Candidate will have any additional qualifications that meet the requirement of relevant federal and state regulations associated with funding received by the school.
Specialty Teachers

The special format of Sierra Montessori Academy, with multi-age classrooms, allows for the flexibility of the inclusion of special programs as approved by the Board of Directors. These additional programs can be for enrichment, improvement, or other pedagogical reasons.

‘Specialty Teachers’ will undertake teaching of these additional programs on an as needed basis. Specialty Teachers will be required to maintain a current Live Scan through the Department of Justice prior to and during the entire period of employment at Sierra Montessori Academy, current Child First Aid/CPR certification and TB testing. These positions may be filled by non-certified teachers as allowed by law. Qualifications are necessarily broad, however, the following minimum qualifications hold for Specialty Teacher positions:

- For Visual and Performing Arts, the candidate should possess an established history of excellence in both the medium and in teaching.

5.2 Staff Retirement System

_Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers’ Retirement System, the Public Employees retirement System, or federal social security._ –California Education Code Section 47605(b)(3)(K)

Sierra Montessori Academy has the responsibility to provide retirement benefits to its employees. Sierra Montessori Academy retains the option for the Board of Directors to elect to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS). Any participation, as appropriate, will be coordinated with the Federal social security system or other reciprocal systems in the future. Non-certificated staff at Sierra Montessori Academy will participate in the Federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors.

All employees who are not members of STRS, or an alternative qualified retirement plan must contribute to the Federal social security system to the extent required by Federal law. Sierra Montessori Academy will make all employer contributions as required by STRS, PERS, and Federal social security laws. Certificated staff will have STRS and classified staff will have PERS. Sierra Montessori Academy will make contributions for workers’ compensation insurance, unemployment insurance, and any other payroll obligations of an employer. If Sierra Montessori Academy should opt to participate in the STRS or PERS systems, the NCSOS shall cooperate as necessary to forward any required payroll deductions and related data. Sierra Montessori Academy shall pay the NCSOS the actual costs for the provision of such services.
5.3 Employee Labor Relations

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

Sierra Montessori Academy shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act.

5.4 Employee Rights

*Governing Law*: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. –California Education Code Section 47605(b)(5)(O)

Wages, hours and other terms and conditions (including health and welfare benefits, sick/vacation leaves, and termination) shall be those as determined by the Sierra Montessori Academy Board of Directors. The provision of any collective bargaining agreement entered into by NCSOS shall not be applicable to employees accepting employment at Sierra Montessori Academy. All Sierra Montessori Academy employees, including teachers, shall be "at will" employees and may be subject to termination at any time, with or without cause, and with or without notice. The Board of Directors shall develop an Employee Handbook, which shall set forth the basis for personnel discipline. Nothing in this handbook shall be construed as providing any employee with a permanent position at Sierra Montessori Academy. Sierra Montessori Academy shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act. The Board of Directors shall establish policies and procedures related to employee leave entitlement, which shall become a part of the employee handbook provided each employee.

Policies regarding hiring, supervision, evaluation, and termination of employees will comply with all federal and state non-discriminatory laws and statutes.

5.5 HEALTH AND SAFETY PROCEDURES

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

Sierra Montessori Academy will meet all applicable local zoning and building codes and all safety regulations as prescribed by state and federal regulations. All employees of the school must submit to a criminal background check and furnish a criminal record summary as required by Education Code §44237. All staff, including volunteers and contracted employees, must behave in a manner that is professional and appropriate to an elementary school. The Board of Directors and staff will recognize the importance of the proper handling of confidential materials.
and respect the privacies of current and former students and their families, staff, and the Board of Directors. As a Montessori school, it will be expected that all persons at the school model behavior that is in alignment with the Montessori principles outlined in the Mission Statement, namely to foster a community that is founded on mutual respect, honesty, and courtesy.

The Board of Directors will establish a Safety Committee to monitor and insure adherence to local fire regulations, conduct safety inspections, establish protocol for visitors, and align policies with the NCSOS disaster plan. The Safety Committee will report their activities to the Board of Directors and work with the Board and the school’s insurance carriers to develop, implement, and continually improve a Safety Plan.

### 5.5.1 Safety Plan

- The Safety Plan will be on record with the Board of Directors and all staff will be trained on the elements of the plan. The Plan will be established one month prior to the opening of the school.
- The Safety Plan will clearly state procedures for response to natural disasters and emergencies, with particular emphasis on fires and earthquakes.
- The Safety Plan will require that all instructional and administrative staff receive training in emergency response as appropriate. Attached as Appendix H

### 5.5.2 Additional Health Policies

- All staff and enrolling students will provide records that document immunizations and tuberculosis (TB) testing.
- Additional health screening will be required for students as mandated by state and federal law.
- Policies will be developed in accordance to state and federal law that emphasize prevention of contact with blood- and air-borne pathogens.
- Policies will be developed, in consultation with the school’s insurance carriers, on the administration of prescription drugs and other medicines.
- Health and Safety Policy-Attachment as Appendix I

### 5.5.3 Safe Building Policies

- The Board of Directors will implement a policy that the school will be housed in buildings that have received state Fire Marshall and seismic hazard approval and are properly zoned.
- The Board of Directors will draft a policy that clearly establishes that the school functions as a drug, alcohol, and tobacco-free workplace and facility.

The aforementioned policies will be maintained by the Board of Directors and appropriate sections will be provided to students and staff, with appropriate time budgeted for training staff in safety procedures. The Safety Committee will strive to continue to improve upon these policies and will incorporate changes as required by applicable state and federal law.
VI Student Admissions, Attendance, and Suspension/Expulsion Policies

**Governing Law:** In addition to any other requirements imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. – California Education Code Section(P)(d)(1)

It was the goal of the Founding Board of Sierra Montessori Academy to develop a school that would offer an education based on the Montessori philosophy to any K-8 child who wishes to be educated in this manner without fear of discrimination or financial difficulty. The Montessori Method was originally developed around fostering students of all abilities to achieve high academic goals. For over one hundred years, schools around the world employing this method have shown great success with a diverse student population. The Founding Board has striven to implement procedures that will result in a school that will attract a diverse population of students from the south Nevada County area.

To fulfill this mission, Sierra Montessori Academy will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The school shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, gender, religion, national origin, sexual orientation, home language, ability, or disability. Admission shall be open to any resident of the State of California. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. It will be expected that students wishing to attend Sierra Montessori Academy will be amenable to the use of the Montessori philosophy in the teaching of the curriculum. Information on the Montessori philosophy and how it is applied at the school will be widely available via written documentation at the school and electronic sources hosted on the school website to prospective parents and / or caregivers (see Application Process below).

6.1.1 Age Policy

The age policy for Sierra Montessori Academy will follow the majority of schools in the NCSOS. In order to be eligible for Kindergarten in the fall, a child must meet the age requirement as set forth in the Kindergarten Readiness Act of 2010 (SB 1381 Sicilian)

6.1.2 Admission Requirements

Sierra Montessori Academy is open to any student in the state of California. A public drawing will be held to select students and form a waiting list if the number of applications received exceeds the school’s capacity.
6.1.3 Application Process and Preferences

As a public Montessori school, it is our goal to educate families of prospective students so they can make thoughtful decisions about the suitability of the program for their family and their commitment to the Montessori philosophy. At the time of open enrollment, the school will host several public informational meetings. Following the presentation, parents will be able to apply.

These meetings will focus on the Montessori philosophy, the mission of Sierra Montessori Academy, and the details of how our school functions. The information will also be posted on our website as a downloadable packet and available in hard copy at the school office. If necessary, members of the school may, at the request of parents, pay a home-visit to present this information. Parents who do not attend an informational meeting will be required to sign a statement that they understand the basic tenets of the Montessori philosophy and the mission of the school as provided in these materials. We will also strongly encourage parents to observe classes in session prior to completing an application packet.

The admissions process then comprises the following steps:

1. Submit the completed application forms in person by the published deadline. Verification of date of birth is required (original birth certificate) for the application to be considered complete.
2. If enrollment or a waiting list position is offered, the parent/guardian must submit the completed materials by the date requested.
3. If enrollment is offered to someone on the waiting list, the parent/guardian must accept or decline within three (3) business days.

Should the number of students who wish to attend exceed the available capacity, a public lottery system shall be implemented in May or June. The lottery will be held by public random drawing. Students shall be placed on a waiting list in the order that they are drawn from the pool. The dates for both the admission window and lottery will be commensurate with the majority of schools in the NCSOS to provide for fair and equitable admission to all students. The waiting list will not carry over to the following school year. Parents who intend to continue at Sierra Montessori Academy must notify the school Director by March of the current school year to remain as ‘continuing students.’ Children of current teaching staff and the Founding Board of Directors will be exempt from the public random drawing as long as those children do not exceed ten percent of all admissions in any one year, as required by federal law. However, it is not required that the children of the teaching staff or the Board attend Sierra Montessori Academy. Siblings of currently enrolled students will also be exempt as per accepted public school policy and federal law.

The exception to this policy shall occur if enrollment warrants an earlier date as determined by the Board of Directors. This date will be widely publicized in Nevada County and the surrounding areas via newspaper, internet, radio, and television outlets as well as informational flyers to be distributed at local libraries, open markets, and bulletin boards where potential parents might receive the information. The rationale for this early date is to allow the Board of Directors ample time to make any budgetary changes that might occur, including, but not limited
to, staffing, material goods, and facilities. Furthermore, this open enrollment may be held at the same time as the majority of schools in Nevada County to accommodate additional open spaces and establish a waiting list if necessary.

6.2 Non Discrimination

_Governing Law:_ 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. –California Education Code Section(b)(5)(G)

Sierra Montessori Academy recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the NCSOS District. It is the firm belief of the Founding Board, that a charter school in the NCSOS founded on a pedagogy based on the Montessori Philosophy will be beneficial to a wide spectrum of students who are not achieving their highest potentials in the traditional classrooms. Traditionally, Montessori-based schools have shown high success with poor-performing students who come from disadvantaged households.

6.2.1 Practices and Policies to Promote Diversity

To attain a diverse student population, Sierra Montessori Academy will be non-sectarian in its programs, admission policies, employment practices, and all other operations. The school shall not charge tuition for the charter program, and will not discriminate on the basis of race, ethnicity, national origin, gender, disability, religion, or sexual orientation. At the same time, the Founding Board recognized that Sierra Montessori Academy cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act). The school will implement a student recruitment strategy that includes, but is not limited to, the following elements or strategies to strive towards a racial and ethnic balance of students that reflects the diversity within the district it serves.

- An enrollment timeline that allows for a broad-based recruiting and application process. This timeline will match the majority of other schools in the district to allow parents to make conscientious decisions.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district. In particular, the Board and school Director will identify avenues of dissemination in traditionally underrepresented communities. Contact will be through agencies that serve various racial, ethnic and interested groups in the district including, but not limited to, religious institutions, community cultural groups, and Sierra College.
- The organization of, and participation in, outreach meetings that will include prospective students and parents of all racial and ethnic backgrounds.
- The Business Manager shall regularly monitor the race/ethnicity of the applicant pool, increasing targeted recruitment to any underrepresented group as reflected by the NCSOS.
• The scheduling of open house nights, Montessori informational seminars, and prospective parent nights for parents and other activities during the school year where the community is invited in to learn about Sierra Montessori Academy.

• All of these outreach activities, as well as informative documentation, will be provided on the school website.

These policies are based on successful plans implemented by other Montessori charter elementary schools in California whose enrollments match their geographical district.

6.3 Public School Attendance Alternatives

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

Students who opt not to attend Sierra Montessori Academy may attend other NCSOS schools or pursue inter-district transfers in accordance with existing enrollment and transfer policies of their district or county of residence. Parents / guardians will be informed that students have no right to admission in a particular school in any district as a consequence of enrollment in Sierra Montessori Academy.

6.4 Pupil Suspension and Expulsion/Due Process

_Governing Law:_ The procedures by which pupils can be suspended or expelled. –California Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Sierra Montessori Academy. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. However, it is the mission of Sierra Montessori Academy to develop and nurture empathy and social concern in all students and we will strive first to resolve issues with students individually and / or in the classroom setting, where appropriate, prior to resorting to a suspension or expulsion. With the exception of a single act grave in nature, expulsion is an action the Board of Directors will take only after prolonged violations of misconduct when other forms of discipline, including suspension, have not proven successful in assisting the student to correct their behavior or when a student’s behavior is continuing to cause a danger to him or others.

School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook prior to the first day of school and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, suspension, the use of alternative educational environments, and in extreme cases, expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include
an employee's use of physical intervention that is reasonable and necessary to protect the safety of students, staff or other persons or to prevent damage to school property.

The Board of Directors shall ensure the fair and equitable treatment by ensuring that all students will be afforded their Due Process rights under the law. The Director shall ensure all students and their parents/guardians receive the Student Handbook and are aware of the disciplinary policies.

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

A student identified as an individual with disabilities or for whom, Sierra Montessori Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (IDEIA) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Sierra Montessori Academy will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Sierra Montessori Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

6.4.1 Grounds for Suspension and Expulsion of Students

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

6.4.2 Enumerated Offenses

As per established state standards of conduct, students may be suspended or expelled for any of the following acts when it is determined to be the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the school Director or designee’s concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
• Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
• Committed or attempted to commit robbery or extortion.
• Caused or attempted to cause damage to school property or private property.
• Stole or attempted to steal school property or private property.
• Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
• Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, Director, other school officials, or other school personnel engaged in the performance of their duties.
• Knowingly received stolen school property or private property.
• Possessed an imitation firearm, i.e. a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
• Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
• Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
• Made terrorist threats against school officials and / or school property.
• Committed sexual harassment.
• Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
• Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and, depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. The classroom setting envisioned for Sierra Montessori Academy requires community acceptance and support and any acts contrary to that aspect of the mission will necessitate intervention on the part of teachers and / or staff.
6.4.3 Suspension Procedure

Suspensions shall be initiated according to the following procedures:

*Informal Conference.* Suspension shall be preceded, if possible, by an informal conference conducted by the Director or designee with the student and his or her parent and, whenever practicable, the teacher or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

*Notice to Parents / Guardians.* At the time of the suspension, a school employee shall make a reasonable effort to contact the parent / guardian by telephone or in person. Whenever a student is suspended, the parent / guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent / guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent / guardian respond to such requests without delay.

*Suspension Time Limits / Recommendation for Expulsion.* Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

6.4.4 Authority to Expel

A student may be expelled either by the Sierra Montessori Academy Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an ad hoc
Disciplinary Panel as needed. The Panel should consist of at least three members, including one teacher from outside the student's classroom and the Director. The Disciplinary Panel may recommend expulsion of any student found to have committed an expellable offense. As identified by Ed Code 48900.

6.4.5 Expulsion Procedures

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

The expulsion hearing will be presided over by the Chair of the Board of Directors or the chair of the Disciplinary Panel. In the event a Disciplinary Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

- The date and place of the expulsion hearing.
- A statement of the specific facts, charges and offenses upon which the proposed is based.
- A copy of Sierra Montessori Academy's disciplinary rules which relate to the alleged violation-Attached as Appendix B.
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at Sierra Montessori Academy to any other school district or school to which the student seeks enrollment.
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

6.4.6 Record of Hearing

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

6.4.7 Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the
conduct of serious affairs. A recommendation by the Disciplinary Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Sierra Montessori Academy Board of Directors, Disciplinary Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code §48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Disciplinary Panel shall be in the form of a written recommendation to the Board of Directors who will make a final determination regarding the expulsion.

The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing.

6.4.8 Written Notice to Expel

The Director or designee following a decision of the Sierra Montessori Academy Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors’ findings of fact, to the student or parent / guardian. This notice shall include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent / guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Sierra Montessori Academy.

The Director or designee shall send written notice of the decision to expel to the student's district of residence, and the NCSOS. This notice shall include the following: a) The student's name and b) The specific expellable offense committed by the student.

The expelled student or the students parents/guardian may, within 30 days following the decision of the council of Directors to expel, file an appeal to the County Board of Education which shall hold a hearing and render its decision.

VII Reporting and Accountability

_Governing Law:_ The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. –California Education Code Section 47605(b)(5)(I)
The Sierra Montessori Academy Board of Directors will facilitate an annual, independent audit of the financial affairs of the school and present this audit to the Nevada County Office of Education, the State Controller, and the California Department of Education. As a 501(c)(3) non-profit public benefit corporation, Sierra Montessori Academy will agree to comply with all state laws pertaining to financial reporting to the overseeing district and the state of California.

7.1 Financial and Programmatic Audit

Sierra Montessori Academy will operate on a fiscal year that begins on July 1 and ends on June 30. It is anticipated that the audit will be completed within four months of the close of the fiscal year and will be presented to the NCSOS by December 15.

In addition to the annual audit, a preliminary budget for the current fiscal year will be provided to the district by July 1. A mid-year interim financial report for the current fiscal year will be provided by December 15. A second interim financial report will be provided by March 15. It is believed that these additional reports will provide additional oversight by the NCSOS. If the NCSOS feels that these additional reports are unnecessary for proper oversight, they will be discontinued upon mutual agreement between the NCSOS and the Board of Directors.

SMA shall provide reports to NCSOS as follows, and shall provide additional fiscal reports as requested by the NCSOS.

1. By July 1, preliminary budget for the current fiscal year.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the NCSOS, State Controller, State Department of Education and State Superintendents of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report from the full prior year. The report submitted to NCSOS shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year. Reports shall be in the format requested by NCSOS shall utilize any forms requested by NCSOS, and shall contain any data requested by NCSOS.

7.1.1 Contracting and Overseeing the Independent Audit

The Director and Business Manager will review the annual audit. The details will be reported to the Board of Directors by the Director. Any deficiencies or exceptions will be noted along with suggestions for resolution. The Board of Directors to the NCSOS will report these deficiencies and/or exceptions separately by December 15th. In accordance with Education Code §47604.3, the school shall promptly respond to any reasonable inquiries of the NCSOS, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records.
7.1.2 Qualifications of the Auditor

Qualifications of the auditor include experience with educational audits and an active listing with the Certified Public Accountants Directory Service, maintained by the State Controller’s office. The independent auditor will be recommended by the Administrator and approved by the Board of Directors. The Board of Directors shall change auditors at least as frequently as the NCSOS.

7.1.3 Scope of the Financial Audit

The audit will cover all the components necessary to assess the administration of the school in both legal obligation and maintaining sustainable fiscal planning. At a minimum, the audit will address the maintenance and recording of daily attendance and enrollment practices, financial statements, and the school’s internal controls on spending and reporting. The audit will be conducted in accordance with generally accepted accounting principles utilized by charter K-8 schools in California. To the extent required by law, the audit scope will be expanded to included items and processes specified in the California State Controller’s Annual Audit guide and any applicable Office of Management and Budget Circulars.

7.1.4 Programmatic Audit

In addition to the Financial Audit outlined above, the Business Manager will maintain records necessary for the annual School Accountability Report Card (SARC). This data will be provided to the Board of Directors for review. Specific records include:

- Student enrollment along defined demographic categories and grade level.
- Average class size and distribution.
- Disciplinary action (suspensions and expulsions).
- Status of school facilities and summaries of most current site inspection and planned improvements.
- Status of teachers compliance with credentialing and mis-assignments of subject area and teaching of English learners.
- Full-time equivalents (FTEs) of support staff, if retained by the school.
- Detailed descriptions of curriculum and instructional methods as defined by core curriculum area.
- Expenditures per student and teacher and staff salaries.
- Student performance on standardized tests as stated in the Assessment Section.
- Sierra Montessori Academy will primarily employ the CAASPP as appropriate per grade level.
- Student performance on the California Physical Fitness Test for grades 5 and 7.
- The progress the school is making on meeting adequate yearly goals.

7.1.5 Annual Performance Audits

Sierra Montessori Academy will provide to NCSOS annual performance audits as required. These audits will include:
- Review of each component of initial Charter Petition for compliance.
- Analysis of how goals are being met, including a review of all state and federal student assessment data and reports.
- Summary of major decisions made/policies established by the Sierra Montessori Academy Board of Directors in each year.
- Data on level of parent involvement in governance and operation of the school.
- Summary data from annual student/parent satisfaction survey.
- Data regarding number of staff, their qualifications and verification of credentials.
- Copy of health/safety procedures and summary of any major changes.
- Review of the suitability of the facility in terms of health and safety.
- Review of the suitability of the facility in terms of educational utility.
- Review copies of all required documentation (e.g. budget reports, financial projections, leases, insurance, etc.).
- Overview of admission practices including the number of students actually enrolled and on waiting lists and any expulsions and suspensions.
- Review of any internal/external dispute resolutions.

In addition, NCSOS, as the granting agency, may undertake a site visit including observation of the instructional program.

7.2 Financial and Organization Accountability

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

—California Education Code Section 47605(b)(5)(l)

The development of a clear and feasible accounting procedure is necessary for Sierra Montessori Academy to sustain itself for many years. The Board has studied models of both successful and unsuccessful charter schools to develop criteria for a best-practices model. All procedures are compliant with state and federal laws and the Board of Directors will be charged with maintaining the integrity of the process via annual review.

7.2.1 Procedure for the Development of the Annual Budget

The Director and Business Manager will develop the annual budget. The Board of Directors will approve recommendations and acceptance at the June meeting.

The annual budget will be based primarily on a detailed review of the month-by-month audit of the preceding year. The Director will also review publicly available budget documents of other schools to discuss new best-practices procedures. In developing the annual budget, the following data will be used:

- Attendance projections based on enrollment patterns for the school.
- Estimated General Purpose Entitlement values will be obtained from the conservative models of the School Services of California.
The school Director will gather and review any funding or legal changes originating from federal, state, county or NCSOS mandates.

Attached as Appendix (C) are our budget projections for the next three years. These projections are based on the proposed enrollments shown in Article 2.1 entitled “Growth Plan”.

7.2.2 Reporting of Annual Budget and Interim Reports

Upon consultation with the Business Manager and external auditor and review of the interim audits, the school Director will prepare reports on the financial health of the school for the Board of Directors. In addition, the annual report will also provide a discussion on best practices for increasing the financial viability of the school in the following year. These reports (interim and annual) will address the budget by line. Upon approval by the Board of Directors, these reports will be submitted to the NCSOS at the same time as the interim and annual audits. As stated in section 7.1, interim audits will be provided by December 15, and March 15. The final audit with review of the annual budget and recommendations for the following year will be provided by December 1. The report on the projected financial health will submitted with the preliminary budget by July 1.

7.2.3 Legal Compliance of Budget

As a charter school within the NCSOS, Sierra Montessori Academy will comply with all necessary reports as required by law. The School Director will submit these reports to the NCSOS by the dates required by the county.

A California non-profit public benefit corporation, known as “Sierra Montessori Academy”, shall operate the school. This corporation has been organized as a local entity and is operated exclusively for the charitable educational purposes within the meaning of the Internal Revenue Code §501(c)(3) and the California Revenue and Taxation Code §23701d. The specific purposes for which the corporation is organized for the operation of a California public charter school in Nevada County.

By granting a charter to the non-profit public benefit Sierra Montessori Academy, the NCSOS shall not be held 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 NCSOS has complied with all oversight responsibilities required by law [Educational Code §47604(c)]. The Board of Directors will assist the NCSOS in meeting any and all oversight obligations under the law, including any reporting or other requested protocol [Educational Code §47604.32 and subdivision (m) of §47605] to ensure the NCSOS shall not be liable for the operation of the school.

7.2.4 Budget Projections

The financial plan was developed with sustainability as the goal and within the framework of the Mission Statement. Specifically, the Board set out to create a school that remained fiscally
solvent while adhering to a high standard of education and responsibility to the staff. We attempted to follow all state and federal laws and any omission was not intentional.

7.3 Dispute Resolution

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

The intent of the dispute resolution process is to (1) establish sound policies for resolving disputes within Sierra Montessori Academy, (2) minimize the oversight burden on the NCSOS, and (3) frame a character oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

7.3.1 Public Comments

The staff and Board of Directors of Sierra Montessori Academy and the NCSOS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary, unless otherwise required by law, regarding any disputes until the matter has progressed through the dispute resolution process.

7.3.2 Disputes arising from within Sierra Montessori Academy

Disputes arising from within Sierra Montessori Academy, including all disputes among and between students, staff, parents, volunteers, advisors, and the Board of Directors, shall be resolved pursuant to the policies and processes developed by Sierra Montessori Academy. The NCSOS shall not intervene in any such internal disputes without the consent of the Board of Directors and shall refer any complaints or reports regarding such disputes to the Board of Directors or its designee for resolution pursuant to Sierra Montessori Academy’s policies, unless the dispute relates to any qualifying activity for charter school notice of revocation or relates to the NCSOS as the employer of record. See Appendix B

7.3.3 Disputes between Sierra Montessori Academy and the NCSOS

In the event that Sierra Montessori Academy or the NCSOS has disputes regarding the terms of this charter or any other issue regarding Sierra Montessori Academy and grantor’s relationship, both parties agree to follow the process outlined below. In the event of a dispute between Sierra Montessori Academy and the NCSOS, the staff and the Board of Directors and the NCSOS agree to first frame the issue in written format and refer the issue to the county superintendent and Director of Sierra Montessori Academy. In the event that the NCSOS believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement. The Director and the county superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the county superintendent and the Director of Sierra Montessori Academy and attempt to resolve the dispute.
If this joint meeting fails to resolve the dispute, the county superintendent and director/principal shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the superintendent and director/principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise.

7.3.4 Oversight, Reporting, Revocation, and Renewal

The NCSOS may inspect or observe any part of Sierra Montessori Academy at any time. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the NCSOS without the mutual consent of the Board of Directors. If the governing board of the NCSOS believes it has cause to revoke this charter, they agree to notify the Board of Directors in writing, noting the specific reasons for which the charter may be revoked, and grant Sierra Montessori Academy reasonable time to respond to the notice and take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

The NCSOS agrees to receive and review the annual fiscal audit (as specified in Section 7.1) and programmatic audit within two months of the receipt of the annual review. The NCSOS must notify the Board of Directors as to whether it considers Sierra Montessori Academy to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter granting agency’s conclusions. If, in its review of Sierra Montessori Academy’s annual report, the NCSOS determines that Sierra Montessori Academy is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.

7.4 School Closure

_Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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._ –California Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event Sierra Montessori Academy closes. The following procedures apply regardless of the reason for closure.

7.4.1 Closure Process

Closure will be documented by official action of the SMA Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. Closure initiated by the SMA Board shall not take effect before the end of the normal school year in June unless agreed to in writing by the County.

The Board of Directors will promptly notify parents and students of the Charter School, the County Office of Education, 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), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupil’s school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed course and credits that meet graduation requirements.

The Board will ensure timely notification to the parents and students and shall provide information to assist parents and student in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close SMA shall provide the County with all student information promptly following such decision.

7.4.2 Final Audit and Maintenance and Transfer of Student Records

As applicable, Sierra Montessori Academy will provide parents, students and the NCSOS copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. Section 1232g. Sierra Montessori Academy will store original records of students in the administrative offices until closure of the school. All records of the school shall be transferred to the NCSOS no later than the date of closure.

The NCSOS will be provided with unaudited actual no later than three (3) months following the date of closure of Sierra Montessori Academy. Within six (6) months following the date of closure, final financial records shall be prepared and an independent audit completed. The audit will be prepared according to standards for public school audits by a Certified Public Accountant selected by the Board of Directors. The audit will be provided to the NCSOS promptly upon completion. In the case that Sierra Montessori Academy either does not pay for or have an independent audit completed within six months, the NCSOS may, at its option, pay for an audit to be completed and subtract the payment from any funds due to Sierra Montessori Academy.

On closure, all liquid assets traceable to state and federal funds received by Sierra Montessori Academy will be distributed on a pro rata basis to the NCSOS or as otherwise required by law. On closure, Sierra Montessori Academy shall remain solely responsible for all liabilities arising from the operation of the school.

In the event that Sierra Montessori Academy dissolves as a non-profit public benefit corporation, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
Twin Ridges Home Study Charter School RENEWAL PETITION

RESPECTFULLY SUBMITTED TO:
Nevada County Superintendent of Schools, Nevada County Office of Education

FOR A RENEWAL CHARTER TERM OF July 1, 2017 - June 30, 2022
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Affirmations and Assurances

As the authorized lead petitioner, I, Jaynie Aydin, Ph.D., hereby certify that the information in this petition for a California public charter school to be named Twin Ridges Home Study Charter School ("TRHS" or the "Charter School"), as submitted to the Nevada County Superintendent of Schools ("the County") is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the 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 Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]

- The Charter School will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605(b)(5)(O)]

- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605(d)(1)]

- The Charter School will not charge tuition. [Ref. California Education Code §47605(d)(1)]

- The Charter School shall 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), and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code §47605(d)(2)(A)-(B)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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 47605(d)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- 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 5 California Code of Regulations §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 documents equivalent to that which a teacher in other public schools is required to hold. [Ref. California Education Code §47605(l)]

- The Charter School will at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level and/or days as designated for a non-classroom based program as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
• The services the charter school will provide will benefit the specific pupil population that the charter school will serve. (Education Code Section 47605.6(a)(1))

• The Charter School is consistent with sound educational practice. (Education Code Section 47605.6(b))

• The Charter School shall 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 shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. California Education Code Section 47605(d)]

• The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]

• The Charter School shall 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 shall comply with all applicable portions of the No Child Left Behind Act.

• The Charter School shall comply with the Public Records Act.

• The Charter School shall comply with the Family Educational Rights and Privacy Act.

• The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

January 3rd 2017

Date

Jaynie Aydin, Ph.D., Executive Director
Twin Ridges Home Study Charter School
Introduction

Twin Ridges Home Study Charter School has led the homeschooling movement in Nevada County for over thirty years. TRHS has a long, successful history providing independent study options to homeschooling families. In a typical public school Independent Study format, TRHS parents agree to supervise twenty hours or more of student learning each week (Fifteen for Kindergarten). Teachers plan and assign work, recommend curriculum, evaluate work done, fit alternative educational experiences into the state standards, and plan enrichment classes and field trips. The parents give direct supervision in the education of their children. The School provides support to the staff, the students, and the parents who team together to provide excellence in this public school K-8 alternative program. As one of California’s first K-8 independent study charter schools, TRHS supports an innovative approach to meeting state standards. Many of our families have embraced the unifying principles of core long before it was mandated.

TRHS is a non-classroom based program with over 80% of instruction taking place off site. In other words, there are no TRHS classrooms and all academic instruction occurs at home with parent teachers.

The dynamic nature of the school centers on themes of environmental, technological, and cultural sustainability. TRHS students gain exposure to global and local perspectives by participating in workshops with field experts, community artisans, visiting lecturers and performers, and enrichment opportunities.

Award-winning TRHS teachers are well known for their academic flexibility and support families as they design their own homeschool model. A generous student budget, frequent field trips, diverse social and cultural events, and a resourceful staff, provide TRHS students and families with the opportunity to broaden the boundaries of their entire education experience. TRHS students develop the tools to become critical thinkers, creative problem solvers and active participants in their own education. By working individually and in teams, children strengthen their confidence, self-worth, and leadership abilities.

The TRHS slogan is “Supporting Your Home Study Philosophy Since 1978.”

Twin Ridges Home Study Charter School serves students in Nevada, Placer, Sierra and Yuba Counties. TRHS learning centers are located in Nevada City, Truckee, and Wheatland. Each boasts an extensive resource collection, stimulating enrichment opportunities. For more information call 530.478.1815 or visit our website at www.trhs.us

This Petition provides legal assurance to the Nevada County Superintendent of Schools that TRHS is a successful and stable K-8 independent study charter school.

Success of the Prior Charter Term

TRHS Charter School was established in 1978, in Nevada County, on the North San Juan Ridge. The first sponsoring agency was Twin Ridges Elementary School District. In July 2007, TRHS left Twin Ridges, and along with 5 other charters, joined together under the sponsorship of Nevada County Superintendent of Schools (NCSOS). At this time, these charters forge a unique concept of a charter cooperative, creating the Nevada County Charter Cooperative (NCCC).

The Nevada County Charter Cooperative (NCCC) was formed to create an opportunity for innovative and effective practices, and the provision of unique options for educational choice in Nevada County. The Nevada County Charter Cooperative consists of six charter schools. Each school offers a unique educational philosophy or program that is different from the other. In addition to recognizing the differences between these six charters, and avoiding competition between one another, the Nevada County Charter Cooperative provides the following components:

- Economies of scale for efficiency of operation
- Collaborative and supportive opportunities for sharing and discussing effective practices
- Sharing of business services provided by NCSOS
- Sharing of Student Support Services
- Regular meetings of charter school directors for sharing of resources, strategies, policies and procedures
The services provided by Twin Ridges Home Study Charter School benefit the population that this charter school serves. The practices of this charter school are based on sound educational principles and benefit the students who attend. Twin Ridges Home Study Charter School works cooperatively with local charter schools, through a formal agreement that has created the Charter Cooperative. The uniform oversight treatment by the charter authorizer including: policies, procedures, and requirements; allowing the ongoing maintenance of the cooperative relationship, ensuring economies of scale and effective educational practices. Within this cooperative framework, TRHS created an innovative, alternative homeschool / independent study model of education.

Prior to the 1990s in California, parents had few choices for their child’s education: the traditional public school system, a private school, or private homeschooling. In 1992, California’s elected officials enacted California’s Charter School Act, which established public charter schools as an option for parents, students, teachers, and community members to design self-governing schools within the public school system to meet the needs of their community. Charter schools were envisioned to provide more flexible and innovative opportunities for California students within the public school system.

As the Charter School movement grew in California, so also evolved a partnership between members of the private homeschool community and public educators who saw great educational potential and value in learning opportunities beyond the classroom. The flexibility and innovation provided through charter school law have successfully demonstrated that an effective learning "classroom" goes well beyond the walls of a traditional public school building. Independent study gives students choice in pursuing their education through avenues such as enrichment opportunities, online programs, and social opportunities. This flexibility allows students the ability to pursue learning choices that optimize their personal potential according to their individual needs. Parents home school their children and support individual needs and preferences.

TRHS alumni have achieved success in conservatories, professional athletics, artistic performance, agricultural studies and vocational programs and traditional high schools and colleges. TRHS Team Dragonfly are the 2016 recipients of Nevada County Superintendent of Schools prestigious Brain Busters academic competition. The Golden Brain Trophy resides at the New Mohawk site for one year.

Since 2012 TRHS has experienced a great deal of growth. This growth not only indicates that there is a need in the community for a home study charter but also demonstrates the quality of educational service being offered. (See Appendix A,B,C,D)
Charter Renewal Criteria

(See Appendix E)

A. CHARTER RENEWAL CRITERIA

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

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

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4)

*Note on Testing Data*

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

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

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

Analysis of the Most Recent API Calculation

LEGAL REQUIREMENTS FOR CHARTER RENEWAL

Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal. (See Appendix E & F)

Renewal Criteria:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school-wide and for all groups of pupils served by the charter school.
Criteria Met: Yes. 2012 API 759, 2013 API 768. (See Appendix F. Note: 2012 API was under TRHS old charter number)

Renewal Criteria:

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years. (See Appendix F)

Criteria Met: No. TRHS had a score of 3*

*Means API is calculated for a small school, defined as having between 11-99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. API is based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

**B Means the school or Student Group did not have a valid Base API and will not have any growth target information

Renewal Criteria:

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

Criteria Met: No. TRHS had a score of 3* TRHS had a score of 3*

*Means API is calculated for a small school, defined as having between 11-99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. API is based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

**B Means the school or Student Group did not have a valid Base API and will not have any growth target information.

Renewal Criteria:

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Criteria Met: N/A

Renewal Criteria:

5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

Criteria Met: N/A

(Source: CDE DataQuest, accessed December 2, 2016)

Additional Justification for Charter Renewal

B. ADDITIONAL JUSTIFICATION FOR CHARTER RENEWAL

State Assessment Results:

During the term of our last charter, the State has changed from using the STAR tests to the new online CAASPP (California Assessment of Student Performance and Progress) tests. During the transition, Twin Ridges demonstrated growth in its State test scores in both formats. (Please note that there were no test scores in 2014 due to the transition to CAASPP testing.)
STAR Testing – Academic Performance Index (API)

During the 2011-12 school year, TRHS was registered with the state under school number 29102980114298. After chartering with the Nevada County Office of Education in 2012, our school number changed to 29102980126227. TRHS API score was 759, up for 733 in 2010-2011. TRHS scored 29 points above the LEA in 2012. (See Appendix F)

During the 2012-13 school year, TRHS under the new charter number scored 768, 22 points above the LEA (Local education agency) and an increase of 9 points from the year before.

CAASPP Testing

The School did not meet the state named target 95% participation rate in CAASPP Assessment in 2014-2015. Some TRHS parents of third through eighth grade exercised their legal right to opt out of the common core aligned CAASPP testing. (Education Code Section 60615)


CAASPP ELA

TRHS scores 2015 and 2016 years in CAASPP ELA (English Language Arts), show TRHS is achieving scores comparable to the state with above state average in the 2015 and 2016 ELA standards met category (Appendix I, J). TRHS students did not perform above the state average in the standards met category in the 2015 and 2016 CAASPP Math (Appendix G, H). In this section TRHS will be compared to other schools in Nevada County, including schools in the Grass Valley School District (Bell Hill, Grass Valley Charter, Lyman Gilmore and Scotten), the Nevada City School District (Deer Creek, Seven Hills, and Nevada City Charter), and the Twin Ridges School District (Grizzly Hill) in percentages of students who met or exceeded the standard.

Scores for 2015 CAASPP ELA show TRHS is achieving scores comparable to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend; as well as, the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. TRHS achieved a 49% cumulative total with Grass Valley School District which achieved a 42% cumulative total. TRHS scored just 6% below the Nevada City School District which achieved 55%. TRHS scored 23% higher than Grizzly Hill in the Twin Ridges School District which achieved 26% in the 2015 ELA CAASPP category. (Appendix K and L)

Scores for 2016 CAASPP ELA show TRHS is achieving scores comparable to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. TRHS achieved a 55% cumulative total compared with the Grass Valley School District achieving 46% cumulative total. TRHS experienced a 6% cumulative growth in ELA while Grass Valley School District experienced a 4% cumulative growth. TRHS scored just 5% below the Nevada City School District which achieved 60%. In terms of growth, TRHS experienced a 1% higher growth than the Nevada City School District in this ELA category. TRHS scored 36% higher than Grizzly Hill in the Twin Ridges School District which achieved 19% in the 2016 ELA CAASPP category (Appendix K and L).

CAASPP MATH

Scores for 2015 CAASPP Math show TRHS is achieving growth and scores comparable to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend; as well as, the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. TRHS achieved a 24% cumulative total compared with Grass Valley School District which achieved a 34% cumulative total. In other words, TRHS was 10% below GVSU in this category in 2015. TRHS scored 16% below the Nevada City School District which achieved 40%. Grizzly Hill in the Twin Ridges School District showed an equal achievement with TRHS scoring 24% in the 2016 Math CAASPP category. (Appendix K and L)
Scores for 2016 CAASPP Math show TRHS is generally achieving scores well below academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. TRHS Math CAASPP scores in 2016 declined by 7%. TRHS achieved a 17% cumulative total compared with Grass Valley School District which achieved a 37% cumulative total, 20% higher than TRHS. TRHS scored 26% below the Nevada City School District which achieved 43%. TRHS scored 4% below Grizzly Hill in the Twin Ridges School District which achieved 21% (Appendix K and L).

TRHS shows weak scores in the CAASPP Math category in both 2015 and 2016. During these school years, TRHS experienced growth in grades K-3 and many of the students tested had never participated in state testing. Additionally, many of the students in the younger grades had not incorporated the use of technology in their daily learning activities. Some TRHS students are not introduced to keyboard typing, computer mice and other computer technologies in the lower primary grades. While some younger TRHS students use touch screen technology the manual dexterity required for the MATH component of CAASPP presented extra challenges for some TRHS students. TRHS teachers are engaging in county math training workshops and are in the process of hosting regular "math teaching" workshops for the TRHS homeschooling parents. Because the TRHS parents are responsible for teaching math in their homeschooling environment TRHS is forging the way for parents to take more math teaching workshops from the TRHS credentialed teachers. Additionally, more Common Core aligned math selections are being introduced to the TRHS home school parents during regular monthly parent/teacher meetings. In all of these ways, TRHS will support our pre-testing and testing age students in order for them to achieve higher CAASPP math scores. It is noteworthy to mention that TRHS student exhibit skill sets that are required for the practical applications of math for example, in construction projects, culinary arts, STEM projects and local and state competitions.

SUB-GROUP DETAILS (Appendix M)

Of the 48 students in the 3-8th grade who tested in CAASPP in both 2015 and 2016, TRHS economically disadvantaged students showed a five-point growth in ELA. Males exceeded females showing an 11-point growth, while females showed a three-point growth. Overall, ELA-Literacy scores show TRHS experiencing across the board growth.

TRHS students showed the highest score and the most growth in the ELA listening skills category, with a total score of 90, 15-points above the previous year. Economically disadvantaged students scored the highest of all categories CAASPP categories, with a score of 93, 22-points above the prior year. Males and females showed almost equal scores in listening with males at 90-points and females with 89-points.

High scores in the listening categories are not surprising, as TRHS students often use the "Do as I Do" learning approach; in other words, experiential learning that requires a high degree of student focus and listening. Face-to-face interaction and teaching at a one-to-one ratio, requires strong listening skills.

TRHS experienced decreases in the reading component of the CAASPP ELA scores. Males scores the highest with 81-points, three points below the previous year. One rationale for the decrease shared by TRHS stakeholders', relates to the use of technology and the challenges associated with reading long passages displayed on a computer.

Economically disadvantaged students at 83-points; as well as, male students at 86-points experienced growth in the ELA research and inquiry category.

Not economically disadvantaged students scored a 16-point growth from the previous year in the writing component of the ELA CAASPP test. Overall, the school increased in writing skills while economically disadvantaged students decreased by 6-points. TRHS stakeholders have addressed this concern and have formulated strategies to improve scores of economically disadvantaged children as outlined in the TRHS LCAP. (Appendix N).

Economically disadvantaged students experienced a growth of 1-point in the overall Math CAASPP test. Economically disadvantaged students and males experienced a growth in the concepts and procedures portion of Math. Not economically disadvantaged students, scoring 72, and males scoring 75, experienced growth in the problem solving and modeling and data analysis portion of the test.
All students, economically disadvantaged, and females all experienced growth in the communicating and reasoning portion of the CAASPP math test.

TRHS students are achieving scores comparable to the local schools in ELA. A decrease in TRHS CAASPP Math scores has directed the TRHS stakeholders to increase opportunities for student support for the purpose of achieving stronger growth in state-based testing. Stakeholders address how they will accomplish this expected growth in the TRHS LCAP (Appendix N). TRHS anticipates strong growth in Math during the period of the 2017-2022 charter; as the school refines method's which encourage a stronger performance in computer-based, state-mandated assessments in the subject. Despite the low Math CAASPP test results, TRHS students show growth in Math using the local benchmark and alternative methods of assessments listed in the sections below. The TRHS community, in general, does not regard the CAASPP test as the most relevant form of evaluation or as an accurate depiction of academic growth and achievement. More emphasis is put on the individual student's talent and achievements, which are qualitatively measured by teachers and parents. However, the generalized scores indicate TRHS is on par with other schools in the county; and is supporting subgroups in a number of ways that reflect growth in some areas of the CAASPP test. (Appendix G, H, I &J)

TRHS stakeholders maintain CAASPP was, and still is, in an adjustment phase; as computer based test glitches were apparent every year TRHS participated in CAASPP testing. Submaximal internet capacity in the TRHS rural school environments may have contributed to breaks in students testing continuity, which would inhibit their optimal academic performance. In this instance, students are especially challenged to complete the often arduous and multi-faceted mathematics assessments, featured in the new CAASPP testing. Additionally, wavering scores in Math may reflect the fact that TRHS students do not always incorporate strong, computer-based learning, typing or other digitally mediated forms of Math and ELA in their daily independent learning activities. Additionally, weaker scores in math may reflect the young age of testing population; as a much higher amount of 3rd graders were testing than those in the more senior grades. TRHS maintains students will "catch up" and show stronger scores as they reach a higher grade level.

Appropriate student training on computer devices and the focus required to operate such devices is an acquired skill, which must be practiced by students at the 3rd-8th-grade level if they are to measure successfully on the CAASPP test. TRHS is already addressing these educational needs by implementing computer and typing courses, use of Chromebooks and other laptop devices at the appropriate grade levels; as well as, offering regular Teacher/ Parent workshops in order to bolster student performance in the CAASPP Math and ELA state compliant tests. Target growth rates and the methods that will be used to achieve these expected rates are outlined in greater detail in the TRHS LCAP (Appendix N).

**K-8 Local Benchmark Results**

Completion rate of 9 Parent/Teacher meetings per year, with fully credentialed, highly qualified teachers and at least 70% of completed home study work assignments provided each student with their own individual baselines for growth determination for the 13-14, 14-15, and 15-16 school year. These assessments are continually used to assist in establishing annual-baselines for each individual student and qualitative measuring of student progress and learning goals (Appendix O).

TRHS Teachers and Parents use local benchmark assessments in grades K-8 in math, ELA and writing. These programs are very successful and helpful in identifying students who require more support with our RTI (intervention program) (Appendix P). The percentage of students identified as Progressing (i.e. meeting the standard), is higher through our benchmark testing than on the CAASPP test results. Because of this deviation, we are reviewing our benchmark assessments to ensure that they still require the problem-solving skills that students are challenged with on the CAASPP tests. In the 2017-2018 school year, we will change our scoring language to match CAASPP-language, in order to more accurately and holistically understand CAASPP data.

In the 2015-2016 school year, TRHS student progress and achievement were established by using testing rubrics relevant to the TRHS School philosophy. CAASPP in Grades 3-8, IXL, Let's Go Learn (for intervention) and Renaissance computer based assessment programs were some of the tools used to metrically and quantitatively assess student achievement and progress.
The Renaissance assessment test is a tool used by teachers and parent’s to more accurately pinpoint the percent of average or above average student performance. In 2015-16, Renaissance tests revealed more than half of TRHS students performed at or above proficiency in reading and math. Data used is a result of two testing intervals during the 2015-2016 school year. Students testing in Renaissance in the 2015-16 school year showed more strength in reading as opposed to math. The first interval of Renaissance testing in the 2016-17 school year indicated growth by 5% in math and a 4% decrease in reading; more than half of the population tested are above or at proficiency. Discrepancies in the score may be indicative of a larger test population and a younger student body. Overall growth of at least 5% is projected for the second interval of Renaissance testing in the 2016-17 school year, noting that the first interval scores in both subjects are at or above proficiency (Appendix Q).

The IXL Reading and Math practice program was introduced to TRHS students in grades 3-8th in the 2014-2015 and 2015-2016 school year, in order to track progress and provide an extra method of assessment; as the CAASPP system was not a holistic source for measurable data in the 2014-2015 and 2015-16 school years. IXL Reading and Math assessments were given to students in order to track the progress of the hours-per-subject practiced and mastery of skills. This program is specifically designed to track the progress of individual students and is therefore very relevant to the TRHS community, devoted to a homeschooled independent study model of education, that emphasizes the individual student. IXL Math and English assessments programs indicate growth in the 2015-2016 school year. Growth, in this instance, is defined as the number of hours and mastery of skills a student practices and achieves.

IXL MATH AND ENGLISH Examples 2015-2016

- Students practicing IXL Math and language arts improved from 13% to 42%. (Assessment time frame August 2015 - April 1, 2016)
- Students practicing IXL Math improved from 23% to 63%. (Assessment time frame August 2015 - April 1, 2016)
- Students practicing IXL English improved 3% to 22%. (Assessment time frame August 2015 - April 1, 2016)
- Total hours TRHS students spent practicing IXL Math and English improved from 96 practice hours to 266 practice hours. (Assessment time frame August 2015-April 1, 2016)
- Students practice hours in IXL Math improved 73 hours to 207 hours. (Assessment time frame August 2015 - April 1, 2016)
- Students practice hours in IXL English improved 32 hours to 60 hours. (Assessment time frame August 2015 - April 1, 2016)
- Total problems attempted in IXL Math and English improved from 887 to 36,785 attempted problems. (Assessment time frame August 2015 - April 1, 2016)
- Students problems attempted in IXL Math improved 11,296 to 25,366. (Assessment time frame August 2015 - April 1, 2016)
- Students problems attempted in IXL English improved 4,592 to 11,419. (Assessment time frame August 2015 - April 1, 2016)
- Total skills practiced by TRHS students using IXL Math and English improved from 491 to 791 skills. (Assessment time frame August 2015 - April 1, 2016)
- Total skills practiced by TRHS students using IXL Math Improved from 314 to 552. (Assessment time frame August 2015 - April 1, 2016)
- Total skills practiced by TRHS students using IXL English improved from 390 to 759. (Assessment time frame August 2015 - April 1, 2016)
- Total skills mastered by TRHS students using IXL Math and English improved from 491 to 791. (Assessment time frame August 2015 - April 1, 2016)
• Total skills mastered by TRHS students using IXL Math improved from 303 to 557. (Assessment time frame August 2015 - April 1, 2016)

• Total skills mastered by TRHS students using IXL English improved from 87 to 202. (Assessment time frame August 2015 - April 1, 2016)

Overall scores indicate growth by practical measures and are equally as valuable as standardized tests in the independent study model. IXL scores depict individual student perseverance in the attempts to master a specific skill set. Local benchmark and the IXL practical assessments offer independent study teachers and parents a valuable alternative data to teach to the student instead of the test.

Other Measurements for Success / Alternative Accountability

Because TRHS is an alternative independent study program with an intense holistic focus on the individual, qualitative data is strongly considered in the measurement of student progress and success. TRHS students frequently achieve high merits in the applied arts and sciences, athletics, and interdisciplinary studies. The examples listed below provides a small snapshot of some of the above average achievements of current TRHS students and alumni:

ES- (8th grade) 2016 Tech Trek participant in U.C. Davis Pre-Veterinary Studies and Chair of TRHS Animal Save fundraiser. First place Informative Writing Nevada County Writing competition 2017.

KC- (8th grade) Junior Olympian, Level 8 competitive gymnastics.

TR- (8th grade) Working computer programmer and software engineer.

KR- (7th grade) Author of Education is Outstanding Blog & Founder of Mother Nature’s Children, a non-profit project that empowers kids under 18 to help reduce climate change on a local and global scale, while strengthening their relationship with Mother www.mothernatureschildren.org, http://www.sierrasun.com/news/opinion/opinion-vote-yes-on-californias-prop-67-to-ban-plastic-bags/

AA- (7th grade) Ballerina accepted to Kirov Ballet, San Francisco Ballet, New York Ballet and Marin Dance Institute’s summer intensive programs on scholarship.

EH-(7th grade) Native American Chef, environmentalist and food blogger. https://nativehearth.com

JA- (3rd grade) Comic Book Artist and Small Business Merchant.

KG- (4th grade) Professional equestrian.

SV- (5th grade) Paleontologist.

AP- (5th grade) Tri-Lingual student fluent and literate in Hebrew, Dutch, and English, pursuing socio-political geography.

ZR- (5th grade) Professional Musician in the Nevada County band, "The Headliners." The band has played at The Grass Valley Center for the Arts and Charter School fundraiser.

SAK- (5th grade) Ayurvedic Medicine practitioner and amateur filmmaker.

JQ- (3rd grade) Working Hollywood voice over artist.

AM- (2nd grade) Beekeeper and farmer’s market seller.

EW- (1st grade) Working Hip Hop artist.

OG- (1st grade) Inspirational founder of "An Hour of Coding" events at TRHS.
KB- (1st grade) Junior downhill competitive skier.

EM-(Kindergarten) Junior downhill competitive skier.

TN- (Recent TRHS Alumni) Working Hollywood commercial actor and competitive surfer.

EV- (Recent TRHS Alumni) Successful Etsy Shop craftswoman, artist, and merchant.

KS- (Recent TRHS Alumni) Published book illustrator and current student at Ghidotti Early College High School.

TA- (Recent TRHS Alumni) Published book critic and current student at Ghidotti Early College High School.

BA- (Recent TRHS Alumni) Competitive Nordic skier and current student at Ghidotti Early College High School.

LR- (TRHS Alumni) Downieville Bike Classic winner and graduate of Ghidotti Early College High School, U.C. Santa Cruz student, environmental studies major.

CE-(TRHS Alumni) Black Belt in Shotokan Karate, Forest Charter School graduate.

BM- (TRHS Alumni) Fundraiser, and Spokesperson for Hospitality House Homeless Shelter.

TM- (TRHS Alumni) Fundraiser, and Spokesperson for Hospitality House Homeless Shelter, En Famille Foreign Exchange participant.

GM- (TRHS Alumni) Downieville Bike Classic winner, Filmmaker and Spokesperson for Hospitality House Homeless Shelter

HA- (TRHS Alumni) NUHS graduate, and a graduate of Cal Poly SLO, biomedical engineering.

JA- (TRHS Alumni) Graduate of Ghidotti Early College High School, and Senior at Cal Poly SLO, double majoring in computer science and history.

GM- (TRHS Alumni) Griffin Meyer UC Santa Cruz graduate in computer science.

SH- (TRHS Alumni) UC Santa Cruz graduate, chemistry.

SP- (TRHS Alumni) Harpist and a graduate of The School of Art at Carnegie Mellon University.


In the 2015-2016 School year, Team TRHS won the coveted and highly competitive Bitney Brain Busters Problem Solving Tournament. The Golden Brain trophy currently resides at TRHS, New Mohawk Site. In the prior year of 2014-2014, Team TRHS came in 2nd at the competition. Of noteworthy mention, the team members were the youngest competitors and had never competed in the tournament before.

In 2014-2015, TRHS "adopted" New Mohawk Road in Nevada City and students organize street two clean-ups per year with the assistance of neighbors and community members. TRHS students demonstrate annual participation in charitable foundations; including, but not limited to the SYRCL's Yuba River Clean-Up, Hospitality House Shelters for Nevada County's Homeless, United Way, Interfaith Food Ministries, DVSC, Animal Place, Sammie's Friends, Tahoe-Truckee Humane Society, League to Save Lake Tahoe and Hospice of the Foothills. In addition, TRHS students achieve measurable success in extracurricular activities; such as Nevada City Baseball League and other local sports leagues, Girl Scouts, and 4-H. All of the student accomplishments, associated with the above-mentioned extracurricular organizations, indicate student achievement in terms of engaging with their community and becoming socially-responsible people in the 21st century.

Moving forward in the 2017-2022 school years, TRHS will continue to explore and establish alternative testing rubrics relevant to the TRHS School philosophy.
Dr. Robert Kunzman, Professor of Education, at the University of Indiana, Bloomington, states, “There is no such thing as a typical homeschooler” (Kunzman, 2008). The TRHS Stakeholders resonate with this statement and, correspondingly, have individualized expectations regarding student outcomes and achievements. The nature of independent home study reinforces the notion of tailoring metric measurements for each student, in order to most accurately assess growth and success. The TRHS Stakeholders consider internal school-wide assessments and individual student progress evaluations as metric measurements of student achievement. In other words, each student is assessed to establish their own individual baseline, so their progress can be metrically measured and evaluated in a number of ways at regular intervals throughout the school year.

In all of the above-mentioned ways, TRHS has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.
Element One: Educational Program & Philosophy

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

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

A. Mission and Vision

School Mission
TRHS facilitates a non-classroom based independent study program so that students can reach their fullest potential in academics, athletics, and the arts. Parents are responsible for teaching core subjects in a home-based setting. TRHS creates a climate in which students can become self-motivated, competent, and lifelong learners in the 21st Century. All TRHS students learn about the best practices for living and problem-solving in our ever changing global and local environments in a safe school environment. For the purposes of this Independent Study Program, TRHS designates K-8 as Elementary and defines core academic subject areas as the following:

- English Language Arts
- Mathematics
- Social Science
- Science

The teacher/parent/student team meet regularly to review student work, evaluate progress, plan goals and provide core-aligned curriculum. The team also collaborates on determining the use of the student’s educational budget to provide a balanced curriculum with academic tools, lessons, tutors, and optional enrichment. The school facilitates opportunities for peer interaction by organizing school events. Parent, Teacher, and student round tables are scheduled regularly and feedback is consistently gathered to support our school mission.

Admission requires understanding the school’s non-classroom based model and ability to meet the procedures outlined in the Master Agreement. The charter admits students to the program based on student interest and motivation, parent ability to provide student supervision and available certificated staff. A waiting list for new students is initiated when staff members have full student rosters. Additional staff may be hired or FTE % is raised to accommodate increased enrollment (Currently 7 full to part-time certificated teachers working with 165 students.) Twin Ridges Home Study, as a public school, does not charge fees or tuition.

The ultimate mission of team TRHS is to honor the student’s individual learning style through parental options in the selection and implementation of effective curriculum to prepare him/her for success in the 21st century.

School Vision
Twin Ridges Home Study Charter School has enjoyed a distinguished record of dedicated service to families. Our staff is innovative and always exploring ways that might increase the diversity of our instructional programs that support students, in both enrichment settings and in-home teaching environments. Our independent study learning approach embraces the idea that parents, everywhere, should have a voice in how their students learn and how their educational plan is designed. Our extensive use of virtual learning opportunities, social events and enriching instruction for home teaching families combines the best of traditional education with the best of charter school education.

TRHS gives Parents and their children the opportunity to choose goals that are in alignment with their educational philosophy. TRHS assists parents who want increased commitment and involvement in their child’s education. TRHS provides a collaborative relationship between parents and staff in designing successful programs, strategies, and practices. TRHS encourages an environment where parents and teachers work together to promote each student’s learning style.
Families seeking a conservatory or experiential learning experience for their children have few reliable options. Parents of independent study children have few high-performing in specialized skills alternative options for their children during the critical middle school years, and local charter and district schools offer few relatively high-performing in specialized skills alternatives at the elementary school level. In the case of TRHS high achieving does not necessarily equal average or above average state test or other local assessment scores.

Parents and teachers work together to help their students achieve average or above-average performance in applied interdisciplinary topics evaluated by practical evidence of skill mastery. Students and parents are permitted to voice their own goals in every independent study learning period.

Growth and Enrollment
TRHS student population has doubled since the 2012-2013 school year. Nevada County parents are choosing to enroll in independent study programs for the support, teacher assistance, and resources needed to complete a rigorous, homeschool curricula. Despite this growth, there is still an unmet parent demand for quality school options in Nevada County, California.

Over the past five years, evidence has shown that the TRHS Community of parents, teachers, students and local community members, have been more and more supportive of TRHS Charter School; this conclusion is based on growth in enrollment, waiting list numbers, and stakeholder feedback and data. This growth has occurred during a period when charter public schools have been held more accountable than traditional public schools and have strengthened their performance, especially with historically underserved students.

TRHS by the Numbers

- Charter schools in NCSOS Charter Cooperative, 4 including TRHS serve K-8 = 5
- Number of students attending TRHS charter school as of 2012-13 = 81
- Number of students attending TRHS charter school as of 2016-17 = 160
- Number of students at Truckee site in 2012-13 = 23
- Number of students at Truckee site in 2015-16 = 50
- Number of students at Wheatland site in 2012-13 = 20
- Number of students at Wheatland site in 2015-16 = 25
- Percentage by which student enrollment grew between 2012- 2016 = 50%
- Estimated number of students on charter school waiting list in 2015-16. = 20

The TRHS enrollment (growth) plan is based on stakeholder feedback reflected in the TRHS LCAP. The enrollment (growth) plan is discussed and reviewed at the TRHS Board of Directors/ Charter Council during the strategic planning meeting held on an annual basis (Appendix A, B, C, D).

We will employ a slow growth model, in order to strategically develop and refine our academic program, professional development, school culture, and operational systems. This “pattern of stability” will be monitored by a consistent advisory group to ensure a sense of stability and to facilitate relationship building between parents, teachers, and students. The school will also be grouped into middle and elementary academies. There are many great examples of success at the elementary level where the communities are smaller and parents are more engaged. Senior Fellow of the Steinhardt Institute for Higher Education Policy Dr. Augusta Hoppner’s research finds that “Smaller learning communities diminish school violence, raise academic engagement and performance, and increase attendance and graduation rates.”

Current Full Capacity:

TRHS is able to currently serve 170 students. This makes it possible for teachers and school leaders to forge meaningful relationships with families while avoiding any sense of anonymity from students during these critical developmental stages. Our small school size also, offers families a meaningful alternative to the district elementary and middle school populations of 200 students or more.
Projected Growth:

With an eventual addition of one full-time teacher, TRHS will have the capacity to serve 195 students. Growth is targeted toward the Tahoe Truckee area and the Beale Air Force Base community in Yuba county. This growth target could be met in the next five years. This growth target takes into account the 75% student retention rate over the last three years and the TRHS younger siblings who are expected to enroll in the next one to five years.

A. Educational Philosophy

At TRHS, parents, teachers, administrators, support staff and, most importantly, the student make up a dynamic and collaborative team that works together to inspire a life-long love of learning. TRHS falls under Independent Study law and TRHS philosophically supports a home school education. TRHS operates on the fundamental belief that each student is an individual and thus thrives with a unique approach to his or her own education. Independent Study/Home School seeks to support each student through positive and supportive communication and engagement among administration, parents, teachers, and students. The nature of Twin Ridges Home Study Charter School's program allows students to foster life-long academic and social skills, self-confidence, responsibility, independence, and creative expression.

Independent Study is a non-classroom based model. The school follows state Independent Study Guidelines and California state standards. Students may attend enrichment programs and field trips offered; although, participation is not mandatory. A non-classroom based public education model that is tailored to the needs and interests of each individual student; this model honors and recognizes the unique gifts, skills, passions, and attributes of each child. Independent Study is dedicated to developing individualized learning programs, for each child, that meet California state standards. The intent is to engage each child in the learning process making it productive, relevant, and meaningful; and as a result, optimize the student's learning potential and success. The key attributes that comprise the Independent Study model are based upon a solid foundation of the latest educational research findings regarding how students learn most successfully. These attributes include the following:

- Parental involvement
- One to one teacher/student ratio
- More one-on-one teacher and student interaction
- Attention to differences in learning styles
- Student participation in learning process
- Access to technology and related coursework
- Varied learning environments
- Teacher and parent development programs
- Choices in standards-based curriculum

TRHS is designed to educate students in grades K through 8 who need or desire an alternative learning model to traditional site-based education.

As mentioned in the Introduction of this charter petition, the TRHS slogan is "Supporting Your Home Study Philosophy Since 1978."

Multiple Intelligences

Independent Study and project-based learning allow for discovery on a variety of levels. Through large units linked to the California State Standards, students develop a "deep" understanding of key concepts, make connections between content areas and practice skills needed to apply new concepts. In addition, students learn social and problem-solving skills as they work together with parents and teachers. TRHS addresses the whole person, framing rigorous academics in interdisciplinary ways. Our method follows a developmental model that respects the nature of children and how they best learn. The development of each child's potential will be a key priority at TRHS. Therefore, a multiple intelligence and interdisciplinary approach to the core curriculum will promote an instructional delivery system that will address the theories of multiple intelligence.
Transformational Learning
TRHS bridges the opportunity gap by creating transformational learning opportunities that empower youth to realize their full potential. We collaborate with youth-based, community organizations. At TRHS we get to know students as individuals, we build their confidence through our focused support, and then we complement their learning process by providing opportunities for them to excel. The TRHS team transforms the learning experience every day, on an individual level, through direct and individual acts of teaching.

HOW LEARNING BEST OCCURS
TRHS is committed to encouraging the love of learning in all students through parental choice in education. By cultivating a dedicated staff, TRHS pledges an environment for educational excellence. The cornerstone of our Independent Study Program is positive collaboration on the part of students, parents and professional educators. At TRHS learning best occurs when:

- An individual student’s learning styles, backgrounds, and needs are adapted to their daily education activities.

- Students experience challenging tasks and are required to persist and problem solve.

- Students are actively engaged in learning experiences, which are interdisciplinary in nature and are meaningful within the context of their life.

- Students are engaged in hands-on studies, engaged with experts in their fields, and are working interdependently and have time to practice what they have learned.

TRHS serves students grade K-8th and offers different program options within an independent study model. The state’s independent study laws and policies govern TRHS. Within this framework, TRHS has relationships with organizations and local businesses to help provide students with choice and flexibility that will encourage all students to meet and exceed benchmark standards recognized by the State of California. Each parent and student, guided by the teacher create a student learning plan. Each family can create a program that will be unique. The TRHS educational program is always in development based on the ever-changing needs of our students. Refer to the three options that currently make up TRHS programming. Teacher, parent, and student team reviews Trail options to determine which learning scenario best fits student learning goals.

Independence Trail

Home School/Independent study is the foundation of TRHS. By participating in the TRHS Independence Trail option, students have the maximum amount of flexibility within the School’s program options. Students are offered the entire student budget of 700.00 per semester which is prorated if the student enters the school mid-semester. Sign-ups for all field trips with RSVP by stated deadlines. All TRHS sponsored workshops and social mixers included in Independence Trail choice.

Pioneer Trail

TRHS student attends one full day of enrichment activities at one of the three TRHS sites. Enrichment activities are scheduled from 10-2.30 and include the opportunities to work with community specialists and network with other homeschooling students. Students are offered a student budget of 350.00 per semester. Sign-ups for all field trips with RSVP by stated deadlines. All TRHS sponsored workshops and social mixers included in Pioneer Trail choice.

Panorama Trail

TRHS student attends two full days of enrichment activities at the New Mohawk site. Enrichment activities are scheduled from 10-2.30 and include the opportunities to work with community specialists and network with other homeschooling students. Students do not receive an educational budget. Sign-ups for all field trips with RSVP by stated deadlines. All TRHS sponsored workshops and social mixers included in Panorama Trail choice.

All students may attend scheduled tutoring seminars.
Additionally, TRHS works with families who have created cooperatives. Cooperatives are small learning communities that focus on academics and social interaction, while still maintaining a personalized approach. In these cooperatives, students take part in non-classroom learning. Cooperatives aim to create a program that effectively balances the home study philosophy of TRHS families and public school requirements, with the assistance of the student’s individual teacher.

TRHS encourages a number of diverse activities and learning experiences. TRHS offers students and families the opportunity to take lessons and classes through community vendors. Community vendors serve TRHS students by providing instruction from qualified, real-world experts who have the knowledge and/or facilities in areas TRHS cannot provide. TRHS believes students should have the best instruction in elective/enrichment activities such as art, music, dance, advanced science and tutoring; community vendors partner with TRHS to fill this important need. TRHS embraces the unique needs and philosophies of its families and believes every student may reach success.

B. Students to be Served
Nevada County and its contiguous counties (Placer, Yuba, and Sierra) represent the majority of students enrolled in Nevada County, as required by Independent Study Law. Restrictions of Education Code Section 47605.1 mandates Twin Ridges Home Study Charter School monitor enrollment in the contiguous Counties. TRHS has its main office, resource library and class site at 111 New Mohawk, Nevada City, in Nevada County. The school provides outreach resources for teacher meetings and enrichment opportunities within the school’s legal service areas. At the time of this petition, students meet for outreach enrichment classes at the Community Arts Center in Truckee, 10046 Church Street, Truckee, CA 96161, and at 712 Olive Street in Wheatland, CA 95692. Outreach enrichment sites may change based on population and availability of meeting space. Currently, TRHS enrolls approximately 165 K-8 students.

TRHS values an enrollment process that informs students and families of the educational program and the expectation of this model. Currently, interested students and/or parents/guardian will contact TRHS to set up an enrollment interview. The purpose of the interview is to give students and parents an overview of the TRHS program, including program options and curriculum choices. The TRHS enrollment packet includes student and family contact information, emergency information, mandatory immunization information, kindergarten health exams, and a request for the cumulative file. After the interview, the Director assigns a teacher to the student based on matched personalities, educational philosophies, and desired program instruction. The teacher, the student, and the parent form an education team.

The teacher, student, and parent/guardian will meet with the teacher to finish the enrollment process, including creating a student learning plan, signing a Master Agreement, and receiving curriculum and/or materials. The Master Agreement identifies the courses to be completed by the student. The Master Agreement is a set of expectations signed by the student, the parent, and the teacher. For elementary and middle school students, standards-based courses in language arts, mathematics, science, and social science are taken; as well as, physical education and special interest electives.

No admission test is required prior to enrollment. However, upon enrollment, TRHS will assess the student’s academic levels. Such assessments will not be used as a means to prohibit or discourage students from attending. Rather, they will be used to develop an appropriate, tailored educational program for that student.

C. Curriculum and Instructional Design
Independent Study is a non-classroom based model. The school follows state Independent Study guidelines and California state standards. Students may attend enrichment programs and field trips offered although participation is not mandatory.

The teacher is an integral part of the daily operation at Twin Ridges Home Study Charter School. Each teacher has a current California teaching credential and communicates information to the school office, the administration and each family. TRHS believes in equal participation between student, parent, and the teacher as both a legal and philosophical obligation.

Once a student enrolls with TRHS, the student is assigned to a certificated teacher. The teacher directs and oversees the implementation of each student’s individual learning program in conjunction with the needs and wants of the family. The teacher uses multiple measures to create each learning program including, but not limited to, previous state testing report scores, report cards and transcripts, diagnostic testing, input from families; as well as, learning styles inventories. Each teacher supports student success through building a relationship of trust, confidence, and respect.
In addition, the teacher assures that the work (i.e., curriculum) is aligned to the California Content Standards. If the teacher deems that the core text chosen to support the student’s personal learning style does not meet all State standards, then the teacher will supplement the course so that all standards are met. If necessary, the teacher will consult with the TRHS Director to ensure proper curricular alignment.

- The teacher regularly meets with each student and family to assess learning styles.
- Assess student progress with assigned curriculum. (formative assessment)
- Monitor student growth.
- Assess student’s overall comprehension of assigned curriculum. (summative assessment)
- Make recommendations regarding curriculum and materials.
- Align curriculum to state standards.
- Align curriculum to students’ interests and strengths.
- Facilitate field trips.
- Manage and monitor compliance issue; such as attendance, collecting of work samples, and CAASPP testing, if the student is in grades 3-8.

On a daily basis, the teacher supports students and families through making regular contact via the phone, the Internet, and face-to-face meetings. The teacher checks on student progress by logging onto TRHS parent portal, contacting enrichment instructors, and checking-in with students. The teacher also monitors each student’s budget by working with the TRHS office to track curriculum orders that have been placed, filling out forms for tutoring and enrichment activities, and monitor other costs associated with courses a student takes. The teacher is also responsible for making sure families receive curriculum they request or order from TRHS. In addition, each year, the teacher must create a portfolio of student work samples for each student in preparation of the schools’ yearly audit. Two work samples, per course, per semester are required for the portfolio. TRHS matches teachers and students based on shared learning styles and personalities. TRHS organizes each student’s program and emphasizes to students and families that TRHS is a safe educational environment in which the student will be valued and respected.

TRHS will follow the independent study laws regarding attendance as set forth in California Education Code including, but not limited to, instructional minutes and number of school days.

D. Goals and Actions to Achieve the Eight State Priorities/Outcomes and Assessments that Align with the Eight State Priorities

<table>
<thead>
<tr>
<th>GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcome and Methods of Measurement will be reviewed in the following sections, specifically as they relate to the goals and actions featured in the TRHS LCAP. This detailed description of the TRHS evaluative process demonstrates how TRHS achieves the goals and actions associated with the 8 state priorities for school accountability.</td>
</tr>
<tr>
<td>The Master Agreement is a binding contract, used by all TRHS fully credentialed, highly qualified, teachers (see appendix O). By fulfilling the requirements listed in the Master Agreement the student produces work that allows the assigned teacher to evaluate work samples and determine whether or not the student is given attendance. Attendance is given when at least 70% of home study work assignments are completed. If the target 95% full attendance rate is not met, then the TRHS student is unable to prove adequate progress in the assigned CCSS aligned work. In other words, completing 95% of assigned work is a measure of competence and progress.</td>
</tr>
<tr>
<td>Teachers track student attendance in monthly parent/student/teacher meetings in which the Student Learning Log, Completed Work Summary, and student work samples for Language Arts, Mathematics, Science, Social Studies and Physical Education. Parents correct and grade student work and the teacher evaluates the work for progress, achievement, and level of completion. Teachers monitor student progress by helping students set goals and with assessments in Language Arts and</td>
</tr>
</tbody>
</table>
Mathematics at multiple checkpoints throughout the school year. CAASPP annual assessments in grades 3-8, alternative methods of metric assessments including CCSS aligned Renaissance Star Reading and Star Math computer-based assessments, in grades 3-8 are used by TRHS teachers to track progress and ensure parents are effectively instructing their students. These assessments guide the students, parents, and teachers in selecting appropriate curriculum to engage and challenge students. If the testing and progress goals set by the teacher are not met then attendance is not claimed.

The completion rate of 9-Parent /Teacher meetings per year, with TRHS’s fully credentialed, highly qualified teachers, and at least 70% of work completed TRHS. Thus attendance forms are one of the main methods of measuring pupil outcome.

**Local Control Accountability Plan ("LCAP")**

Stakeholder input provided the LEA with several identified areas of focus that promote student success and parent teaching success including measuring academic success, safety at school and environmental awareness among the TRHS school community.

SEE APPENDIX N

<table>
<thead>
<tr>
<th><strong>STATE PRIORITY #1 — BASIC SERVICES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td>
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<table>
<thead>
<tr>
<th><strong>SUBPRIORITY A — TEACHERS</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td>Give TRHS families access to one-to-one ratio fully credentialed highly qualified teachers and staff trained in best instructional and home study enrichment practices.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td>TRHS will maintain 100% highly qualified teachers with no miss-assignments.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td>100% of students at TRHS are assigned a fully credentialed, highly qualified teacher with no miss-assignments to help guide TRHS families in their homeschool endeavors.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td>A completion rate of 9 Parent/Student/Teacher meetings per year with TRHS Teachers, who are fully credentialed and highly qualified, TRHS will conduct bi-annual reviews of teacher credentials to ensure 100% of teachers supervising independent study are highly qualified teachers with no miss-assignments.</td>
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<thead>
<tr>
<th><strong>SUBPRIORITY B — INSTRUCTIONAL MATERIALS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td>To maintain access to standard aligned materials, including E.L.L. standards.</td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
</tr>
<tr>
<td>TRHS will provide students with ELA and Common Core Standard Math and aligned instructional materials including but not limited to, the Moving Beyond the Page Program, Life of Fred, Progress in Math and Singapore Math programs. Access to a one-to-one ratio with fully credentialed, highly qualified teachers and trained staff in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of homeschooling at TRHS.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td>100% of students at TRHS have access to sufficient standards-aligned instructional materials, including E.L.L. standards. TRHS Parents/Students are provided with CCSS materials and have access to a broad course of study for all students including unduplicated and those with exceptional needs.</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td>70% of work completed / 95% full attendance rate determined by a completion rate of 9 Parent/Student/Teacher meetings per year with TRHS Teachers who are fully credentialed and highly qualified.</td>
</tr>
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</table>

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<thead>
<tr>
<th><strong>SUBPRIORITY C — FACILITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE SUBPRIORITY</strong></td>
</tr>
<tr>
<td>TRHS students will have safe and improved central school facilities and a safe school environment.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
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<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #2 — IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

**SUBPRIORITY A – CCSS IMPLEMENTATION**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>All students in grades 3-8 will improve their ELA &amp; Math proficiency scores.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>TRHS will provide students with ELA and Common Core Standards Math aligned instructional materials including but not limited to the Moving Beyond the Page program, Life of Fred, Progress in Math and Singapore Math programs. Access to a one-to-one ratio, fully credentialed, highly qualified, teachers and staff trained in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</td>
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<tr>
<td></td>
<td>• Fully Credentialed, Highly Qualified Staff.</td>
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<td></td>
<td>• Professional Development</td>
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<td></td>
<td>• Technology-based curriculum including IXL &amp; Let’s Go Learn digitally based instruction</td>
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<tr>
<td></td>
<td>• CCSS aligned Curriculum and materials</td>
</tr>
<tr>
<td></td>
<td>• Tutoring and instructional aides for enrichment class days</td>
</tr>
<tr>
<td></td>
<td>• Digital Library Catalogue</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>100% TRHS Parents and students are provided with CCSS materials and have access to a broad course of study.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Completion rate of 9- Parent/Teacher meetings per year, with fully credentialed, highly qualified teachers, and at least 70% of completed home study work assignments. CAASPP annual assessments in grades 3-8, alternative methods of metric assessments, including CCSS aligned Renaissance Star Reading and Star Math computer-based assessments in grades 3-8.</td>
</tr>
</tbody>
</table>

**SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>All E.L. students in grades 3-8 will improve their ELA proficiency scores.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>TRHS will provide students with ELA and Common Core Standards Math aligned instructional materials including but not limited to the Moving Beyond the Page program, Life of Fred, Progress in Math and Singapore Math programs. Access to a one-to-one ratio, fully credentialed, highly qualified, teachers and staff trained in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:</td>
</tr>
</tbody>
</table>
- Fully Credentialed, Highly Qualified Staff
- Professional Development
- Technology-based Curriculum including IXL & Let's Go Learn digitally based instruction
- CCSS aligned Curriculum and materials
- Tutoring and instructional aides for enrichment class days
- Digital Library Catalogue

TRHS will provide extra support services, including extra tutoring for the low income, English Learners, and Foster Youth student population, on an as needed basis when and if applicable. TRHS will provide E.L. Curriculum and support materials for E.L. Students, on an as needed basis/when and if applicable. TRHS will provide additional curricula and support materials for RFEP students on an as needed basis.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Maintain E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>California English Language Development Test / CELDT, a required state test for English language proficiency, given as an initial assessment to newly enrolled students, whose primary language is other than English, as an annual assessment to students previously identified as English learners enrolled in kindergarten through grade twelve in California's public schools.</td>
</tr>
</tbody>
</table>

**SUBPRIORITY C — EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>All students in grades 3-8 will improve their ELA proficiency scores.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>TRHS will provide students with ELA and Common Core Standards Math aligned instructional materials including but not limited to the Moving Beyond the Page program, Life of Fred, Progress in Math and Singapore Math programs. Access to a one-to-one ratio, fully credentialed, highly qualified teachers, and staff trained in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS. TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis. When and if applicable, TRHS will provide E.L. Curricula and support materials for E.L. Students, on an as needed basis/when and if applicable. TRHS will provide additional curricula and support materials for RFEP students on an as needed basis.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>E.L. students will show improvement on CELDT scores toward proficiency, when and if applicable.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>California English Language Development Test (CELDT), a required state test for English language proficiency, given as an initial assessment to newly enrolled students whose primary language is other than English, and as an annual assessment to students previously identified as English learners enrolled in kindergarten through grade eight in California’s public schools.</td>
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</table>

**STATE PRIORITY #3 — PARENTAL INVOLVEMENT**

- Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<table>
<thead>
<tr>
<th>SUBPRIORITY A — ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</th>
<th>TRHS is an independent Study program and requires 100% parent involvement. Maintain at least a 95% attendance rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
<td>TRHS will facilitate 9 Parent/Teacher meetings per year with fully credentialed highly qualified teachers.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>TRHS parents agree to supervise twenty or more hours of student learning each week. Teachers assign work, recommend curriculum, evaluate finished work, fit alternative educational</td>
</tr>
</tbody>
</table>
experiences into state standards, and plan enrichment classes and field trips. The parents give the direct supervision in the education of their children with 100% involvement.

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
<th>70% of work completed/95% full attendance rate, a completion rate of 9 Teacher meetings per year with fully credentialed highly qualified teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</td>
<td></td>
</tr>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
<td>TRHS stakeholders, parents, teachers, students, and community are given the opportunity to attend 100% of TRHS Board Meetings and offer feedback to the school on any given school day.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>The school will hold 10 annual, widely publicized, public board of directors/charter council meetings per school year and will maintain a permanent feedback tab on the TRHS website homepage.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Parent participation is 100% due to nature of homeschool program. TRHS Stakeholders, Parents, Teachers, Students, and Community are given the opportunity to attend 100% of TRHS Board Meeting.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>70% of work completed/95% full attendance rate, a completion rate of 9 Teacher meetings per year with fully credentialed highly qualified teachers. Ten annual, widely publicized, public board of directors/charter council meetings per school year will be held at TRHS</td>
</tr>
<tr>
<td>STATE PRIORITY #4 – STUDENT ACHIEVEMENT</td>
<td></td>
</tr>
</tbody>
</table>

Pupil achievement, as measured by all of the following, as applicable:
CA Assessment of Student Performance and Progress (CAASPP) statewide assessment
The Academic Performance Index (API)
Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
Percentage of ELS who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
EL recategorization rate
Percentage of pupils who have passed an AP exam with a score of 3 or higher
Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §89300 et seq.) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
<td>All students will improve their ELA &amp; Math proficiency scores.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>TRHS will provide students with ELA and Common Core Standard Math, aligned instructional materials, including but not limited to the Moving Beyond the Page program, Life of Fred, Progress in Math, and Singapore Math programs. Access to a one-to-one ratio, with fully credentialed, highly qualified, teachers, and staff trained in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS. TRHS will provide extra support services including extra tutoring for low-income, English Learners, and Foster Youth student population on an as needed basis, when and if applicable. TRHS will provide E.L Curricula and support materials for E.L Students on an as needed basis, when and if applicable. TRHS will provide additional curricula and support materials for REEP students on an as needed basis.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>2% will improve in identified assessments.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CAASPP annual assessments in grades 3-8, alternative methods of metric assessments, including CCSS aligned Renaissance Star Reading and Math computer based assessments in grades 3-8.</td>
</tr>
<tr>
<td>SUBPRIORITY B – API</td>
<td></td>
</tr>
<tr>
<td>GOAL TO ACHIEVE SUBPRIORITY</td>
<td>Not Applicable.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Not Applicable.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>N/A API not available.</td>
</tr>
</tbody>
</table>
### SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)

**GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL**

### SUBPRIORITY D – EL PROFICIENCY RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>TRHS will provide extra support services including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable. TRHS will provide E.L. curricula and support materials for E.L. Students on an as needed basis/when and if applicable. TRHS will provide additional curricula and support materials for RFEPE students on an as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Maintain E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>California English Language Development Test (CELDT), a required state test for English language proficiency, given as an initial assessment to newly enrolled students, whose primary language is other than English and followed by annual assessments to students previously identified as English learners, enrolled in kindergarten through grade eight in California’s public schools.</td>
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</table>

### SUBPRIORITY E – EL RECLASSIFICATION RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>Maintain E.L. reclassification rate and E.L. improved proficiency scores when and if applicable.</th>
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</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>TRHS will provide extra support services, including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis, when and if applicable. TRHS will provide E.L. curricula and support materials for E.L. Students on an as needed basis, when and if applicable. TRHS will provide additional curricula and support materials for RFEPE students on an as needed basis.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>E.L. students will show improvement on CELDT scores toward proficiency when and if applicable.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>California English Language Development Test (CELDT), a required state test for English language proficiency, given as an initial assessment to newly enrolled students, whose primary language is other than English, and as an annual assessment to students previously identified as English learners enrolled in kindergarten through grade eight in California’s public schools.</td>
</tr>
</tbody>
</table>

### SUBPRIORITY F – AP EXAM PASSAGE RATE

**GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL**

### SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP

### STATE PRIORITY #5 – STUDENT ENGAGEMENT

- Pupil engagement, as measured by all of the following, as applicable:
  - School attendance rates
  - Chronic absenteeism rates

### SUBPRIORITY A – STUDENT ATTENDANCE RATES

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>TRHS is a Home Study charter school, so metric measurements related to chronic absenteeism are not applicable. TRHS is Independent Home Study program. Because the main body of education is delivered in the home environment TRHS does not have Chronic Absenteeism. School attendance rates are based on a percentage of work completed and are in the 95th percentile or above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Fulfilling TRHS Master Agreement requirements. Academic evaluations will be based on the Assignment and Work Record (AWR). Other acceptable methods of evaluation include, but are not limited to, teacher-made tests, student conferences, progress/report cards, work samples, observations, portfolios, state standards testing, learning journals, presentations. It is understood...</td>
</tr>
</tbody>
</table>
that no student who qualifies for special education services, under the individuals with disabilities in education act (IDEA), shall participate in Independent study; unless it is specifically authorized in her or his IEP. Identified special education students are expected to attend scheduled tutorials to assist her/ him in meeting the identified goals and objectives in their IEP. These tutorials are considered school assignments. Three unexcused absences or missing more than 50% of a student’s special education services will result in the student being placed on probationary status. Parents will be invited to an IEP meeting to review their student’s educational progress and to ensure that the independent study is the least restrictive environment, in which, to promote educational benefit. Further missed assignments in an academic year will result in dismissal from the charter school and a recommendation for a proper placement in a school that offers the least restrictive environment.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>TRHS is a Home Study charter school, metric measurements related to student suspensions and chronic absenteeism are not applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>70% of work completed / 95% full attendance rate.</td>
</tr>
</tbody>
</table>

### SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE

**GOAL TO ACHIEVE SUBPRIORITY**

TRHS is a Home Study charter school and has the goal of 70% of work completed / 95% full attendance rate.

**ACTIONS TO ACHIEVE GOAL**

To fulfill TRHS Master Agreement requirements. Academic evaluations will be based on the Assignment and Work Record (AWR). Other acceptable methods of evaluation include, but are not limited to, teacher-made tests, student conferences, progress/report cards, work samples, observations, portfolios, state standards testing, learning journals, presentations. It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education Act (IDEA), shall participate in Independent study unless it is specifically authorized in her or his IEP. Identified special education students are expected to attend scheduled tutorials, to assist her/him in meeting the identified goals and objectives in their IEP. These tutorials are considered school assignments. Three unexcused absences or missing more than 50% of a student’s special education services will result in the student being placed on probationary status. Parents will be invited to an IEP meeting to review their student’s educational progress and to ensure that the independent study is the least restrictive environment in which to promote educational benefit. Further missed assignments in an academic year will result in dismissal from the charter school and a recommendation for a proper placement in a school that offers the least restrictive environment.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>Maintain middle school dropout rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>70% of work completed / 95% full attendance rate.</td>
</tr>
</tbody>
</table>

### SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES

GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL

### SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL

### STATE PRIORITY #6 – SCHOOL CLIMATE

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

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

### SUBPRIORITY A – PUPIL SUSPENSION RATES

**GOAL TO ACHIEVE SUBPRIORITY**

TRHS is a Home Study charter school, metric measurements related to student suspensions not applicable, as this is a non-classroom based program.
<table>
<thead>
<tr>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>N/A</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>70% of work completed / 95% full attendance rate.</td>
</tr>
</tbody>
</table>

**SUBPRIORITY B – PUPIL EXPULSION RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>TRHS is a Home Study charter school, metric measurements related to student expulsions not applicable, as this is a non-classroom based program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Our expulsion rate is less than 2%.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Maintain Middle School expulsion of 2% or less.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>70% of work completed / 95% full attendance rate.</td>
</tr>
</tbody>
</table>

**SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>TRHS will provide all TRHS students with access to a safe and improved school facilities and a safe school environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Distribution of California Healthy Kids Survey (CHKS) Surveys, compliance on FIT reviews, and addressing safety issues within 90 days of receiving a facilities request form from a TRHS stakeholder.</td>
</tr>
<tr>
<td></td>
<td>• Response to Stakeholder Facilities Request Form.</td>
</tr>
<tr>
<td></td>
<td>• Continue to maintain facilities conducive to learning and maintain safe facilities.</td>
</tr>
<tr>
<td></td>
<td>• Improve outdoor recreation areas.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>TRHS will have a safe and improved school facilities and a safe school environment.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Complete 10% of CHKS (California Healthy Kids Survey), 95% Compliance on FIT reviews, 100% of all reported safety issues will be addressed within 90 days of receiving a facilities request form from a TRHS stakeholder.</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #7 — COURSE ACCESS**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM—eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

- Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- Grades 7-8: English, social sciences, physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a); (ll))

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>TRHS will provide all TRHS students with access to Common Core curriculum and additional instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>TRHS will provide students with ELA and Common Core Standards Math aligned instructional materials, access to a one-to-one ratio fully credentialed, highly qualified teachers and staff trained in best instructional and home study enrichment practices.</td>
</tr>
</tbody>
</table>
| MEASURABLE OUTCOME | TRHS will provide students with ELA and Common Core Math Standards aligned instructional materials, including but not limited to the Moving Beyond the Page program, Life of Fred, Progress in Math and Singapore Math programs. Access to a one-to-one ratio, with fully credentialed highly
qualified teachers and staff trained in best instructional and home study enrichment practices. Access to materials and technology will be made available to meet the demands of Home Schooling at TRHS including:

- Fully Credentialed, Highly Qualified Staff
- Professional Development
- Technology-based Curriculum, including IXL & Let's Go Learn digitally based instruction
- CCSS aligned Curriculum and materials
- Tutoring and Instructional aides for enrichment class days
- Digital Library Catalogue

*Students with IEP's participate in general ed to the maximum extent possible. Education needs in ELA are driven by IEP goals for each special ed.*

**TRHS will provide extra support services, including extra tutoring for the low income, English Learners, and Foster Youth student population on an as needed basis when and if applicable. TRHS will provide ELL Curriculum and support materials for ELL Students on an as needed basis, when and if applicable. TRHS will provide additional curricula and support materials for RIEEP students on an as needed basis, when and if applicable.*

**METHODS OF MEASUREMENT**

<table>
<thead>
<tr>
<th>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</td>
</tr>
</tbody>
</table>

**SUBPRIORITY A - ENGLISH**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>TRHS will provide all TRHS students with access to ELA Common Core Curriculum and additional instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>TRHS will provide students with ELA Common Core Standards aligned instructional materials, access to a one-to-one ratio, with fully credentialed highly qualified teachers and staff trained in best instructional and home study enrichment practices.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>TRHS will provide students with ELA Common Core Standards aligned instructional materials including but not limited to the Moving Beyond the Page, All About Reading, All About Spelling, Story of the World programs.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>70% of work completed / 95% full attendance rate.</td>
</tr>
</tbody>
</table>

**SUBPRIORITY B - MATHEMATICS**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUBPRIORITY</th>
<th>TRHS will provide all TRHS students with access to Common Core Math curriculum and additional instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>TRHS will provide students with Common Core Standards Math, aligned instructional materials, access to a one-to-one ratio, with fully credentialed, highly qualified teachers and staff trained in best instructional and home study enrichment practices.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>TRHS will provide students with Common Core Standards Math aligned instructional materials, including but not limited to the Moving Beyond the Page program, Life of Fred, Progress in Math and Singapore Math programs.</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>70% of work completed / 95% full attendance rate.</td>
</tr>
</tbody>
</table>
Plan for Students Who Are Academically Low-Achieving
TRHS supports student learning by creating an individualized, academic learning plan for each student, including students at grade level, students above grade level, students below grade level, students with disabilities, socio-economically disadvantaged students, and English language learners. The nature of TRHS independent study program inherently allows the TRHS staff to support student learning and success by providing an assessment of individual student needs and creating a plan to address how student needs are met. Student needs are frequently reassessed so that each student receives the maximum amount of support in each subject area. TRHS teachers also recognize that students have unique needs in each subject area. For example, a student may be advanced in math, but at grade level in reading. By working with each student in a one to one framework, students benefit by receiving a program tailored to their abilities, as well as, support from all the available resources TRHS has to offer.

A Response to Intervention (RTI) Model is used at our school. The RTI model consists of three tiers. TRHS focuses on providing early intervention in order to support student learning. The Student Success Team (SST) process is a general education function; although, at times, the special education team is consulted with or invited to attend a meeting in order to tap into their specific skills/knowledge. The SST process is used to bring a team of parents and experts together with the intention of identifying student strengths and concerns, to create a plan to achieve an appropriate outcome. This systematic problem-solving approach may be requested by teachers, administration, or parents. Family members, the student, student service experts, and any community member as deemed helpful, to assist students who are not progressing at a satisfactory rate may be asked to attend. The Student Success Team meets to identify the student’s needs and to determine the best steps and curriculum to address these needs. Then, student progress is monitored and reported back to the Student Success Team at a subsequent meeting. (Appendix XXVII — SST & RTI Process).

After the Student Success Team has met, designed a strategy of intervention, and assigned responsible roles, the team sets a date to review progress. This review is used to determine the effectiveness of the intervention. Research-based interventions may be continued if successful, or interventions may be adjusted. Evaluative procedures and measures may be utilized within the scope of the Student Success Team without a formal referral for a special education evaluation.

A special education evaluation may be recommended to assess for a learning disability if research-based interventions have not shown results. A student who appears to have a speech/language difficulty may be referred for a speech and language evaluation with or without the Student Success Team process.

If a formal assessment is recommended, due process requirements which include notification of parent(s) of the intent to evaluate for special education and consent to this process by the parent(s) are provided.

Nondiscriminatory evaluation procedures for students include a determination of appropriate setting. Placement in a non-classroom-based program will be evaluated to assure that a student who requires an IEP can be provided an appropriate setting in this model.

Student Services and TRHS will comply with Ed. Code 47641 in this process. TRHS affiliation with Nevada County Charter Cooperative provides access to appropriate service for RSP, Speech, and Language professional and the School Psychologist. OT and other county services are available through the Nevada County Office of Education.

Plan for Students Who Are Academically High-Achieving
High Achieving Students are allowed to excel at their own pace. Teachers assess grade levels and skills in reading and math and other core subjects. Teachers also use state testing, locally controlled testing options, and parental feedback in order to provide a curriculum that is challenging. The student’s personal interests are considered.
E. Plan for English Learners

Legal Assurances
The California Department of Education (CDE) is committed to the goal that all English learner (EL) students receive appropriate instruction and services. Pursuant to California Education Code Section 47605(d)(1), TRHS shall not deny an EL student enrollment in their respective school because of their EL status or national origin. Charter schools enrolling EL students have a dual obligation, as do all LEAs, to provide a program for ELs designed to overcome language barriers and provide access to the core curriculum (Castañeda v. Pickard 648 F.2d 989, [5th Cir. 1981]). TRHS recognizes that both services, including designated ELD, must be an integral part of a comprehensive program for every EL student. TRHS is required to provide instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.

The CDE has shared a resource on how to fulfill this dual obligation by implementing integrated and designated English Language Development (ELD) instruction as part of a comprehensive delivery plan for ELs. The resource titled, "Designated and Integrated English Language Development" is available on the CDE Web page at http://www.cde.ca.gov/nc/ei/le/yr15tr0918.asp.

Castañeda v. Pickard established a three-part test that is used by TRHS to evaluate and determine whether their programs are appropriately addressing the needs of ELs. Programs for ELs must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective at having students overcome language barriers and meet the same academic goals set for all other students within a reasonable period of time. All charter schools should use these criteria to evaluate whether their programs are appropriately addressing the needs of EL students.

January 7, 2015, the U.S. Department of Justice and the U.S. Department of Education (ED) provided guidance to school districts, and all public schools to meet their legal obligation to ensure that ELs can participate meaningfully and equally in all educational programs and services. The guidance is available on the U.S. Department of Education Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents Web page at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf.

Another resource used by TRHS is a 10-chapter toolkit, available from the Office of English Language Acquisition on the U.S. Department of Education English Learner Toolkit Web page at http://www2.ed.gov/about/offices/list/oea/english-learner-toolkit/index.html.

Important communication to charter schools regarding the provision of language services through instructional programs for ELs is posted on the CDE Letters to Local Educational Agencies Web page at http://www.cde.ca.gov/sp/el/er/legalobligationltrseals.asp.

TRHS will comply with all state regulations regarding English Language Learners, which currently includes the following:

CELDT (California English Language Development Test): Within 30 days of enrollment students who have indicated a language other than English on the Home Language Survey (in the enrollment packet) must be tested*. Previously identified English Language Learners will be tested within 60 days. Yearly assessment is required until an ELL is reclassified as English Proficient.

Any new student identified as an English Language Learner will be paired with a qualified teacher who holds a CLAD, CTEL or BCLAD certification.

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

Home Language Survey
TRHS will give each enrolling student the state-required home language survey.
CELDT Testing
TRHS always takes each individual student’s needs into consideration when choosing curriculum for English Language Learners (ELL).

CELDT (California English Language Development Test): Within 30 days of enrollment students who have indicated a language other than English on the Home Language Survey (in the enrollment packet and on the online registration portal) must be tested. Previously identified English Language Learners will be tested within 60 days. Yearly assessment is required until an ELL is reclassified as English Proficient.

To best guide each student classified as an English Language Learner, TRHS will work as a team to guide and instruct each particular student. This team will consist of the student, parent/guardian, and the teacher who holds a CTEL, CLAD, or BCLAD certification, and other individuals involved with the student’s instruction. The team will meet to select a curriculum that will best serve the ELL student. The teacher will monitor and evaluate the student progress on a monthly basis. In addition, the teacher will modify the curriculum based on informal assessments.

Reclassification Procedures
The School provides appropriate instructional materials targeted toward English Language Learners.

Instructional Strategies for English Learners
The instruction for the student will be primarily delivered in English, using such approaches as Specially Designed Academic Instruction in English (SDAIE). ELL students will also receive additional support, focusing on their English language development skills. ELL students will also receive additional support, focusing on their English language development skills.

F. Plan for Students with Disabilities

Overview
TRHS supports all students in special education. Since the guiding philosophy of personalized learning is to create an individual learning plan for all students, accommodating students with IEPs is a natural fit with TRHS. In addition to adapting the curriculum, TRHS is committed to providing all necessary accommodations, modifications, and services in order for each student to access his or her education TRHS will act as its own Local Educational Authority (LEA) for the purposes of special education. The TRHS plan for delivery of special education services provides for quality educational programs and services, in compliance with the Nevada County Local Plan and all legal guidelines. TRHS is a member of the Nevada County Charter Services Authority (NCCSA). NCCSA provides educational and administrative services and support to members. The services include special education administration, staffing, such as school psychologists, special education teachers, speech and language pathologists, aides and related goods (testing materials, etc.) and oversight of their activities.

Section 504 of the Rehabilitation Act
In all public schools, including charter schools, special education services are designed to offer individualized support and services for students with exceptional needs. Special education services can include academic, social, emotional and behavioral training, as well as mental health, counseling, and support for the students and their families.

The requirements and procedures for providing special education are driven by federal and state law, including the Individuals with Disabilities Education Improvement Act (“IDEIA”), Section 504 of the Rehabilitation Act (“Section 504”), as well as certain sections of California Education Code.

Section 504, is a civil rights law, that prohibits discrimination against individuals with disabilities and ensures that children with disabilities have equal access to education. Section 504 protects qualified students with disabilities who attend schools receiving federal financial assistance, including charter schools. To be protected under Section 504, a student must have a physical or mental impairment that substantially limits one or more major life activities; and must have a record of such impairment, or be regarded as having such impairment.
Similar to the IDEIA, Section 504 requires schools to provide a Free Appropriate Public Education (FAPE) to each qualified student with a disability, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of regular or special education and related aids and services designed to meet the student’s individual needs to the same extent that the needs of non-disabled students are met. Unlike IDEA, Section 504 does not require that these services be provided under an IEP or other formal documents; however, TRHS may choose to provide accommodations and modifications under a written documented called a “504 Plan.” Under Section 504, an appropriate education will include accommodations, modifications, and services designed to meet the individual education needs of students with disabilities as adequately as the needs of non-disabled students are met.

Services for Students under the “IDEIA”
Under the federal Individuals with Disabilities Education Improvement Act (IDEIA), TRHS identifies and evaluates students who have disabilities and offers them individualized education programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes a student’s teacher, special educator, parents/guardians, and a representative of the school administration who is empowered to commit resources, such as, staff time or funding. By law, TRHS is required to carry out provisions outlined in a student’s IEP.

Each IEP team considers the continuum of placement options. This includes placement in programs, services, supports, modifications and specialized equipment (if indicated) necessary to provide a free and appropriate education.

TRHS has a variety of placement, service, and support options available to serve students with special needs in the least restrictive environment. The continuum of placement options includes the following:

- Full Day placement in general education with in-class supportive services, including resource specialist and/ or related services.

- Pull out for a portion of the school day by the resource specialist.

- Related services such as speech or occupational therapy.

- Placement in a Special Day Class for portions or all of the school day.

- Placement in a county Special Day Class or a Special Day Class on another local district campus.

- Placement in a Non-Public Day School.

- Placement in a Non-Public Day and Residential School.

- Placement in a State Special School.

Supplemental aids and services are provided through the NCCSA in conjunction with the Nevada County Office of Education and other local agencies. Supplemental aids and services include, but are not limited to, transportation, speech and language services, adaptive technology, nursing services, psychological services, vision services, and adaptive physical education.

The overall system for delivery of services to special needs children at TRHS is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration.
Element Two: Measurable Pupil Outcomes

Governing Law: 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 Section 47605(b)(5)

Refer to TRHS LCAP (Appendix N/ http://www.twinridgeshomestudy.org/?page_id=7007), TRHS Master Agreement (Appendix O), Element One Section D
Element Three: Methods of Assessment and Other Uses of Data

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

A. Assessments

TRHS will meet all statewide standards and conduct all required state mandated student assessments as required by Education Code §47605(c)(1). (This includes but is not necessarily limited to CAASPP, CELDT and any other requirement).

The TRHS Parent community has varied feelings about “testing” and student outcomes are measured with several different tools.

TRHS uses a variety of standardized assessments including CAASPP (Grades 3-8), IXL, and Renaissance Star Reading and Star Math, which are aligned with the current California’s State Testing. At present TRHS uses the computer-based Let’s Go Learn program for intervention driven assessments. These assessments will assist in establishing baselines and baseline testing for measuring student progress for 2016-17, 17-18 and 18-19 LCAP (Appendix N). TRHS will adjust the established baseline testing rubric relevant to the TRHS philosophy of TRHS stakeholders.

Measurable outcomes in the TRHS independent study model requires teachers, students and parents to meet as a team at least every twenty school days. These face-to-face meetings last on average, one to two hours; although, the team may meet as often as needed to assess adequate student progress. During each meeting, the team creates a tailored lesson plan for each student. The students’ critical thinking work, such as science experiments, math problem solving, writing, research, hands-on projects, and lessons, are evaluated and translated into standards-based language and recorded in an Assignment and Work Record (AWR). A completion rate of 9 Parent /Teacher meetings per year, with fully credentialed highly qualified teachers, and at least 70% of completed home study work assignments, provide additional forms of metric assessment/ progress reports in grades K-8th. Assessment results are discussed in detail with all 3rd -8th-grade parents at parent meetings.

Stakeholder feedback outlined in the TRHS LCAP (See Appendix N), include both Academic and Non-Academic Goals:

- The percentage of students who demonstrate proficiency in literacy, writing, and mathematics will increase annually base on student work, passing grades, local assessment results and CAASPP.

- The percentage of students who demonstrate proficiency in the use and application of technology will increase annually based on student work, 8th-grade project (when applicable), and computer checkout rates and appropriate use of technology.

- TRHS will create a positive testing environment for all state mandated assessments based on stakeholder feedback and reaching the annual required participation rate for CAASPP.

The staff is trained in a computerized K-8 benchmark tool to assess student grade level in reading comprehension and fluency and grade level and skill acquisition in math. Students are identified for intervention. TRHS supports student learning by creating a tailored academic learning plan for each student, including students at grade level, students above grade level, students below grade level, students with disabilities, socio-economically disadvantaged students, and English language learners. TRHS staff responds to student learning and student needs are frequently reassessed so that each student receives the needed support in each subject area. Teachers also recognize that students have unique needs in each subject area. (For example, a student may be advanced in math, but at grade level in reading.) Students benefit from receiving support from all available resources at TRHS.

TRHS students maintain at least a 95% Attendance Rate. TRHS is Independent Home Study program and school attendance rates are based on a percentage of work completed and are in the 95th percentile or above.
B. Use and Reporting of Data

The assessments used at TRHS target independent study effectiveness in order to advance student learning. TRHS assessment tools measure current California State Standards and Common Core Standards and will comply with state standardized testing requirements. Student participation in state testing is expected and required percentages of participation are met by the school whenever possible. TRHS uses the data from the above-mentioned assessment methods to refine each student's independent study. It is worthy to note that some TRHS parents choose not to use the latest computer technology in their homeschooling rigor. Therefore TRHS will continue to explore alternative testing and measures of success and will engage with local stakeholder feedback throughout each school year in order to determine which assessments provide accurate baselines and target growth. TRHS acknowledges and understands that there are significant changes in the manner of test delivery that has shifted from the traditional paper and pencil tests to computerized interface. TRHS will plan and continue to prepare TRHS students to adapt to computer-based testing.

Currently, TRHS is the establishing baseline testing rubrics relevant to the TRHS School philosophy. The TRHS Stakeholders have individualized expectations regarding student outcomes, and the nature of the home study reinforces the notion of personally tailored measurements for success. California Standardized State testing and internal school-wide assessments will intertwine to indicate metrics towards progress. Benchmark assessments are given at the beginning and end of the year, to assess students in reading fluency and comprehension. Math grade level and skill levels are also assessed. Data is collected based on individual students, as well as, grade level groups. Teachers discuss student progress concerns with the parents and the director. Students are identified for intervention.

The CDE has not made API scores available over the course of the 2014-15 and 2015-16 school years. Currently, based on the CAASPP results available from the 2014-15 and 2015-16 school years and local assessment tools from the past three years, TRHS is focusing on the individual student and the parent /teacher team, to carefully glean a student’s skill set and determine if additional core aligned curriculum will positively impact CAASPP results and other assessment scores. Data analysis involving parents, students, teachers and the TRHS School Board allows the school to closely examine the measurable data with more detail, thereby providing a clearer picture of the needs of the TRHS student body. (For example, it may be beneficial to track how students are testing based on things like longevity with the school.) This type of information may assist TRHS when deciding methods to assist with support of student learning. It is important to note TRHS has a comparatively small sampling and results may be labeled statistically unreliable by members of the TRHS Stakeholders/ Home Schooling community.

The Smarter Balanced Assessment Consortium is currently re-designing the test and has not yet offered a three-year period of standard assessments. For example, at the time of this charter petition, the Consortium determined that the vast majority of the summative assessment performance tasks contained sufficient explanation and context to be administered without requiring the classroom activity. As a result, the classroom activity of the test has been discontinued.

TRHS anticipates the CAASPP test will change formats over the span of this charter. The school has widely exceeded the 90% attendance target rate with a 99% average daily attendance rate.

Assessment data is reported to the staff during regular staff meetings and to the TRHS Board of Directors during monthly public meetings. This data is prepared for several required reports, such as the School Accountability Report Card (SARC). http://www.sarcplusonline.org/Sarc/Welcome/29102980126227 and Local Control Accountability Plan (LCAP) (Appendix N ). These reports and results are presented to and, if necessary, approved by the TRHS Board of Directors.

Various assessments are used to build a complete picture of each student, and from this information, the TRHS team creates an education plan that best meets the needs and goals of each student.
Element Four: Governance Structure

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

TRHS will operate autonomously from the District, with the exception of the County’s supervisory oversight as required by statute and other contracted services as negotiated between the County and TRHS. Pursuant to California Education Code section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, operated as a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors or omissions by TRHS as long as the County has complied with all oversight responsibilities required by law. Additionally, to continue to ensure that the County will not be liable for any actions taken by TRHS, the charter school maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the County. Details of insurance coverage shall be outlined in a Memorandum of Understanding ("MOU") entered into between TRHS and the County following approval of the charter petition.

TRHS acts as its own fiscal agent to the fullest extent of the law and implements the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

**Tax-Exempt, Non-Profit Public Benefit Corporation**

TRHS will operate as a directly funded, independent charter school and upon charter approval will operate as a California nonprofit public benefit corporation, which will seek recognition of its tax-exempt status under Internal Revenue Code section 501(c)(3). TRHS shall provide to the District a copy of its corporate bylaws and filed-endorsed Articles of Incorporation. (Appendix R & S)

**Conflict of Interest**

CONFLICTS OF INTEREST. No employee of TRHS, nor any member of the Charter Council/Board, shall have a direct or indirect financial interest in any vendor or other supporting entity of the School that sells goods or services to the School. A staff or Council member must disclose any financial interest and follow the recusal procedures outlined in the TRHS Conflict of Interest Code when a prospective vendor or other supporting entity is under consideration by the Council or administration to sell goods or services to the School (Appendix T)

**Board of Directors**

The TRHS Charter Council/Board of Directors meets monthly, eleven times a year. Special meetings and emergency meetings are scheduled as dictated by necessity.

The current Board of Directors is as follows:

<table>
<thead>
<tr>
<th>NAME</th>
<th>OFFICE</th>
<th>EXPIRATION OF TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason Arellanes</td>
<td>President, Parent</td>
<td></td>
</tr>
<tr>
<td>Sandy Arellanes</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Brenda Royer</td>
<td>Vice President, Grandparent</td>
<td></td>
</tr>
<tr>
<td>Trina Hunner</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jessica Fowler</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Sarah Hamilton</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Catherine Alkire</td>
<td>Alumni Parent</td>
<td></td>
</tr>
<tr>
<td>Colette Finkbiner</td>
<td>Secretary, Non-Voting Member</td>
<td></td>
</tr>
<tr>
<td>Jaynie Aydin</td>
<td>Director/Principal, Non-Voting Member</td>
<td></td>
</tr>
</tbody>
</table>
Board of Directors Meetings and Duties
All meetings of the TRHS Charter Council / Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) ("Brown Act"). The Council meets at least quarterly, and Council meetings are noticed and held at a location within the jurisdictional boundaries of TRHS. Notices, agendas, and minutes of meetings are recorded and retained by TRHS at the administrative office and are posted on the school's website. These records are accessible for public and County review upon request.

This Charter School complies with the Brown Act (Government Code 54950), the Public Records Act (Government Code 6250) and applicable conflicts of interest laws, including the Political Reform Act.

A Political Reform Act Compliant Conflict of Interest Code (Government Code Sections 87000 et seq.) has been adopted. A copy of the Conflict of Interest Code is attached. (Appendix T – Conflict of Interest Code). Charter Council / Board members shall reveal all conflicts of interest as they arise in the course of Charter School business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual financial disclosure statements shall be required for all Charter School public officials, as consistent with the requirements of the Political Reform Act.

The Charter Council / Board has retained independent legal counsel and has purchased and maintains, as necessary, general liability, property, workers' compensation and unemployment insurance policies. The Charter Council / Board may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Charter Council / Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of TRHS or a third party any of those duties. The Charter Council / Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Board Development
The TRHS Charter Council / Board of Directors participates in annual Ralph M. Brown training provided by the Nevada County Office of Education. In addition charter council / board members have designated TRHS Board development training and strategic planning dates in addition to regularly scheduled monthly meetings every school calendar year.

Staff, Parent and Community Involvement in School Governance
The Executive Director / Principal is the leader of the Charter School. The Executive Director / Principal ensures that the curriculum is implemented in order to maximize student learning experiences. The Executive Director reports directly to the Charter Council and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees of the Charter School. The Executive Director / Principal is responsible for tasks including, but not limited to, the following:

- Overseeing various TRHS educational teams that express the school philosophy and mission
- Overseeing Enrollment
- Overseeing Curriculum and Instruction
- Overseeing Assessment
- Facilitating Graduation
- Ensuring Communication and Collaboration with TRHS community
- Overseeing Special Education and SST Processes
- Acting as a Community Representative
- Fiscal oversight
- Overseeing Personnel Goals
- LCAP

The TRHS Teacher Council is an advisory council to the TRHS Executive Director/Principal. Since the creation of the school, a collaborative team of TRHS educators has met regularly to discuss and interpret policy, state requirements, curriculum, program development, and many other school issues. TRHS takes the time to gather meaningful feedback from the various parts of the staff (i.e. teachers, administrators, and classified staff) so that more thoughtful decisions can be made and to avoid potential problems associated with implementing new policies, procedures, and programs. This dynamic leadership team is positive and solution oriented. The Teacher Council makes recommendations only. Any recommendations that require Charter Council/Board approval are taken to a scheduled Charter Council/Board meeting for discussion and approval.
Element Five: Qualifications of School Employees

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

**THE DIRECTOR**

The Twin Ridges Home Study Principal/Executive Director will possess leadership abilities and collaboratively develop and maintain the vision and direction of the school.

The Principal/Executive Director will support the professional growth and success of teachers and business personnel and will support the academic and personal growth of students.

The Principal/Executive Director of the charter school will have expertise in alternative education, leadership, collaboration.

The Principal/Executive Director, as the administrator, shall possess an understanding of school and special education law and processes, and a willingness to continue to enhance and develop all aspects of the program.

The Principal/Executive Director of the charter school will have, at a minimum, a B.A. degree with a preference for an M.A. or Ph.D.

The Principal/Executive Director, as the administrator, shall meet all of the legal requirements according to charter school law at the time of hire.

**TEACHERS**

TRHS will recruit and hire teachers who hold a California Commission on Teacher Credentialing certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605 (I).

Teachers will meet the Highly Qualified provisions of the No Child Left Behind Act (NCLB).

TRHS will follow all Education Code requirements. All teachers serving ELL students will hold an appropriate certification, e.g. CTEL, CLAD, or BCLAD certification, where such is mandated by law.

Teachers employed by the school must:

- Be flexible, resourceful, imaginative, and proficient in computer-based education, as well as, Internet navigation and resources.
- Work well with a team.
- Design curriculum for individual students.
- Support and guide parents in all aspects of their student’s education.
- Plan, monitor, document and evaluate the progress of each student.
- Facilitate Learning.
- Commit to making positive change in the quality of the school, and in the lives of the students and staff.
- Lead field trips and teach enrichment.
TRHS may hire additional certificated and non-certificated personnel to provide supplementary instruction, management, and support services.

All TRHS staff will have the necessary qualifications, skills, experience, and credentials to meet the requirements listed in their job description. These documents and job descriptions shall be maintained on file at TRHS and shall be subject to periodic inspection by the chartering sponsor.

TRHS will select and hire its own personnel --Certificated, classified, and administrative.

TRHS may employ temporary or short-term personnel and the School's Principal/Executive Director will determine the qualifications and educational experiences for these persons.

All non-instructional staff will possess experience and expertise appropriate for their position.

TRHS staff are provided professional development opportunities to ensure they are aware of relevant changes in educational trends, leadership, laws, and other scholastic requirements.

(Appendix U)

B. Compensation of Benefits
TRHS will maintain a salary structure competitive with local districts in order to attract candidates with the necessary skills and experience. Periodic review of local district salary scales will be conducted by the Principal/Executive Director or designee. An annual cost of living adjustment will be made when school funding allows. Employees who are at 80% or more Full-Time Equivalent (FTE) or more will be offered a health benefits package. Employees of this Charter will participate in STRS, PERS, or Social Security depending upon each individual's eligibility.

TRHS currently employs the following excellent staff:

1 FTE Executive Director
1 FTE Business Manager/Business Technician
1 FTE Resource & Attendance Coordinator
7 FTE Teachers
Element Six: Health and Safety Procedures

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

The procedures that the school will follow to ensure the health and safety of pupils and staff are reflected in the adoption and implementation of a comprehensive set of health, safety, and risk management policies and procedures that have been developed in consultation with the school's insurance carriers. These policies and procedures will address, but are not limited to, the following topics:

- Procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Instructional and administrative staff training in emergency and first-aid response.
- The school functions as a drug, alcohol, and tobacco-free workplace.
- A policy that all employees working with students who are minors submit to fingerprinting and a criminal background check. Applicants will be required to provide a full disclosure statement regarding prior criminal record as described in Education Code Section 44237.
- A procedure for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- A policy for addressing sexual harassment for all employees, students, and parents in any combination thereof, including student-to-student. (Appendix V)
- A requirement that all enrolling students and staff provide personal belief waivers or records documenting immunizations to the extent required for public schools.
- Procedures relating to preventing contact with blood-borne pathogens.
- Procedures relating to the administration of prescription drugs and other medicines.
- All students shall be screened for vision, hearing, and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.
- A procedure to 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 shall include, but shall not be limited to, all of the following:
  - A description of type 2 diabetes.
  - A description of the risk factors and warning signs associated with type 2 diabetes.
  - A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type-2 diabetes.
  - A description of treatments and prevention of methods of type 2 diabetes.
  - A description of the different types of diabetes screening tests available.
The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act, or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

F. Dispute Resolution
Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter Council/Board of Directors, shall be resolved pursuant to policies and processes developed by the school. (Appendix W, X)

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

The County shall not intervene in any such internal disputes without the consent of the Charter Council and shall refer any complaints or reports regarding such disputes to the Charter Council or its designee for resolution pursuant to the school's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Charter Council has requested the County to intervene in the dispute.

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

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

_Governing Law:_ 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 Section 47605(b)(5)(G)._ 

TRHS will be secular in its programs, admission policies, employment practices, and all other operations, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, disability, or any of the characteristics listed in Education Code Section 220. In addition, admission to TRHS will not be determined according to the place of residence of the pupils, or their parents or guardians, except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3. No individual with exceptional needs, as defined in Education Code Section 56026, may participate in independent study, unless his or her individualized education program (IEP) specifically provides for that participation [Education Code Section 51745(c)].

TRHS will accommodate pupils of all racial and ethnic backgrounds. It is expected that the diversity of the TRHS population will reflect the diversity of the general population of the counties TRHS serves.

An open enrollment policy will maintain a diversified balance among students of TRHS. Any child, regardless of ethnicity, national origin, gender, disability, socio-economic profile, or any of the characteristics listed in Education Code Section 220 is equally welcome and eligible for admission. TRHS will develop and distribute promotional and informational materials that appeal to the various racial and ethnic groups to ensure a balance among students that is reflective of the County.
Element Eight: Admission Requirements

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

Students are considered for admission without regard to ethnicity, national origin, gender, religious affiliation, or any other characteristic as described in Education Code Section 220. TRHS seeks to admit students ensuring that the educational program is appropriate and provides the least restrictive environment for students with an IEP. Admission to TRHS will be open to any resident of Nevada County or the counties contiguous to Nevada County who is of legal age to attend public school.

Participation in the TRHS program requires a commitment from both students and parents/guardians to the goals and vision of this program. All prospective students and their parents or guardians will proceed according to the TRHS Enrollment Policy, which, among other things, articulates enrollment process, preferences, and, if necessary, procedures for a public random drawing (Appendix Y). A summary of the Enrollment Policy follows:

History has demonstrated that students coming to TRHS require a degree of self-direction, self-motivation, and support to be successful. Therefore, in order to support students in being successful, students who have been expelled or have school records showing behavior/disciplinary/attendance problems will require special consideration and may not be admitted.

TRHS posts enrollment policies or forms online that are legal and compliant with the ACLU. TRHS maintains policies that are available for public view. TRHS does not violate the ACLU and promote Exclusion Based on Academic Performance, Discrimination against English Learners, Have Pre-Enrollment Essays, illegally require Parent/Guardian to volunteer, Have Requirements that Discourage Undocumented Students.

For more information please refer to:
https://www.aclusocal.org/unequal-access/charters-in-violation/

Public Random Drawing
Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year. This random public drawing will be held in a widely publicized, public setting on a widely-publicized date. The Charter School shall ensure that an independent third party is responsible for the actual "drawing" of applications. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance, will a waitlist carry over to the following school year.
Element Nine: Annual Independent Financial Audits

**Governing Law:** The manner in which annual, independent financial audits shall be conducted. These audits shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the Board. *Education Code Section 47605(b)(5)(l(i)).*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The County shall contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices for the Charter School. The auditor will have, at a minimum, a CPA, and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
Element Ten: Suspension and Expulsion Policy and Procedures

_Governing Law:_ The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

In order to promote the learning and protect the safety and well-being of all students enrolled in TRHS, school staff shall enforce disciplinary rules and procedures for student suspension and expulsion. The Policy may be amended as needed without the need to amend the charter, provided that the amendments comport with legal requirements. The Policy, including a preliminary list of the offenses for which students in the charter must and may be suspended or expelled, is described below. (Appendix Z)

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA) or who is qualified under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to non-disabled students except when federal and state law mandates additional or different procedures. TRHS will comply with Section 504, IDEIA and all applicable federal and state laws and regulations when imposing any discipline on a student who is identified under IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504.

Suspension shall be preceded, if possible, by a conference conducted by the Principal/ Director or designee, with the student and his/her parent and whenever practical, the school employee who referred the student for discipline. The conference may be omitted if the Principal/ Director determines that an emergency situation exists in which the student’s continued presence in the program constitutes a clear and present danger to the lives, safety or health of students or school personnel. At the conference, the student will be informed of the reason for the disciplinary action and the evidence against him/her and shall be given an opportunity to present his/her version of the events and evidence in his/her defense. Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Students recommended for expulsion are entitled to a hearing before the Charter Council/ Board of Directors. Written notice of the hearing shall be provided to the student and parent(s) at least five (5) days prior to the hearing. Written notice shall include:

- The date and place of the hearing.
- A statement of the specific facts, charges, and offenses which relate to the alleged violation.
- A copy of the school’s Pupil Suspension and Expulsion Policy.
- Notification that the parent is obligated to provide information regarding the student’s pending expulsion hearing to the school to which the student seeks enrollment.
- The opportunity for the student and parent to appear in person and to employ legal counsel or a non-attorney advisor.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question witnesses who testify.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

A recording of the hearing will be made and maintained. Findings of fact shall be based solely on the evidence presented at the hearing. Hearsay evidence is admissible, but a decision to expel will not be based solely on hearsay evidence. A decision to expel must be supported by substantial evidence that the student committed an expellable offense.
A. Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses
1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

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

n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

o) Harassed, threatened, or Intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

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

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.
C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. CONFERENCE

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for the failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. NOTICE TO PARENTS/GUARDIANS

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

3. SUSPENSION TIME LIMITS/RECOMMENDATION FOR EXPULSION

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations:

1) the pupil's presence will be disruptive to the education process.

or

2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the School Board of Directors/ Charter Council following a hearing before it or by the School Board of Directors/ Charter Council upon the recommendation of an Administrative Panel to be assigned by the School Board of Directors/ Charter Council as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
E. Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
3. A copy of the School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit the time for taking the testimony of the complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

H. Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.
I. Written Notice to Expel
The Principal/ Director or designee following a decision of the Board to expel shall send a written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Director or designee shall send a copy of the written notice of the decision to expel to the County.

This notice shall include the following:

a) The student's name

b) The specific expellable offense committed by the student

A student expelled from TRHS can appeal the decision of the TRHS School board to the Nevada County School Board. The Nevada County School Board will ensure that TRHS followed all due process requirements.

J. Disciplinary Records
The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the County upon request.

K. No Right to Appeal
The pupil shall have the right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans
Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the School Board of Directors/ Charter Council at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

N. Readmission
The decision to re-admit a pupil or to admit a previously expelled pupil from another school district or charter school shall be the sole discretion of the Principal/ Director following a meeting with the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. If the Principal/ Director determines that it is not in the best interest to admit the pupil, the pupil may appeal the Principal's/Director's decision at the next board meeting in closed session. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities
A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEIA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.
1. NOTIFICATION OF SELPA

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

2. SERVICES DURING SUSPENSION

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, 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.

3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

Within ten school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, 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:

1) If the conduct in question was caused by or had a direct and substantial relationship to, the child’s disability; or

2) If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP.

If the Charter School, 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 the Charter School, 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:

1) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2) If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. DUE PROCESS APPEALS

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.
5. SPECIAL CIRCUMSTANCES

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

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

1) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. INTERIM ALTERNATIVE EDUCATIONAL SETTING

The student’s interim alternative educational setting shall be determined by the student’s IEP team.

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

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

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

1) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

2) The parent has requested an evaluation of the child.

3) The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
Element Eleven: Employee Retirement Systems

**Governing Law:** The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Employees of TRHS will participate in STRS, PERS, or Social Security depending upon each individual’s eligibility. The Principal/Director or designee will ensure that appropriate arrangements for retirement coverage have been made. TRHS will make all employer contributions as required. TRHS will also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of an employer.
Element Twelve: Public School Attendance Alternatives

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

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

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

No public school district employee shall be required to work at the Charter School. Persons employed by TRHS are not also employees of the County. Employees of the County who resign from employment to work at TRHS and later wish to return to the County will have no automatic rights of return to the County after employment by the Charter School unless specifically granted by the County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in the County after employment in the school that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.

Job applicants for positions will be considered through an open process, and, if hired, will enter into a contractual agreement approved by the School board of directors/ Charter Council. All employees of TRHS will be individually contracted on an at-will year-to-year basis. The Principal/ Director of TRHS will be responsible for the selection of faculty and staff, using the mission, philosophy, and obligations outlined in the charter document as a recruitment tool. The individual contract will address, among other issues, salary, health and welfare benefits, and work schedules and responsibilities. All contracts will need to be renewed on a year-to-year basis and approved by the Charter Council/ school board of directors. TRHS will maintain an employee handbook detailing the rights and responsibilities of all employees.

TRHS allows unused sick leave to be carried over from year to year with no cap. Sick leave may not be cashed out when an employee leaves the school or is terminated. Sick leave can be converted to STRS/PERS credit pending approval of those organizations. New employees may transfer accumulated sick leave from another school or County.
Element Fourteen: Dispute Resolution

_Governing Law:_ The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

A. Disputes Arising from within the School
Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Charter Council/School Board of Directors, shall be resolved pursuant to policies and processes developed by the school. (Appendix W, X – Uniform Complaint Policy)

B. Disputes Between the Charter School and the Authorizer
The Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

The County shall not intervene in any such internal disputes without the consent of the Charter Council/School Board of Directors and shall refer any complaints or reports regarding such disputes to the Charter Council/School Board of Directors or its designee for resolution pursuant to the school's policies. The County agrees not to intervene or become involved in the dispute unless the dispute has given the County reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Charter Council/School Board of Directors has requested the County to intervene in the dispute.

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

The Charter School Principal/Director and County Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the Dispute Statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective governing boards who shall jointly meet with the District Superintendent and the Principal/Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the Dispute Statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and the Principal/Director of the Charter School shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal/Director. Mediation shall be held within sixty business days of receipt of the Dispute Statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

C. Oversight and Reporting:
The County may inspect or observe any part of the school at any time but shall provide reasonable notice to the Principal/Director of the Charter School prior to any observation or inspection, unless such notice would prevent the performance of reasonable oversight functions. The County shall endeavor to provide such notice at least three working days prior to the inspection or observation unless the Charter Council or Principal/Director agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the County.

The Charter School will submit quarterly fiscal reports in accordance with the timelines stated in Education Code Section 47604.33. The Charter School and the County will jointly develop a timeline of other required ongoing monitoring documents, including deadlines of when the documents will be submitted, when reviewed, when feedback will be given to the Charter School, and by when corrective action will occur. The Charter School will be given reasonable time to take appropriate corrective action unless the alleged violation presents an immediate threat to health or safety.
Element Fifteen: Exclusive Public School Employer

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

TRHS shall be deemed the exclusive public school employer of the employees of TRHS for the purposes of the Educational Employment Relations Act ("EEERA," Government Code §§ 3540, et seq.). TRHS shall comply with the EEERA. TRHS has adopted and implemented a comprehensive Employee Handbook that will be distributed to all employees and offered annually thereafter.
Element Sixteen: Closure Procedures

**Governing Law:** A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Closure of TRHS will be documented by official action of the TRHS school board of directors/Charter Council. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter Council will promptly notify parents and students of TRHS, the County, the County Office of Education, the School’s SELPA, the retirement systems in which TRHS’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The TRHS school board of directors/Charter Council will ensure that the notification to the parents and students of TRHS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Charter Council’s decision to close the Charter School.

The TRHS school board of directors/Charter Council will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, TRHS will provide parents, students, and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The School will ask the County to store original records of Charter School students. All records of TRHS shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, TRHS shall work with the County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, TRHS will prepare final financial records. TRHS will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in appropriations as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to TRHS.

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

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

As TRHS is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the TRHS school board of directors/Charter Council will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, TRHS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
Impact Statement

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

B. Budgets
TRHS will develop an annual budget, approved by the Board of Directors. A first and second interim budget revise will be developed by TRHS and approved by the Board of Director. All budgets will include a budget narrative, a budget summary, a multi-year projection and a cash flow report. The budget reflects reasonable estimates of all anticipated revenues and expenditures necessary to operate the school. TRHS will maintain a fund balance reserve of 5% of total budget expenditures. Expenditures will be clearly identified by source and reflect the school's design plan and current market costs. Assumptions will include but not necessarily be limited to enrollment projections, COLA projections, revenue projections, potential mid-year cuts, and deferrals. Additionally, TRHS will identify clear expenditures for expected legal services, facilities, and Special Education excess costs. TRHS balances its budget based on state funding and not based on soft revenues such as donations. Please see the Appendix for the Charter School's financial statements as required by Education Code Section 47605(g). These documents are based upon the best data available to the Petitioners at the date of submission.
(Appendix AA- Adopted Budget; Appendix BB- Five-Year Budget Plan; Appendix CC - Budget Narrative)

C. Cash Flow Analysis
TRHS will update the cash flow report monthly with revenue and actual expenditure and projections and will align with reasonable schedules. The cash flow report will reflect a positive cash balance each month and/or identify sources of working capital.

D. Long-Term Plan
TRHS develops revenue and expenditure projections for a minimum of 3 years based on student growth projections approved by the Board of Directors. TRHS utilizes revenue assumptions provided by School Services of California, which identify reasonable cost-of-living and possible funding reductions. Annual fund balances are positive or sources of supplemental working capital are identified.

E. Financial Reporting
The Charter School shall provide reports to the District in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.

- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the County, State Controller, and the CDE.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

TRHS may also develop an annual calendar of deadlines and reporting timelines, to establish and align with District priorities. Based on this calendar, TRHS will provide, at a minimum, the following reports:

CSIS Report CalPads Report(s) Attendance Reporting
Charter Board of Directors Meeting Minutes
F. Insurance
TRHS will acquire and finance general liability, workers’ compensation, and all other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance and as agreed upon with the County in the MOU that shall be developed following approval of this charter petition. Coverage amounts will be based on recommendations provided by the County and the Charter School’s insurer. The County shall be named as an additional insured on all policies of the Charter School.

G. Facilities
Governor Law: 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 Section 47605(g)
In order to support the many programs that are offered, TRHS operates a variety of learning centers. Since some of these programs can change from year to year, the facilities that TRHS leases may also change from year to year.

H. In County Facilities
Currently, for the 2016-17 school year, TRHS is leasing the following in county facilities:
- 111 New Mohawk, Nevada City Ca. 95959
- 10046 Church Street, Truckee, Ca. 96161

I. Out of County Facilities
Currently, for the 2016-17 school year, TRHS is leasing the following out of county facilities:
- 712 Olive St. Wheatland, Ca. 95692

J. Administrative Services
Governor Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g)

Memorandum of Understanding: The details of the working relationship between the County and TRHS will be delineated in an MOU following approval of this charter petition. TRHS will pay the County 1% for actual costs of supervisory oversight of the Charter School in accordance with Education Code Section 47613. TRHS will purchase Business Services in order to support its business and fiscal business operations, including contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices as required by law. Currently, these services are purchased from the County and are separately agreed upon in a fully executed Memorandum of Understanding entered into between TRHS and the County. TRHS plans to continue this arrangement with the County but reserves the right to purchase business services from a third-party provider through a separately agreed upon and executed contract.

K. Potential Civil Liability Effects
Governor Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g)

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

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 County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the County shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.
The bylaws of the Charter School shall provide for indemnification of the Charter School's Governing Council, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members, and Officers insurance, and fidelity bonding to secure against financial risks.

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

The Charter Council will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
Additional Information

A. Amendments and Renewal
Any modifications or amendments to this charter shall only be made with the approval of the TRHS Board of Directors/Charter Council. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines as provided by Education Code Sections 47607 and 47605.

The Charter Council may request the County's approval of a material revision of the Charter, or for a renewal of the Charter at any time prior to expiration. The County agrees to hear and render a renewal decision pursuant to the timelines and processes as specified in Education Code Section 47605(b) and any applicable regulations.

B. Term and Revocation
The term of this Charter shall begin July 1, 2017, and shall expire on June 30, 2022. TRHS shall initiate a subsequent renewal of the charter at least six (6) months prior to the expiration of the charter term. Subsequent renewals of this charter shall be governed by the applicable standards and criteria set forth by Education Code and the California Code of Regulations at the time renewal is requested. The County may revoke this Charter by a majority vote of the Governing Board of the County. Revocation of the Charter shall be based upon the criteria, process, and procedures set forth in Education Code Section 47607 and any applicable regulations.

C. Professional Affiliations
TRHS maintains professional affiliations with several organizations. These organizations provide information to keep TRHS aware of all legal requirements as well as provide resources to keep our educational program on the leading edge of innovation. Currently, TRHS belongs to the following professional affiliations:

- California Charter Schools Association (CCSA)
- Charter School Development Center (CSDC)
- Nevada County Charter Services Authority (NCCSA JPA)
- Association of California School Administrators (ACSA)
- Home School Association of California (HSC)
- American Folklore Association (AFA)
- Bay Area Classical Artist Atelier (BACAA)

TRHS Sponsored Local Charities:

- Nevada County Cinderella Project
- Nevada County Animal Save
- Seeds for Change
CHARTER PETITION

YUBA RIVER
CHARTER SCHOOL

A K-8 Charter School
guided by the core principles of
Public Waldorf Education

Presented to the Nevada County Board of Education
January 2017

by:
Ron Charles, Lead Petitioner
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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improved pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

- California Education Code Section 47601(a) - (g)

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

- California Education Code Section 47605(b)
AFFIRMATIONS / ASSURANCES

As the authorized lead petitioner, I, Ron Charles, hereby certify that the information in this renewal petition for Yuba River Charter School ("YRCS" or the "Charter School"), a California public countywide charter school, submitted to the Nevada County Board of Education ("NCBE") and the Nevada County Office of Education ("NCOE"), (collectively, the "County") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to all Charter Schools, including but not limited to the following:

- YRCS shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

- YRCS 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 47605.6(b)(5)(M)]

- YRCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]

- YRCS shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- YRCS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, 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 47605.6(e)(1)]

- YRCS shall admit all pupils 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 47605.6(e)(2), admission to the Charter School shall not be determined according to place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(ed)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter
School in accordance with the Education Code Section 47605.6(ed)(2)(C). [Ref. California Education Code §47605.6(e)(2)(B)]

- YRCS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- YRCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]

- YRCS shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605.6(l)]

- YRCS shall at all times maintain all necessary and appropriate insurance coverage.

- YRCS shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, YRCS 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.

- YRCS will follow any and all other federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:
  - YRCS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47605(c)]
  - YRCS shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605.6(d)]
  - YRCS shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605-47605.1]
  - YRCS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- YRCS shall serve students with disabilities in the same manner as such students are served in other public schools.

- YRCS shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").

- YRCS shall comply with the Public Records Act.

- YRCS shall comply with the Family Educational Rights and Privacy Act.

- YRCS shall comply with the Ralph M. Brown Act.

- YRCS shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- YRCS shall comply with the Political Reform Act.

- YRCS shall adhere to the County's reporting requirements including, but not limited to CBEDS, ADA, SARC, annual audits and all financial reports and data as contained in the County's Administrative Regulations on Charter Schools and Education Code Section 47604.33.

- YRCS shall meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System.

- YRCS shall meet the requirement of Government Code Section 3540-3549.3 related to collective bargaining in public education employment.

- YRCS shall meet the requirements of Education Code Section 51745-51749.3 if it provides independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code Section 51745(e).

- YRCS shall identify and report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through non-classroom based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.

- YRCS 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.

- YRCS shall promptly respond to all reasonable inquiries from the County, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.
STATEMENT OF APPLICATION

I, Ron Charles, hereby formally apply to the Nevada County Board of Education and the Nevada County Office of Education for approval of Yuba River Charter School (YRCS).

Ron Charles, MEd, Lead Petitioner
505 Main Street
Nevada City, California 95959
Telephone: (530) 265-6060
E-mail: roncharles@yubariverschool.org

Date
INTRODUCTION

This charter requests the renewal of Yuba River Charter School (YRCS). YRCS serves students in grades K-8 and will be housed in its current location of the former site of Nevada City Elementary School in Nevada City, California, until moving to its own campus to be located on the corner of Rough and Ready Highway and Adam Avenue in Grass Valley, California. YRCS seeks approval of this charter petition to operate an educational program based on the core principles of Public Waldorf Education, in accordance with Education Code Section 47605.

History and Accomplishments of Yuba River Charter School

YRCS opened in 1994 through Twin Ridges Elementary School District. We are applying for a five year charter renewal through the Nevada County Board of Education as a county-wide benefit charter pursuant to Education Code Section 47605.6. YRCS is a 501(c)(3) non-profit corporation which supports over 300 students, over 40 employees, and more than two hundred families in Nevada and Yuba Counties. Additionally, the Yuba River Charter School Education Foundation, a non-profit, 501(c)(3) organization has been in place for many years, raising funds in support of YRCS. In 2015-16, The Education Foundation raised over $100,000 in support of Yuba River Charter School. YRCS subscribes to a comprehensive approach toward fund development that includes grants (private foundations, corporate, government), patron donors, and strategic partnerships. We are working to develop capacity for further funding by defining specific goals and objectives for student improvement, as well as remedial support, curriculum support, student leadership, and teacher training, along with enhancement of music, movement, the arts, foreign language, and the practical arts.

In our 23 year history as a school, we have outgrown our site four times due to expanding enrollment, with some families commuting from remote rural areas to attend. This renewal petition comes on the forefront of the building of our new campus. YRCS is the recipient of $8.5 million in Measure 1D bond funding and $600,000 from the EPA's Brownfield Grant, as well as over $1 million in grants and private donations which will build our new campus in Grass Valley. As we have recently received our funding from California, this long awaited project will be beginning before the end of 2016, with a completion date scheduled for the Fall of 2017. It is with great excitement that we write this charter renewal petition, knowing that YRCS will soon have its own home.

In operating Yuba River Charter School, we are grateful to offer families in the area a school based on the core principles of Public Waldorf Education: a developmentally appropriate curriculum that integrates the arts, music, movement, practical skills and
story telling into the teaching of reading, writing, mathematics, science and social studies in accordance with the Common Core State Standards. As YRCS is the only Waldorf based education program serving students throughout Nevada County, we have 130 students currently on our waiting lists. Ethnically, YRCS is more diverse than the County and district where it is located. We also serve a socio-economically diverse population, with approximately 45% of students qualifying for free and reduced lunch. Our interdisciplinary, whole-child approach to education serves children of all backgrounds with equality and rigor. We wholly believe that we are a model of engagement, pedagogy, and academic excellence for children, teachers, and administrators to admire and emulate for years to come. Please endorse and support The Yuba River Charter School as a school of choice for those families who have consistently cast their support by enrolling their children in our program.

Our highest endeavor must be to develop free human beings who are able of themselves to import purpose and direction to their lives.

-Rudolf Steiner, founder of Waldorf Education

Countywide Benefit
Bringing stability and excellence to our community, YRCS is a valuable member of the Nevada County Charter Cooperative. Because of our qualifications in testing, budget, unique educational offerings, strong enrollment, state support for construction, and local leadership, we strongly urge the Nevada County Board of Education to support our charter renewal.

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

Governing Law: A County Board of education may grant a charter for the operation of a school under this part only if the board is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605.
- California Education Code Section 47605.6(b)
The Nevada County Charter Cooperative was formed in 2007 to create an opportunity for innovative and effective practices and the provision of unique options for educational choice in Nevada County.

The Nevada County Charter Cooperative consists of six charter schools. Each school offers an educational philosophy or program that is unique and different from each other. In addition to recognizing the differences between these six charters and avoiding competition between one another, the Nevada County Charter Cooperative provides the following components:

- Economies of scale for efficiency of operation
- Collaborative and supportive opportunities for sharing and discussing effective practices
- Sharing of business services provided by NCSOS
- Sharing of Student Support Services
- Regular meetings of charter school directors for sharing of resources, strategies, policies and procedures

The services provided by Yuba River Charter School will benefit the population that this charter school serves. The practices of this charter school are based on sound educational principles and are likely to benefit the students who attend. Yuba River Charter School works cooperatively with 5 other local charter schools through a formal agreement that has created the Charter Cooperative. The uniform oversight treatment by the charter authorizer including policies, procedures and requirements allow the ongoing maintenance of the cooperative relationship ensuring economies of scale and effective educational practices.

**Charter Term and Renewal**

By approving this charter, NCBE and NCOE will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education, and will be following the directive of law to encourage the creation of Charter Schools. To this end, the Petitioners pledge to work cooperatively with NCBE and NCOE to answer any concerns regarding this document and to present these authorizers with the strongest possible proposal for the charter to continue operation. YRCS shall be considered approved as of the date of charter approval. The term for the charter renewal shall be for the next five school years, ending in 2022. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and 47607.
Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1).

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

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

3. Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

As the Academic Performance Index is no longer in use in the state of California, Yuba River Charter School has demonstrated academic performance that is at least equal to the academic performance of the public schools that Yuba River Charter School students would otherwise have been required to attend, as well as the school district in which the charter school is located, as stated in Education Code Section 47607(b) (4).

The Nevada County public schools that Yuba River Charter School students would have been required to attend, had they not been enrolled in Yuba River Charter School, would be the district schools of Nevada City Elementary School District: Deer Creek School for grades 1 - 4, and Seven Hills Intermediate School for grades 5 - 8; Grass Valley Elementary School District: Margaret G. Scotten Elementary School for grades 1 - 4, and Lyman Gilmore Middle School for grades 5 - 8; Twin Ridges Elementary School District: Grizzly Hill School for grades 1 - 8.
With our current district of residence being Nevada City Elementary School District, Yuba River Charter Schools owns property and is the process of constructing a new school facility in the Grass Valley Elementary School District.

In the absence of the API, California Standardized Testing Scores (CAASPP) will be used as data to determine the academic performance of Yuba River Charter School.

The following data shows comparative CAASPP scores providing clear documentation that Yuba River Charter School "is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend". Comparative academic data from Yuba River Charter School, as well as Nevada City Elementary School District (Deer Creek Elementary School and Seven Hills Intermediate School), Grass Valley Elementary School District (Margaret G. Scotten Elementary School and Lyman Gilmore Middle School) and Twin Ridges Elementary School District (Grizzly Hill Elementary School) is displayed below.

The following shall serve as documentation confirming that Yuba River Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4).
Comparative CAASPP Score Data for Neighboring District Schools
English / Language Arts and Mathematics
2015 - 2016
[scores represent students meeting or exceeding state standards in Grades 3-8]

- Yuba River Charter School
- Neighboring Schools Average*

*Neighboring Schools include Nevada City Elementary School District Schools: Deer Creek Elementary School and Seven Hills Intermediate School; Grass Valley Elementary School District Schools: Margaret G. Scotten Elementary School and Lyman Gilmore Middle School; Twin Ridges Elementary School District School: Grizzly Hill Elementary School.

Based on students' district of residence, most students attending Yuba River Charter School would be required to attend schools in the Nevada City Elementary School District, Grass Valley Elementary School District and Twin Ridges Elementary School District. The above graph shows Yuba River Charter School CAASPP scores for students in grades 3 - 8 meeting or exceeding state standards, as compared to an average of CAASPP scores for students in grades 3 - 8 meeting or exceeding state standards in Nevada City Elementary School District, Grass Valley Elementary School District and Twin Ridges Elementary School District.
Comparative CAASPP Score Data for Neighboring District Schools
English / Language Arts
2015 - 2016

(scores represent students meeting or exceeding state standards in Grades 3-8)

- Yuba River Charter School
- Twin Ridges School District (Grizzly Hill School)
- Grass Valley School District
- Nevada City School District

Yuba River Charter School clearly demonstrates proficiency in English / Language Arts, based on CAASPP scores for grades 3 - 8. As compared to neighboring district schools where students of Yuba River Charter School would otherwise be required to attend, YRCS shows academic performance in English / Language Arts 45 percentage points higher than Grizzly Hill School, 24 percentage points higher than Grass Valley Elementary School District and 2 percentage points higher than Nevada City Elementary School District.
Comparative CAASPP Score Data for Neighboring District Schools
Mathematics
2015 - 2016
[scores represent students meeting or exceeding state standards in Grades 3-8]

- Yuba River Charter School
- Twin Ridges School District (Grizzly Hill School)
- Grass Valley School District
- Nevada City School District

While CAASPP Mathematics scores tend to be lower across the state, Yuba River Charter School shows to be performing on par with or exceeding neighboring district schools where students would otherwise be required to attend.

To help to further improve understanding of mathematical concepts, Yuba River Charter School has recently expanded an extensive Response to Intervention (RTI) program in which all students grades 3 - 8 are assessed for grade level Mathematics competency, and provided with services by a credentialed teacher to specifically target the area of concern.
Comparative CAASPP Score Data for District of Residence Schools
English / Language Arts and Mathematics
2015 - 2016
(scores represent students meeting or exceeding state standards in Grades 3-8)

- Yuba River Charter School
- Nevada City Elementary School District*

<table>
<thead>
<tr>
<th></th>
<th>English / Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yuba River</td>
<td>64%</td>
<td>47%</td>
</tr>
<tr>
<td>Nevada City</td>
<td>62%</td>
<td>49%</td>
</tr>
</tbody>
</table>

*Nevada City School Elementary School District includes Deer Creek Elementary School and Seven Hills Intermediate School.

As Yuba River Charter School currently resides in Nevada City Elementary School District, Education Code Section 47607(b)(4) also requires that the charter school demonstrate academic performance equal to that “of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.” The graph above shows Yuba River Charter School to be 2 percentage points above schools in Nevada City Elementary School District in English / Language Arts and 2 percentage point below Nevada City Elementary School District in Mathematics, based on CAASPP scores for students in grades 3 - 8 meeting or exceeding state standards. While Yuba River Charter School demonstrates equal academic performance with schools in the district of residence, the composition of the pupil population is quite different.
Percentage of Socioeconomically Disadvantaged Students Based on Free and Reduced Lunch Calculations for Yuba River Charter School and District of Residence 2016

*Yuba River Charter School  
Nevada City Elementary School District*

44.1%  
26%

*Socioeconomically Disadvantaged Students*

*Nevada City Elementary School District includes Deer Creek Elementary School and Seven Hills Intermediate School*

While Yuba River Charter School demonstrates academic performance equal to the schools in our district of residence, the composition of the pupil population shows a significantly higher percentage of socioeconomically disadvantaged students at Yuba River Charter School as compared to Nevada City Elementary School District.
ELEMENT #1: EDUCATIONAL PROGRAM AND PHILOSOPHY

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

A description, for the charter school, of annual goals, 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.

- California Education Code Section 47605(b)(5)(A)(i)-(ii)

HISTORY, VISION, MISSION, GOALS

Yuba River Charter School provides K-8 public education guided by the core principles of Public Waldorf Education. We offer a developmentally appropriate curriculum that nurtures the physical, emotional and intellectual capacities of the child. We engender the academic, social, artistic, and practical abilities that will enable students to become self-reliant individuals capable of recognizing their highest human potential as they serve in an ever-changing and socially diverse world.

VISION

The Yuba River Charter School endeavors to develop free human beings, who of themselves are able to impart purpose and direction to their lives.

MISSION

Yuba River Charter School, a K-8 school guided by the core principles of Public Waldorf Education, is based on Rudolf Steiner's developmental model of the child.

We engage the mind, enliven the imagination, and strengthen the will through an education that nurtures the head, heart and hands of the individual.
Our rigorous curriculum meets Common Core State Standards, integrates the arts in everyday life and develops capacities within each student, inspiring life-long learners to reach their highest potential.

SCHOOL VERSE

This is our school. A community of teachers and families uniting to inspire a love of life and learning, for the whole child, for the whole world.

OUR SCHOOL HISTORY

There are over six hundred charter schools in the state of California. Although each one may be unique in its mission, program and in the challenges it faces, they all have some crucial elements in common. Charter schools address the need for parents to have expanded choice in the type of educational experiences available to their children, as well as provide for expanded opportunities for involvement in the life of the school. These elements, along with the expectation that educational innovations will be provided, will translate into overall student achievement and represent the principles of the Charter School Movement.

Our vision for a charter school using Waldorf-trained teachers and based on the core principles of Public Waldorf Education began two decades ago, due to the active interest of many local parents and teachers. This effort culminated in 1993 with the opening of the Twin Ridges Alternative Charter School. The school served kindergarten through grade two under the auspices of the Twin Ridges Elementary School. During the first year, the kindergarten was situated in the idyllic setting of the John Woolman School, while grades one and two were in a portable building at the Jacobson Dude Ranch in Nevada City. In our second year we added another kindergarten and expanded through grade six. We wrote our own charter and received approval by the State of California (charter #86). Within a month of the start of school, we found accommodations at 870 Gold Flat Road in Nevada City. Our enrollment was 185 children, with 8 full-time teachers, and a part-time administrator. Our program also included five specialty-subject teachers and an after-school program. In our third year, 1996-1997, we expanded to grade seven and added a full-time administrator and co-teachers in grades one and two. The student population reached 200 and the specialty program grew to include Spanish, German, Games, Handwork, Woodwork, Eurythmy, Music, Drama and Calligraphy. We developed a comprehensive committee structure, with harmonious and productive work from our Parent and Charter Councils.

A great moment came with the naming of our school. In September 1997 we became a complete elementary school, kindergarten through grade eight, with 200 students.
We added two portable buildings for our kindergartens, and graduated our first eighth grade class in the spring of 1998. In July 1999, we moved to a facility at the Bitney Springs Center in Grass Valley. Located on a 300-acre park with a mix of firs, pines and cedars, hundred mile views, hiking trails and two ponds, this location was our home for 12 years.

In July 2007 Yuba River Charter School joined with five other charter schools in Nevada County to form a county-wide benefit charter authorized by the Nevada County Office of Education and Nevada County Superintendent of Schools, charter #870. This collaboration has allowed the schools to purchase business services together and form a joint powers authority (JPA) for special education purposes. It also allowed YRCS to become a non-profit public benefit corporation which entitles the school to apply for many grants and funding opportunities that benefit only non-profit organizations. In June 2008, YRCS was approved by the State Allocation Board for a grant of $8.5 million to build a new school facility.

In July 2011, we moved to downtown Nevada City into a 1930s school building that formerly housed the Nevada City Elementary School. This is the first actual school building that YRCS has occupied and being a part of the Nevada City community has offered many new opportunities for the school. We have enjoyed being at this location for the past several years as we work toward the construction of our new school facility on Rough & Ready Highway in Grass Valley.

2016 / 17 looks to be a year of great change for YRCS, as we are scheduled to begin construction on our new school facility. We are looking forward to our new permanent home, continuing to offer high quality education to the children of Nevada County.

THE PRIMARY GOALS OF YRCS - FOR ALL PUPILS INCLUDING EACH SUBGROUP OF PUPILS:

- To inspire children to grow and learn by using a balanced individualized curriculum, active learning, integration of the arts, and rigorous academic instruction that aligns with Common Core State Standards.

- To prepare children for active and ethical citizenship by using instruction that measures and guides critical thinking, self-awareness, intellectual curiosity, creative imagination, and social responsibility.

- To enable each student to demonstrate proficiency in English / language arts, mathematics, science, and social sciences.
• To develop a lifelong love of learning by honoring daily and seasonal rhythms and by teaching subject matter when children are at the appropriate developmental stage for learning.

• To attract, develop, and retain highly-effective, adaptable faculty, staff, and administrators.

• To enable pupils to become and remain self-motivated, competent and lifelong learners.

• To foster a strong community of parents, teachers, and staff, who collaborate to create a supportive and healthy Yuba River Charter School learning environment.

PROGRAMMATIC FOCUS

The focus of Yuba River Charter School (YRCS) is to bring to the Nevada County community and surrounding areas an instructional method and educational philosophy committed to educating the whole child. This approach creates in each child an ability to respond to curricular material with empathy and a will to persevere as they complete challenging academic tasks through a multicultural integrated curriculum, active learning, and the arts. We acknowledge the uniqueness of each individual and support the full development of each child’s potential. At YRCS, academic subjects stimulate the intellect. Instruction in foreign language fosters familiarity with and appreciation of cultural differences. Artistic activity, music, and the teaching of communication and interpersonal skills nurture healthy emotional growth. The children participate in conscious, daily group-building activities and tasks that strengthen their motor skills, bolster their self-esteem, and encourage empathy toward others, in order to develop a compassionate perspective toward all the members of their class and their greater community. Many hands-on activities and tasks strengthen motor skills and the sense of a capable self. YRCS endeavors to cultivate a lifelong enthusiasm and love for learning, building upon a strong academic foundation while emphasizing the skills of problem solving and independent thinking.

Yuba River Charter School offers an educational program based on the core principles of Public Waldorf Education with rigorous standards-based instruction and curriculum to deliver the Common Core State Standards. This approach results in a relevant, child-centered curriculum that integrates the creative arts, storytelling, music, drama, and activities with English / language arts, math, history, social studies and the sciences adapted to the learning needs of each child. This teaching pedagogy has universal appeal and is effective with children of varied backgrounds, learning styles and cultures; it exists in one thousand schools and sixty countries worldwide, and is supported by many child development specialists such as Gesell, Piaget, Montessori,
and more recently Elkind, Healy and Gardner. Currently there are more than 50 charter schools guided by the core principles of Public Waldorf Education in the United States serving over 10,000 students. In California alone, 28 public Waldorf-methods charter schools have become successful models for the education of the whole child. All of these schools look to YRCS as the model for their school in curriculum delivery and governance structure.

Our YRCS teaching approach supports our goals of imparting meaningful understanding, critical thinking skills, imagination, self-reliance, confidence and responsibility while fostering respect for our social and natural worlds. We know that there are key moments in the development of every child when new capacities are made available. At these windows of development, certain curricular material becomes easier and more meaningful for the child to grasp. Our curriculum is sensitive to these time frames, and it is structured around these peak periods of receptivity in the students. All students participate in all basic subjects regardless of their special aptitudes. The purpose of studying a subject is to awaken and educate capacities that every human being needs.

COMMON CORE STATE STANDARDS

YRCS will ensure overall alignment of a curriculum inspired by the core principles of Public Waldorf Education with Common Core State Standards (CCSS) to create success for all students in meeting the requirements of state-mandated standardized testing. The curriculum inspired by Waldorf education determines that some State Standards will be addressed at different grade levels from those stated in the Common Core State Standards framework. The Charter School's goal is that students will meet statewide performance standards as measured by the API (or its successor) by the completion of eighth grade in accordance with Education Code Section 47605(c) and No Child Left Behind (Every Student Succeeds Act / “ESSA”), and will demonstrate progress on the State Testing Program, competency in standards inspired by Waldorf education, and competency in state grade-level content and performance standards. Please refer to the attachment (supplementary binder) containing “The Alliance for Public Waldorf Education Recommendations for the Appropriate Placement of the Common Core Standards in Waldorf-Inspired Programs” (Waldorf/Common Core State Standards) for further detail.

WHOM THE SCHOOL INTENDS TO EDUCATE

Yuba River Charter School will educate students from Kindergarten through eighth grade. Parents choose YRCS for a variety of reasons, including:

- A desire to provide the child with an alternative educational experience that follows the natural developmental stages;
• A wish to satisfy the individual emotional, academic, and social needs that can be met through an individualized or alternative educational plan;

• An intention to offer the child an appreciation for different cultures and philosophical beliefs through a curriculum that provides social, historical, geographic, and narrative context for cultural study;

• Acknowledgement of the importance of second-language acquisition starting in the early grades;

• A classical approach to education, encompassing a broad human experience of life;

• Recognition of the importance of integrating the arts and music into curricular studies;

• A partnership of school and family that supports creativity and innovation within the community;

• An educational program that encourages social responsibility and respect for the natural world;

• An instructional model that is universally accessible and effective in delivering differentiated instruction to a broad range of student abilities and learning modalities, and is particularly adept at addressing students with special needs in the least restrictive environment.

_Yuba River Charter School will not promote nor affiliate itself with any religious doctrine or organization. Students will be admitted without discrimination based on ethnicity, national origin, gender, disability, or any of the characteristics listed in Section 220._
ENROLLMENT AND DIVERSITY

YRCS has created and maintained a student population that represents Nevada County's ethnic diversity and fosters an educational atmosphere in which cultural, racial, ethnic and religious differences are respected and celebrated. (See charts below)

ENROLLMENT AND ADA

Our enrollment figures show that over the last four years our enrollment has stabilized, with the most recent year showing our greatest enrollment in the school’s history. While YRCS does not offer independent study for vacations or trips, our attendance rate has also stabilized at 98%.
GRADE LEVELS

Our grade level table shows YRCS to have an active transitional kindergarten program which is compliant with the new state requirements for operating a two year kindergarten program. In grades 1-8, we operate one classroom for each grade level. One will find almost 0% attrition as classes averaging 29 students progress through the grades. In our current 8th grade class, over half the students were in the YRCS preschool ten years ago.

<table>
<thead>
<tr>
<th>Grade: TK</th>
<th>CALPADS Code</th>
<th>Student Count</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: KN</td>
<td>KN</td>
<td>5</td>
<td>1.67%</td>
</tr>
<tr>
<td>Grade: 01</td>
<td>1</td>
<td>38</td>
<td>12.7%</td>
</tr>
<tr>
<td>Grade: 02</td>
<td>2</td>
<td>34</td>
<td>11.4%</td>
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<tr>
<td>Grade: 03</td>
<td>3</td>
<td>34</td>
<td>11.4%</td>
</tr>
<tr>
<td>Grade: 04</td>
<td>4</td>
<td>29</td>
<td>9.7%</td>
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<tr>
<td>Grade: 05</td>
<td>5</td>
<td>29</td>
<td>9.7%</td>
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<td>Grade: 06</td>
<td>6</td>
<td>20</td>
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<td>Grade: 07</td>
<td>7</td>
<td>30</td>
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<tr>
<td>Grade: 08</td>
<td>8</td>
<td>24</td>
<td>8.02%</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>299</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

* student count as of 1/13/17
GENERAL POPULATION COMPARISON

Our enrollment also shows that YRCS is more diverse than the population of Nevada County. While not on this table, YRCS has a very large ethnic diversity from Europe, Russia and the Middle East, with 30 bilingual European families currently enrolled.

STUDENTS BY RACE*

<table>
<thead>
<tr>
<th>CALPADS Code</th>
<th>Student Count</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Asian Indian</td>
<td>205</td>
<td>2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>600</td>
<td>3</td>
</tr>
<tr>
<td>Declined to State</td>
<td>999</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>700</td>
<td>5</td>
</tr>
<tr>
<td>Japanese</td>
<td>700</td>
<td>1</td>
</tr>
<tr>
<td>Mexican American</td>
<td>202</td>
<td>2</td>
</tr>
<tr>
<td>Other Asian</td>
<td>399</td>
<td>2</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>204</td>
<td>1</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>700</td>
<td>274</td>
</tr>
<tr>
<td>Total:</td>
<td>299</td>
<td>100%</td>
</tr>
</tbody>
</table>

*student count as of 1/13/17
STUDENT ELIGIBILITY FOR REPORTED PROGRAMS

The number of students who qualify for free and reduced lunch is lower than the Grass Valley School District but higher than the Nevada City School District where the campus is located. At 44.4%, it represents a substantial increase from years past. Charter schools serve many families in need, including those getting support for homelessness and domestic violence, as well as foster youth. In special education, our student population has fluctuated between six and nine percent and currently rests at 7.5% of students. YRCS offers a full continuum of services to all students with special needs.

STUDENT ELIGIBILITY FOR FALL 1 REPORTED PROGRAMS*

<table>
<thead>
<tr>
<th>CALPADS Code</th>
<th>Student Count</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-economically Disadvantaged</td>
<td>175</td>
<td>132</td>
</tr>
<tr>
<td>Special Education</td>
<td>144</td>
<td>22</td>
</tr>
</tbody>
</table>

*student count as of 1/13/17

ELL

Our CalPads reporting shows that there is currently one English Language Learner at YRCS. However, YRCS has 30 bilingual families and has had many students prove English language skill acquisition while at YRCS.

LANGUAGES OF ENGLISH LEARNERS*

<table>
<thead>
<tr>
<th>CALPADS Code</th>
<th>Student Count</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vietnamese</td>
<td>204</td>
<td>1</td>
</tr>
</tbody>
</table>

*student count as of 1/13/17
WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

"Education is not the filling of a pail, but the lighting of a fire."
-William Butler Yeats

An educated person is one who has fully developed their personal and unique potential and has the confidence, initiative, and resourcefulness to take responsibility for their place as a citizen in the world.

The following are integral academic attributes of an educated person for the 21st century:

- Literacy and language development; the ability to clearly articulate ideas, think critically, and communicate both orally and in writing.
- An ability to think creatively and to use analysis and logic to solve problems.
- A clear understanding of mathematical concepts and how they relate to the world.
- An ability to observe, gather, organize, and analyze information.
- A significant knowledge of history, geography, language, and cultural practices, both locally and globally.
- An understanding of the major concepts underlying physical, earth, and life science, and a working knowledge of scientific inquiry and method.
- Ability to express oneself artistically.

The following are significant personal attributes of an educated person for the 21st century:

- A sense of self that provides inner strength, confidence, and fortitude.
- Perseverance and the ability to focus on the challenges of working on tasks to completion.
- Confidence, compassion, and a social conscience; a deep respect for the environment.
- Self-respect to help create and maintain healthy relationships and work cooperatively with others.
- Enthusiasm, open-minded inquiry, and curiosity; self-motivated, competent and lifelong learning capability.
- Knowledge of the political/social processes at work locally, nationally, and internationally.
- A sense of aesthetics and an appreciation for the arts and music.
In addition to offering the core subject areas of English / language arts and literacy, foreign language, arts, mathematics, science, geography, history, social studies, government, and civics, Yuba River Charter School places a high priority on the development and awareness of the 21st Century Interdisciplinary Themes as stated by the Partnership for 21st Century Skills.

These themes echo the outcomes found in “The Survey of Waldorf Graduates, Phase II” indicating that Waldorf Education is achieving the following in its graduates:

- Multiple intelligences and cross-disciplinary learners
- Global consciousness and sustainability
- Basis for moral navigation
- Creative problem solving
- High levels of social/emotional intelligence
- Environmental stewardship

In Rudolf Steiner’s vision of Waldorf education, he was inspired to create a democratic educational model that “would make [students] so healthy, strong and inwardly free that they would become a kind of tonic for society as a whole.” Now, more than ever, it is necessary to embrace that ideal and expand its boundaries to include the spectrum of rapidly growing demands that will meet our school’s students when they move into the larger world. Specifically, the following categories reflect the ways in which YRCS retains this conceptual vision of education, while evolving toward the demands on the 21st century student:

**Multiple Literacies:** Literacy empowers students with the ability to read, write, listen, and articulate in compelling ways. At YRCS, literacy goes beyond the traditional meaning to also include the development of children who are mathematically competent, scientifically adept, and empowered in the upper grades for technological aptitude.

**Creativity and Innovation:** Creative and imaginative thinking empowers students with the ability to think unconventionally, to question assumptions, and to imagine new scenarios. Imaginative thinkers craft astonishing work because they recognize their creative capacities and celebrate them through a variety of artistic mediums. They also act on opportunities for growth and show willingness to take reasonable risks.

**Critical Thinking and Problem Solving:** Critical thinking and sound decision-making empowers students with the ability to assess the credibility, accuracy, and value of the information that barrages them every day. Students with highly developed skills in this area analyze and evaluate information while still honoring intuitive capacities. They think through
solutions and alternatives and explore new options if approaches don’t work. This often entails working well with diverse populations to make reasoned, ethical decisions and take purposeful action.

Responsibility and Habits of Mind: A strong sense of responsibility empowers students with the ability to be vital, disciplined, and hard-working individuals. Responsible students take initiative, self-regulate, and are fully accountable for their own actions. They honor their capacities for reason and resourcefulness with an ability to follow through on commitments and honor their word.

Lifelong Learning: The qualities listed above culminate in an enthusiastic lifelong learner. We envision the 21st century student to be joyful, confident, self-motivated, aware, inquisitive, resourceful and persistent - one who can thrive in an ever-changing world.

HOW LEARNING BEST OCCURS

Students enroll at Yuba River Charter School, a site-based charter school, seeking the whole child focus for learning offered through our instructional model, guided by the core principles of Public Waldorf Education. Students sometimes arrive having not experienced social and/or academic success in the traditional classroom and believe that our unique learning environment will provide an opportunity for success. YRCS maintains that learning best occurs when teaching methods, curriculum, and supporting organization include:

- An instructional model that recognizes the individual child’s stages of development and supports the unfolding of the cognitive, physical, emotional, and social aspects of a child.

- An integrated academic curriculum that is developed in an artistic, interactive, creative, and stimulating environment that meets the needs of the 21st century California student, while incorporating Common Core State Standards.

- Staff sensitive to each child’s unique intelligence so they can support and guide the child, fostering attitudes and habits that promote responsibility and confidence.

- A school faculty that is held accountable for upholding the philosophy and learning goals of YRCS through weekly staff meetings, ongoing training, and yearly teacher evaluations by the school administrator.
• Common Core State Standards based summative assessments in grades 3 - 8.

• On-going formative assessments in grades 1 - 8 that inform instruction.

• A prevailing school attitude that encourages and supports cooperation over competition.

• Educational models in which the emphasis on the process and outcome are equally important.

• Limited exposure to the dimming effects of electronic media i.e., television, computers, and video games, with the aspiration that these will be replaced by creative play, recreational reading, social interests, and physical activity.

• Technological literacy occurring in a specific and gradual timeframe, used as a powerful learning tool during middle school, encouraging a strong sense of ethics as students become proficient in computer technology and web-based research.

• Parental commitment, support, and involvement in the child’s education and the school.

• A school year of 175 teaching days.

• An instructional model that is universally accessible and effective in delivering differentiated instruction to a broad range of student abilities and learning modalities, and is particularly adept at addressing students with special needs in the least restrictive environment.

ACADEMIC PROGRAM - CURRICULUM AND INSTRUCTION

Kindergarten

The Kindergarten years in a Waldorf-inspired classroom are founded on the principle that the young child learns best in an environment where the work performed is worthy of imitation, yet opportunities for imaginative play are frequent. Children's physical, emotional, and intellectual abilities are allowed to unfold in a nurturing environment, thus developing a solid foundation of skills needed for the academic challenges of the upcoming grades. With reverence for the magic of childhood, the teacher draws the Kindergarten student into activities that foster creativity and cultivate the imagination. The
classroom environment is rich with sensory experiences of texture, warmth, and the fragrances of cooking and baking. Children participate in an active rhythm of vigorous playtime and quiet, artistic circle time. Free play is necessary in forming the basis for later academic success, as is supported by early childhood research by such prominent contemporary educational researchers as David Elkind, Howard Gardner, and Jane Healy. With copious recent pediatric neurological research that supports the connections between brain function and physical assertion, Kindergarten students are provided with many opportunities to challenge their balance, gardening, running, skipping, swinging, climbing, jumping, dancing, and cooking. The development of the young child’s physical body, including fine and gross motor skills, is emphasized, enhancing opportunities for intellectual growth. Challenges offer children a chance to develop their awakening capacities to think clearly, to feel fully, and to act freely.

Our kindergarten curriculum is developmental; that is, we meet the children “where they are,” while simultaneously laying the foundation for academic success in later grades. It is designed to enhance the young child’s physical development, which includes fine and gross motor skills, language development, and sensory integration. In addition, the activities of the kindergarten are structured to strengthen the child’s imagination, creativity, social skills, and sense of self-confidence. Teachers involve the student in maintaining the orderliness and organization of materials, preparing the foundation for orderly thinking. Our successful model, involving a teacher assistant, benefits YRCS kindergarteners with a low adult to student ratio of 1:10, while providing the combined expertise of a state-credentialed teacher and a Waldorf Kindergarten Specialist for all kindergarten classes.

Literacy begins in the kindergarten with a rich oral language base. The teachers use storytelling, including classic and modern fairy tales from various cultures, to develop the students’ attention span, concentration, vocabulary, speaking, and listening comprehension skills and to lay down the basis for reading comprehension. Through drama, rhythmic poetry, nursery rhymes, and songs, the teachers further immerse the children in vivid and imaginative oral speech and literature. The teachers use puppetry, engaging the children in acting out stories rich in vocabulary and imagination, and lead singing games to teach comprehension strategies such as story sequence and character development.

Kindergarten introduces the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics begins in the kindergarten with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes. Through daily practical activities such as
setting the table, students learn to pattern, as well as to identify, sort, and classify objects by attribute. The approach, through imitation and creative play, uses raw materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum gives the children a multiplicity of experiences with the natural world. In the physical sciences, students’ creative play involves them deeply in exploring basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers. Students experience the properties of heat and cold through cooking, as well as observing seasonal changes. Life science and earth science start with students observing common objects using their five senses. Students learn to communicate observations orally and through drawings. Nature tables, as well as frequent nature walks, provide an awareness of the seasons and a connection to the natural environment. The students experience the cycle of growth through gardening, from seed to harvest to transformation through cooking.

Other activities involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities include combining colors in watercolor painting, carding and felting raw wool, and making dolls from garden grasses. Finger-knitting develops fine-motor skills and nurtures children’s ability to focus and concentrate, while fostering hand-eye coordination. Students’ development of fine-motor skills and focus is essential for learning to read and write, as well as for doing mathematics and other academic work.

Problem-solving skills have their foundation in creative play that transforms the environment in inventive ways. Creative play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. During creative play, teachers guide students’ growing capacities for creative problem solving and social interaction. Early childhood research shows that free play is serious work for young children, forming the basis for developing analytical critical thinking and high-level problem solving skills.

**Overview of the Grades**

The school day for the grades begins with the Main Lesson, a two-hour instructional period focusing on the core curriculum and integrating a variety
of learning approaches to encourage student learning through multiple modalities (visual, auditory, kinesthetic) and multiple intelligences. Each core subject, defined as mathematics, English / language arts, science, and history / social studies / geography, is taught in a unit or block, generally lasting three to four weeks, thus immersing the student in a particular subject. Teachers will strive to design lessons and schedules that best reflect the way children learn at different developmental stages. Core academic curricula will be taught through presentations, writing, reading, recitation, drama, painting, and drawing. This multi-disciplinary style, combined with the unit or block approach, is central to YRCS’s teaching approach as it promotes and develops active listening, imagination, memory, and vocabulary. In addition to the Main Lesson, students spend two or three additional periods each day in core academic subjects. Also, for one or two periods each day, students attend non-core special subjects such as Spanish, handwork, music, movement / games, and the arts. A grade-by-grade overview of the curriculum is provide below; variations in the general curriculum may occur depending on the teacher, the particular class, and the year.

First Grade

**Math:** Qualities of numbers; introduction to the four operations of arithmetic; beginning mastery of basic math facts; skip-counting the lower multiplication tables; mental math; story problems; geometric forms

**Literature & Grammar:** Pictorial and phonetic introduction to letters; fairy tales from around the world; poetry recitation

**Science:** Nature stories, nature walks; observations; gardening

**Music and Performing Arts:** Singing; pentatonic flute (developing finger coordination, concentration, breath control); songs based on seasonal themes; in-class skits based on curriculum; performance of annual class play

**Art:** Form drawing; painting (emphasizing an experience of working with color rather than creating formed pictures); beeswax modeling; crayon illustrations

**Foreign Language:** Spanish (introduced through plays, songs, rhymes, and games)

**Handwork:** Knitting (promotes hand-eye coordination, fine-motor skills, and early reading skills such as sequencing, patience, perseverance and self-esteem)
History & Social Studies: Multicultural stories

Second Grade

Math: Continue with four operations of arithmetic; story problems; counting by 2s through 12s; beginning of mastery of multiplication tables; geometric patterns found in times tables; place value; carrying and borrowing

Literature & Grammar: Elements of grammar (naming, describing words); beginning cursive writing; animal fables; legends of heroic people from around the world; spelling; reading; composition

Science: Garden and nature studies

Music and Performing Arts: Singing; pentatonic flute; in-class skits; performance of annual class play

Art: Continue form drawing; watercolor painting; beeswax modeling

Foreign Language: Spanish continued (plays, songs, poetry, games, and simple conversation)

Handwork: Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine-motor skill development)

History & Social Studies: Multicultural stories

Third Grade

Math: Memorization of multiplication tables (2 through 12); measurement (including length, width, weight, volume); money; time; two and three digit multiplication; long division

Literature & Grammar: Parts of speech (nouns, verbs, adjectives, adverbs); simple sentence structure; punctuation; continuing cursive; spelling; composition; stories from ancient history, introduction to research reports

Science: Continuation of garden and nature studies; practical arts (including cooking, woodworking, crafts, gardening)

Music and Performing Arts: Singing in rounds; pentatonic flute; recorder; in-class skits; performance of annual class play
Art: Continue form drawing; painting; beeswax modeling

Foreign Language: Spanish continued (songs, plays, poetry, conversation, and vocabulary)

Handwork: Crocheting; processing and carding of raw wool; knitting continued

History & Social Studies: Study of practical life (farming, house building, clothing, and cooking) around the world; stories of the Hebrew people

Fourth Grade

Math: Four-digit multiplication; continuation of long division; fractions, geometry

Literature & Grammar: Elements of grammar; sentence structure; continuing cursive; spelling; punctuation; book reports; research reports; narrative writing; Norse mythology; legends of California indigenous people

Science: Zoology; continuation of garden and nature studies

Music and Performing Arts: Singing and recorder in rounds; violin; music notation; performance of annual class play

Art: Advanced form drawing; painting; clay modeling

Foreign Language: Spanish continued (songs, plays, poetry, conversation, cultural activities, vocabulary, beginning writing)

Handwork: Cross-stitch; embroidery; braiding (creating patterns from front to back)

History & Social Studies: California and local history

Geography: California and local geography; map making

Fifth Grade

Math: Decimals; fractions; metric system; geometry as it developed in ancient cultures
Literature & Grammar:  Elements of grammar; parts of speech; sentence structure; punctuation; spelling; book reports; research reports; composition; myths of ancient cultures (India, Egypt, Persia, Mesopotamia, Greece)

Science:  Botany; inductive method; botanical reproductive systems; continuation of garden and nature studies

Music & Performing Arts:  Singing; recorder; violin / cello; music notation; performance of annual class play

Art:  Painting, clay modeling; colored pencil drawing

Foreign Language:  Spanish continues (songs, plays, poetry, conversation, cultural activities, vocabulary, reading, continued writing)

Handwork:  Knitting in rounds (socks, hats, or mittens); hand sewing

History & Social Studies:  Ancient civilizations through Greek times

Geography:  North American geography as related to vegetation, agriculture, culture, and economics; geography of ancient civilizations

Sixth Grade

Math:  Beginning algebra; negative numbers; ratios; proportions; geometry and geometric drawing with instruments; business math

Literature & Grammar:  Composition; grammar; parts of speech; sentence structure; spelling; research reports; book reports; narrative essays; expository essays; biographies

Science:  Mineralogy; physics (acoustics, static electricity, magnetism, optics, and heat); beginning astronomy; continuation of garden and nature studies

Technical Subjects:  Introduction to computer literacy; computer etiquette and ethics, beginning keyboarding; basic online search and research methods; use of computers for basic research and word processing; guidelines for avoiding plagiarism in publishing

Music & Performing Arts:  Singing in parts; recorder; violin / cello; music appreciation; music history; music notation; performance of annual class play
Art: Calligraphy; painting; clay modeling; colored pencil drawing; pastel drawing; portraiture

Foreign Language: Spanish continued (plays, poetry, conversation, cultural activities, vocabulary, writing, reading)

Handwork: Hand-sewing, continued knitting, embroidery, appliqué

History & Social Studies: Ancient Rome; Medieval history and the Middle Ages

Geography: World geography emphasizing Europe

Seventh Grade

Math: Algebra; mathematical thinking / theory; geometry

Literature & Grammar: Creative writing; poetry; classical literature; Shakespearean drama; grammar; sentence structure; punctuation; spelling; book reports; research reports; expository essays; persuasive essays; narrative essays; biographies

Science: Physics (mechanics); physiology; astronomy continued; inorganic chemistry; nutrition, continuation of garden and nature studies

Technical Subjects: Online search and research methods; use of mathematical tools (software, calculators) for analysis and presentation of results; computer etiquette and ethics; protecting safety and privacy; use of computers for research, word processing, and publishing

Music & Performance: Singing and recorder in parts; violin / cello; music appreciation; music history; music notation; group musical performance / orchestra; performance of annual class play

Art: Painting; perspective drawing; portraiture; colored pencil drawing; pastel drawing; charcoal drawing; clay modeling

Foreign Language: Spanish continued (conversation, poetry, vocabulary, writing, reading, geography, biography)

Handwork: Hand-sewn clothing; continued knitting; embroidery; appliqué

History & Social Studies: Renaissance; Age of Exploration and Discovery
Geography: World geography, emphasizing Africa and South America

Eighth Grade

Math: Practical applications of arithmetic; algebra; geometry

Literature & Grammar: Creative writing; short stories; classical literature; 20th Century literature; modern literature; grammar; sentence structure; punctuation; spelling; book reports; research reports; expository essays; persuasive essays; narrative essays; biographies

Science: Physics; organic chemistry; anatomy; meteorology; local ecology; continuation of gardening and nature studies

Technical Subjects: Online search and research methods; use of mathematical tools (software, calculators) for analysis and presentation of results; computer etiquette and ethics; protecting safety and privacy; use of computers for research, word processing, and publishing; interactive and collaborative online discussions and writing projects with peers; learning to critique and evaluate media

Music & Performing Arts: Singing and recorder in parts; violin / cello; music appreciation; music history; music notation; group musical performance / orchestra; performance of annual class play

Art: Painting; perspective drawing; portraiture; colored pencil drawing; pastel drawing; charcoal drawing; realistic drawing; clay modeling; multi-media explorations

Foreign Language: Spanish continued (conversation, poetry, vocabulary, writing, reading, geography, biography)

Handwork: Machine sewing

History & Social Studies: U.S. History; U.S. government and Constitution; Industrial Revolution; French Revolution; World Economics; current events

Geography: World geography, emphasizing Asia
Additional Aspects of the Educational Program

The Class Teacher - The heart of the education is the loving, creative, trusting, and respectful relationship between the student and the teacher. In our program the class teacher has the opportunity to take the same class of children through several grades of elementary school, teaching the Main Lesson / academic subjects (see details below). For the teacher, this means time to know the children deeply and to help students unfold their gifts. This long-term relationship provides enriched opportunities to assess students over a long period of time, allowing the teacher to better meet the individual needs of the student. Both the class teacher and the kindergarten teacher have the responsibility to be deeply engaged and pursue self-development; this provides a powerful modeling of active learning and personal growth for the students.

Looping - The class teacher has the opportunity to lead a class from first through fifth grade or sixth through eighth grade for the teaching of the main academic subjects. Credentialed teachers are hired into either the lower grades or the middle school loop. In this model, the teacher develops relationships and continuity with the children and their families. This continuing relationship is efficient for the teacher; after the first year, the students' strengths, talents and challenges need not be relearned. At the same time, in this learning environment where so much is familiar, the child is more likely to feel confident, to take educational risks, and to enter more into the social and intellectual life of the class. Additionally, teachers, students, and families have the opportunity to engage in more complex relationships. When parents support looping, they provide an excellent message for their child – long-term relationships may take some work, but they are most rewarding in the end. The teacher, in turn, has a direct long-term investment and a sense of accountability for the educational progress of each child through the grades.

At the conclusion of the academic year, teachers who will be looping are required to participate in a staff development training designed to orient them in the use of curriculum, instruction and assessment of the forthcoming grade level instructional standards. Please note that the class teacher is not the child’s only teacher. Each child from first to eighth grade experiences many other personalities and styles of teaching during each school week in the specialty classes such as Spanish language, music and orchestra, math, movement, games, visual arts, practical arts, and gardening.

Forming the Class - At the beginning of each school year, teachers and other staff members refer to the period when the class teacher is “forming the class.” This period early in the year is a time when students are acclimating to their
new environment, new instructors (such as Specialists), and new classmates. This is also the time when students are learning how to use new classroom materials, and working to establish expectations and order within their classroom peer group. Once the class has been formed, parents will begin to observe a wonderful rhythm and structure to the daily, weekly, and monthly classroom activities.

Main Lesson - The Main Lesson, a two-hour long period at the beginning of the school day, is the curricular cornerstone of Waldorf education. After the teacher greets each child individually at the door, the academic tasks are book-ended with song, verses, and physical activities that will awaken the child and prepare the student to learn. During this period, new information is introduced, the children are asked to recall the lesson or an aspect of it from the day before, and physical or artistic activities will be done to deepen this recall. Then teachers make use of a written or cooperative group task. Over a 3 to 4 week period, the Main Lesson subject (for example, algebra, astronomy, the history of the Renaissance, physics or botany) is created and presented by the class teacher. These 2-hour lessons comprise the core curriculum and allow for in-depth study and understanding. These topics are generally revisited later in the year within another block. The students create their own Main Lesson books, describing and illustrating the Main Lesson topics presented. Great care is given to the writing and illustrating of these books, integrating artistic aspects in all subjects. The evaluation of Main Lesson books is one of the multiple measures of student achievement. High standards require a student’s full engagement in this meaningful end product.

Rhythm - Understanding that a child’s attention span is closely linked to internal physical rhythms, the teachers craft their lessons to complement a child’s need to alternate between physical activity and stillness, seriousness and laughter, engagement of the will through pencil-and-paper tasks and engagement of the imagination through listening to stories from fairy tales and fables in the earlier grades, and legends and histories in the upper grades. The teacher begins each day by preparing the child to learn through whole-body-integration exercises, the strengthening of the memory through recitation, and attention to the breath through singing and the playing of flutes. Following this preparation, the teacher moves through the two-hour lesson, crafting periods of still attention with active response. A recent study in the New York Times notes that variation in physical environment, method in which modes of information input or recall, combined with external motivational factors are more consistently effective predictors of learning than are either (1) the child’s learning style or (2) the teacher’s delivery of the material. Variety is the cornerstone of the Main Lesson experience (Carey, B.

Rhythm is also incorporated in the yearly festivals of the school, which, in addition to celebrating traditional holidays, encourages the school community to come together and observe the seasonal changes through the Harvest Festival in late September, a child-centered multicultural celebration of light during December, and the joyful welcoming of spring at the May Faire.

**Main Lesson Books** - The teacher, using textbooks, primary and other sources, creates the lessons and their presentation. Based on these lessons, the students make individual “textbooks” called Main Lesson Books for each subject taught. In their Main Lesson Books, the students record and illustrate the substance of their lessons, a process which aids the students in being engaged with their lessons, helps to ensure they truly understand the content, and encourages long-term memory of their learning. This Main Lesson Book approach to student learning builds students' skills of focus and concentration. These books require the students to write in-depth compositions and reflections about their lessons and are a significant tool for building writing skills. Richly illustrated by the children, these Main Lesson Books are often artistic and beautiful, and are an invaluable tool for assessing the progress of individual students in comprehension and writing.

**Textbooks** - Appropriate and carefully selected textbooks can be a valuable aid to teachers and students throughout the grades. Depending on the grade and subject matter, our program uses state-adopted textbooks in the classroom as teacher resources for lesson preparation, and as important research tools for students to augment their lessons. In addition, state-adopted math textbooks are used for the leveled math program in 6th through 8th grades, allowing teachers to differentiate math instruction to meet different student learning needs.

**Approach to Literacy** - When it comes to literacy, we build from the known to the unknown. Rather than push a student to decode quickly, we concentrate on building a solid foundation for long-term writing and reading success. This foundation begins with what the child already knows - oral language. As reported by the Reading First National Conference in 2008, the average first grader has a vocabulary of approximately 10,000 words. This number tends to be even higher at YRCS since the Kindergarten teacher and committed parent partners consciously model and cultivate expansive vocabularies.

The first grade student learns how to write and then read what he has already learned to say. This builds upon his assets versus deficits. Over the course of the year, the teacher introduces the letters and sounds in imaginative ways.
Story, art, music, movement, sculpture, vivid language and other creative learning strategies are used to integrate the senses and inspire students. As a result, we find that the students' motivation and joy in learning are significantly increased. Students become increasingly capable of writing and reading sight words as the first grade year progresses. The teacher presents the study of these words in the context of compelling and age-appropriate stories. This work is done during Main Lesson and practice periods. Current educational research by such prominent contemporary researchers as David Elkind and Leslie Hart demonstrates that such an approach to literacy is highly effective.

Learning to Read: YRCS uses both the whole language approach and phonics instruction to teach students to read. The reading process begins from the teacher's own instruction and writing. Learning is familiar and relevant. By the end of first grade, many students will be reading simple books and will know dozens of sight words. Most will clearly understand that letters represent sounds, which form words and that these words can be used to say fun, creative and powerful things on paper. They will be able to listen attentively and concentrate for a substantial amount of time.

Students enjoy a variety of stories and become adept at talking about the sequence, characters, settings and events of a story. Some students may learn to read independently and fluently in the first grade year. The focus of literature is primarily on the fairy tales because of their concentration on the developmental needs and interests of this age.

By second grade, students' writing will become increasingly beautiful as the teacher carefully models penmanship and guides them through form-drawing classes, which actually teaches cursive handwriting through brain integration. By the end of the second grade year, more students will have learned to read independently and fluently.

The vast majority of third grade students read independently and fluently. Their cursive handwriting and spelling improve dramatically over the course of the year.

While the approach described above is typical for YRCS, other strategies may be implemented when needed.

Reading to Learn: The literacy level of students begins to soar during third grade as students enter the reading to learn stage of their development. Students become increasingly motivated to read independently about their own interests as well as to study for school.
They comprehend more fully what they've read and are equipped with an arsenal of effective reading strategies, including clarification, questioning, summarization and prediction.

Students in the upper grades are often seen reading respected fiction and rigorous non-fiction, as well as informational text such as articles from magazines and newspapers.

**Approach to Mathematics** - In the early elementary years, math instruction flows "from the whole to the parts", and is especially integrated and playful. Stories, art, manipulatives, mental games, music and movement are used to stimulate students' neural resources and to create a learning context. The primary mathematical operations are taught side by side to demonstrate their interdependence and to discourage the "one right answer" mode of thinking. Such an integrated approach to mathematics commands attention, builds critical thinking capacities, facilitates memory and imparts a joyful appreciation for the qualities of numbers.

The mathematics program becomes increasingly practical for the nine to eleven year-old child, when useful skills from daily life are strongly emphasized for the state standards, including: multiplication, long division, measurement, decimals, and fractions. Such topics are introduced in the context of thematic instruction blocks related to gardening, cooking, building, zoology, etc. In this way, mathematics is made meaningful and comes alive. Additionally, children of this age are challenged to make good use of their expanding capacities for personal discipline and responsibility through increased homework levels.

By the time students reach middle school, their confidence as a mathematician is solidified. YRCS is careful to ensure that individual students have positive experiences with mathematics from the outset. Now equipped with a solid foundation and a positive attitude, most of our adolescents develop an affinity for the concrete nature and objectivity of mathematical laws, which in turn may offer them comfort during potentially turbulent years.

The curriculum meets the expanding developmental capacities of students through in-depth study of business math, algebra and geometry. Students create order, think rationally, engage in logical exercises and visualize spatially. It is our goals that by the time eighth grade students exit the mathematics program, they are proficient in foundational mathematical skills, have been introduced to important principals of geometry and mastered algebraic concepts so they can be ready to excel in Nevada County's rigorous high schools.
**Approach to the Sciences** - Science is taught in the lower grades through observation of and experience with our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up engaging experiments, and calls upon the children to observe carefully, ponder, discuss, and write up scientific observations. Through this process, rigorous, independent thinking and sound judgement are trained. Science is learned through practical experience. The teacher sets up the experiment or demonstrates a technique. Students observe, record, and discover the laws of nature or formulas as scientists themselves. This approach stimulates student involvement and independent thought processes, and trains their powers of observation and judgment. Subjects such as zoology, botany, chemistry, physics, astronomy, meteorology, mineralogy, and physiology are presented in the upper grades.

**Approach to Social Studies and Humanities** - The humanities curriculum acknowledges that the cultures of the past have influenced humanity throughout time and continue to influence the values and morals of today's world. Children learn about world religions and cultures from a historical perspective. Fairy Tales are taught beginning in grade one; Fables are taught in grade two; history and legends in grade three; Norse mythology in grade four; and the ancient cultures of India, Egypt, Persia, Mesopotamia, and Greece in grade five. In sixth, seventh, and eighth grades, students explore the history and geography of Europe, the Americas, Africa and Asia. By exposing students to these cultures through their peoples, legends, and literature, the children gain flexibility and an appreciation for the diversity of humankind. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in first through eighth grades. By the close of eighth grade, students will have journeyed from Greece and Rome, through medieval history, the Renaissance, the Reformation, and the Age of Exploration, to the study of the development of the United States and the modern age.

**Specialty Subjects** - After the Main Lesson, the balance of the day is devoted to the following curricular activities in accordance with Waldorf educational pedagogy: Second Lesson, which expands and builds upon the work of the Main Lesson and offers children flexible academic groupings and small group instruction, as well as peer mentoring opportunities; instruction in specialty subjects such as foreign language, handwork, crafts, physical movement classes, and music, including choral instruction. Children learn the pentatonic flute in first grade, and stringed instruments are introduced in fourth grade. The morning singing of the primary classroom is extended into a school choir.
starting in fifth grade. Other arts, such as the modeling of clay and beeswax, wood and stone carving, speech, dramatics, puppetry, drawing, and painting make for a well-rounded educational experience.

Foreign Language - Foreign language is taught beginning in first grade, giving the children insight into and familiarity with another language and culture. Through the grades, the foreign language program expands to include reading, writing, grammar, and conversation.

Music - Music is a constant in a YRCS classroom. Beginning in Kindergarten, students have consistent exposure to music as part of their school day. Students sing regularly in class, working in unison for Kindergarten, Grade 1 and Grade 2. Rounds are introduced in Grade 3 with singing in various parts beginning in Grade 5, leading to multi-part choral presentations. Students are taught to play the pentatonic flute in Grade 1, moving to recorder in Grade 3. Recorder music becomes increasingly more challenging as students move through the grades by introducing rounds and playing in parts. Instrumental music begins in Grade 4, as all students learn to play the violin while also beginning musical notation. In Grade 5 students have the option of choosing to play either violin or cello. Grade 6, 7, and 8 brings students together to build their musical skills into an orchestral opportunity. While continuing their work in violin and cello, students in these grades may also have the choice of working with viola, upright bass and percussion. Music History is addressed through the grades informally in the social studies curriculum, but in Grades 6, 7, and 8 Music History and Appreciation is brought in a more formal setting, directly aligned with the curriculum. Students are offered a variety of musical performance opportunities in a range of venues throughout their time at Yuba River Charter School.

The Arts - Drama, painting, music, drawing, modeling, movement and dance are integrated into the entire curriculum throughout the grades, including mathematics and the sciences. While the arts are an integral component of the Main Lesson, these skills are also brought to the students as specialty subjects, enhancing students' quality of learning and bringing an element of creativity to the entire school day.

Form Drawing - Students practice form drawing, the freehand drawing of geometric shapes, starting in first grade and typically continue with it through fifth grade. The forms the children draw each year are chosen to resonate with the developmental challenges they typically experience during that year and with the academic subject they study in each grade. In fourth grade, for instance, the children work with fractions, so they draw geometric forms that express fractions in visual shapes. Students also draw forms that relate to the
cultures they are studying. In fifth grade, elaborate designs are derived from ancient Greece and Egypt as they study those cultures. Form drawing aims to develop specific qualities in students:

*Concentration:* The children draw slowly and with care, trying to make each shape as well done as possible. Even “simple” forms require focus.

*Hand-Eye Coordination:* Drawings are usually modeled from an example the teacher draws on the board, which requires the child to repeatedly look up at the example and back down to his or her own work.

*Beautiful Handwriting:* Children draw flowing shapes that are reminiscent of numbers, letters, and beautiful cursive handwriting.

*Spatial Intelligence:* Form drawing requires students to distinguish between left and right, or top and bottom. This develops spatial intelligence, organization, and an understanding of how individual parts relate to the whole.

**The Practical Arts** - Practical work, crafts, and handwork, are an integral part of the curriculum. Research confirms that brain function is founded on physical movement. Learning to knit and crochet in the early grades develops the motor skills that enhance intellectual development. The activity of knitting, as research affirms, actually serves to “knit” together the two hemispheres of the brain in the developing child. Coordination, patience, perseverance, and imagination are also enhanced through practical work. Activities like woodworking, house building, gardening, and sewing give the child an understanding of how things come into being and a respect for the creations of others. Designing or carrying out a sewing pattern or a cross-stitch design, or deciphering the instructions for knitting a pair of socks exercises problem solving capacities in a unique and effective way.

**Homework** - YRCS recognizes that homework can be a valuable way to extend and reinforce classroom lessons, giving students more practice and review time to assimilate new learning. Homework can also help students develop good study skills, discipline, and responsibility, while providing parents the opportunity to be involved and stay current with their child’s education. At YRCS, little or no homework is given until third grade. From this point, homework is gradually introduced to allow students time to learn the discipline and responsibility involved. Homework assignments may consist of math lessons, spelling practice, reading, writing assignments, or research projects. Class teachers and Specialists design homework that relates to the classroom instruction and reinforces and extends learning for the students’ developmental and academic levels.
Physical Activity - Movement activities, dance, and other forms of creative physical expression are infused into the everyday curriculum. To the extent possible, classrooms and play yard spaces are organized to maximize the children’s opportunities for movement and physical expression through games, circle-time activities, folk dances, sports and physical education. Recognizing that the qualities of physical fitness and health enhance the students’ overall well-being, each child is encouraged to recognize and rise to his/her individual physical potential.

Field Trips - Field trips through the grades are a regular aspect of YRCS curriculum. These trips give students the opportunity to explore and learn through highly interactive experiences and activities. Interactivity promotes effective teaching and leads to enjoyment, satisfaction, and curiosity, as well as intellectual stimulation. Field trips at YRCS are more experience driven than information driven. YRCS teachers typically assess student knowledge prior to the experience and then follow up the field trip with related classroom activities to maximize student learning. We have found that field trips and experiential education opportunities result in higher motivation levels and significant academic gains among students.

Screen Time - To support the work accomplished during the school day, teachers strongly encourage parents to limit or remove screen time from the life of the developing child, especially before the age of 10 years. “Screens” in this context include movies, television, computers, video games, and handheld electronic devices. Extensive and overwhelming research and classroom experience show that pre-digested visual images hamper the child’s own fresh imaginative picturing, which is one of the foundational pillars of the curriculum. The passivity inherent in watching a screen counters the intentions of a school where children are encouraged daily to use their bodies and minds in productive and energetic pursuits. Within this approach to education, we bring a conscious avenue to computer literacy beginning in Grade 6. Students begin by learning computer etiquette and ethics, moving to basic research and word processing skills. By Grade 8 students are versed in advanced internet search and research tools, validating and evaluating the quality of online sources as well as participating in collaborative online discussion and writing projects with peers and exploring expanded forms and uses of media.

Ethical Development - Through stories of people who demonstrate in their actions high ethical principles, through celebrating the festivals and learning the language of other cultures, and through the practice of gratitude for the gifts of nourishment, life, and education, the children are taught deep and
lasting human virtues on a daily basis. The classroom community is the laboratory for practicing the virtues of patience, generosity, compassion, and kindness, and the teachers are consciously presenting a values-based curriculum each day. Our students participate in a Virtues Project whereby each class adopts a virtue for a month throughout the year and promote that virtue within the school community.

Environmentally-Conscious Curriculum - Our environmentally conscious curriculum and everyday rhythms and routines of our school community help cultivate a sense of gratitude, respect and responsibility for self and all living things. YRCS strives to build an ecologically informed community by focusing attention and care on the systems in which our school and community are embedded. Through our work with nature and gardening, children learn about the interrelatedness of nature, self and community, and pursue actions that are essential to sustain our world.

Multicultural and Gender-Balanced Content - Multicultural and gender-balanced content are integrated throughout the curriculum by means of the humanities curriculum, incorporating biography, storytelling and history; through crafts, art, music and seasonal and cultural celebrations; and through foreign language.

Curriculum and Instructional Design - By the completion of eighth grade, the YRCS student has enjoyed instruction in a curriculum that meets and exceeds all state curriculum content standards. The school administration and staff, in partnership, are responsible for ongoing curriculum review, development, and alignment with state standards. These goals are implemented in a weekly faculty meeting, and reinforced by frequent clustered grade level meetings (early childhood, first through fifth, and sixth through eighth). In both settings, instructional planning focuses on meeting the learning needs of all students. Sources for curricular materials include Rudolf Steiner College, YRCS faculty library, state-adopted standards-based textbook vendors, original reference sources, the Internet, biographies, local cultural and educational sources, visiting Waldorf mentors, and local experts in their fields.

Personalized Learning - YRCS’s independent study program is based on the intent of the Legislature that personalized learning is an individualized alternative education designed to teach the knowledge and skills of the core curriculum. (Education Code Section 51745.) The Petitioners understand that personalized learning is not an alternative curriculum and that our program must provide as comprehensive a program as the student would receive if enrolled in the site-based program. Independent study is anticipated to be a relatively small portion of the school’s instructional program, but will meet the
needs of some students who desire a Waldorf-inspired curriculum but who temporarily cannot participate on site due to illness, injury or physical inability. The California Department of Education (CDE) in its independent study operations manual has noted the benefits to serving an at-risk population through personalized learning.

**Looking Toward the Future . . .**
As the building project that we have been anticipating for the past eight years is finally underway, Yuba River Charter School writes this Charter renewal petition with an eye toward the future. Our new school home will be on a beautiful 16.5 acre piece of property, offering many opportunities that have not existed for our school in the past.

The location and general orientation of our new property lends itself to a strong focus on the natural environment, and with this focus we will have the opportunity to enhance and expand integral pieces of our educational offerings. While we currently work with the Practical Arts at our Nevada City campus, we are limited in what we are able to offer. At our new site we intend to expand our Farming / Gardening program, creating a 2.5 acre working farm. To complement the farm we plan to install orchards, a greenhouse and compost piles, along with an artistic water feature and a well for irrigation. We plan to incorporate animals on our farm, necessitating the installation of pasture areas, barns, coops, pens, and barn yards. To directly connect students with this focus on the Practical Arts, we also plan to install an outdoor kitchen, allowing space to process the food harvested from the farm and gardens, and outdoor classrooms and workshops for exploring fiber arts, woodworking and metal working.

Beyond our intentions to enhance our Practical Arts program and offerings, we plan to create an outdoor amphitheater, complementing and working with the natural topography of our land. This outdoor amphitheater would be a place for musical performances, theatrical productions, assemblies and community gatherings.

With this new property also comes the ability to create a sports field for our students and community. We intend to build an open field, providing a much needed space for our students to participate in a variety of sports and other movement activities, as well as a place for festivals and community gatherings. We are greatly looking forward to all of the opportunities that our new home will provide for enhancing the rich educational environment of Yuba River Charter School.
PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Introduction
YRCS responds to the personal and academic needs of each child while identifying and serving those who are academically low-achieving. The school's approach to educating children allows educators to develop special sensitivity towards individual student needs and backgrounds. However, some students will invariably need additional academic or individual support. YRCS has developed a plan for low academic achievers that is modeled after the Response to Intervention (RTI) framework. Our goal is to meet the needs of all our students through the use of a three-tiered system of support.

Tier I: Prevention

Tier I is focused on high quality classroom instruction delivered by qualified teachers, and regular assessments of all students, called Universal Assessment, to monitor their progress toward reaching grade level benchmarks. Teachers are trained to differentiate instruction and address the various learning styles of their students.

Tier II: Identification and Selected Interventions Identification:

In order to identify students who are not achieving at or above expected grade level, students falling below the class average on varied assessments are evaluated to determine if performance was at or below their potential, taking into account the timing of particular subject matter in Yuba River School's curriculum and the age of the child. Also, students identified through Universal Assessment Screening as potentially at-risk receive targeted supplemental instruction delivered in small groups. Beyond academic performance, teachers look for other signals of need as we recognize that there are many factors that affect a student's performance.

Selected Interventions: Selected interventions are implemented by teachers for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:

- Utilizing other teachers for collaborative, individual or small group instruction
- Utilizing parent volunteers for individual or small group instruction
- Peer support with older students, e.g. “reading buddies”
- Individualized or differentiated math, writing, reading, and spelling approaches
- Increased movement/sensory integration activities
- Modified class work, extra lessons, or extended learning opportunities
- Additional parent /teacher communication or partnerships
**Child Study:** If a student does not respond to initial teacher interventions, the student is often referred to the Child Study process. Child Study occurs during the weekly Faculty Meeting. The class teacher initiates the process by giving colleagues a complete and holistic picture of the child. After the child is described physically, socially, and academically, the teachers have an opportunity to ask additional questions. Discussions of a particular child may take place over the course of several meetings. Next, the teachers are asked to observe the child for one week. Then, the parents of the student are often invited to describe their child and to offer insight or suggestions. Teachers and parents brainstorm together in order to find solutions to help the student become more successful. Child Study is also a very useful lens for faculty to view and understand how children who particularly excel in the school’s program can be noted as models for consideration in this holistic approach to teaching.

**Tier III: Student Success Team and Intensive Intervention**

The Student Success Team (SST) explores concrete and possible avenues to support the individual child’s needs. Strengths and concerns regarding individual children are brought to the attention of the teacher, parent, school administrator and other stakeholders currently working with the child. The team develops strategies to help support the learning needs of the child, which often include a referral to our school’s RTI Language Arts or Mathematics intensive intervention program. This RTI program offers students the opportunity to receive regular intervention from a credentialed specialist in a small group pull-out model. The SST team’s recommendations may sometimes include a referral to special education which could result in the recommendation of an IEP (Individualized Education Plan) as described in the Special Education section in this charter. Student Success Team (SST) meetings are called by the parent, teacher or administrator for those students with significant behavioral or academic issues.
PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

The curriculum inspired by Waldorf education is, by nature, interdisciplinary. It involves academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self-esteem, as well as students’ respect for each other as important members of their classroom learning community.

In addition to using an approach to learning that is inspired by Waldorf education, the YRCS plan for students who are academically high achieving includes:

- Differentiated instruction in such areas as math, writing, reading, and spelling to meet a variety of student learning levels in practice periods. Examples include the teacher challenging students with different levels of math problems or spelling words on the board or during other classroom activities. Extra credit problems and projects may be given to more advanced students.

- Flexible math programs using state-adopted textbooks in sixth through eighth grades may also be used. Students may be placed in math levels based on student achievement data and teacher recommendation/evaluation. Frequent assessment through weekly quizzes addresses student's changing aptitudes and abilities and allows for movement within these leveled groupings.

- Teachers have the option to provide extra challenges to students as needed, and the school makes available supplemental materials, such as advanced mathematics materials aligned with the principles of Waldorf education.

- Teachers provide academic and artistic leadership opportunities for students such as assisting their peers with math, grammar, etc.; leadership of group academic projects; and leadership of groups performing singing and recorder parts.

- Eighth grade student projects (required for all students) allow academically high achieving students to select a subject of interest for in-depth research and reporting.
PLAN FOR ENGLISH LEARNERS

The YRCS curriculum offers multiple supports for English Language Learner (ELL) students. All faculty will meet as a team as needed to discuss scaffolding options for our ELL students. English Leaners benefit from the use of Specially Designed Academic Instruction in English (SDAIE) instructional methods and second language acquisition. YRCS will make provisions within our classrooms to bring all English Language Learners up to the level necessary for their sustained development and achievement. CLAD certificated teachers, whenever possible, plus school-wide professional development as needed, will support our ELL program.

There is a diversity of materials and concrete lessons to provide many opportunities for support strategies and leveled materials. YRCS honors individual learning needs and creates an environment for acceptance of diverse learners. YRCS teachers encourage peer tutoring and cooperative learning, which are recommended strategies for ELL students.

Students who qualify from the Home Language Survey as ELL students will be CELDT tested within thirty days of initial enrollment if YRCS is the initial enrollment within a California public school or for those who have not been CELDT tested and qualify. The CELDT assessment will be given annually to qualifying students between July 1st and October 31st until re-designation as fluently English Proficient.

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

If the CELDT scores are 4 or 5, the child will be mainstreamed into grade level classes at YRCS with a language mentor available. If the CELDT result is lower than 4, the student will be placed, or referred to, a sheltered English Immersion Program and depending on age, a bi-literacy program in order to gain fluency in L1 while learning L2 simultaneously. Both ELD and SDAIE options for learning will be considered for these students. The YRCS teaching model allows for more focused instruction for ELL students and for more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping.
PLAN FOR SPECIAL EDUCATION

Overview
Yuba River Charter School is committed to providing eligible students with disabilities a free and appropriate public education (FAPE) consistent with appropriate laws and regulations for charter schools. YRCS is also committed to serving children with special needs whether such children are currently or newly identified as such. YRCS will not deny admission to students on the basis of disability. YRCS is its own Local Educational Authority (LEA) for the purposes of special education.

YRCS's plan for delivery of special education services provides for quality educational programs and services in compliance with Nevada County Special Education Local Plan Area (SELPA) and all legal guidelines. YRCS is a member of the Nevada County Charter Services Authority (NCCSA), a California Joint Powers Agency (JPA). NCCSA provides educational and administrative services and support to members. Their services include special education administration, staffing, such as school psychologists, special education teachers, speech and language pathologists, and aides, and related goods (testing materials, etc.) and services, as well as oversight of all special educator staff and related activities.

Under the federal Individuals with Disabilities Education Act (IDEA), YRCS identifies and evaluates students who have disabilities and offers them individualized education plans (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team, using a process specified in the law. An IEP team includes, at a minimum, a student Education Specialist, or general education teacher, special education teacher, parents / guardians, and a representative of the school administration who is empowered to commit resources such as staff time or funding. By law, Yuba River Charter School is required to carry out provisions outlined in a student’s IEP.

Each IEP team considers the continuum of placement options and services to ensure students are able to access the curriculum in the least restrictive environment. This includes placement in programs, services, supports, modifications, accommodations, and specialized equipment (if indicated) necessary to provide a free and appropriate public education. Students with disabilities participate in general education, including participation in non-academic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other school, or other appropriate programs outside the regular education environment may occur. This is only warranted when the nature or severity of the student’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
Yuba River Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Act ("IDEA").

As described below, YRCS shall comply with a Memorandum of Understanding ("MOU") between the County and the Charter School related to the delineation of duties between the County and the Charter School.

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

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

Services for Students under the "IDEA"
Yuba River Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). YRCS shall remain an independent LEA for purposes of special education and has joined the Nevada County SELPA pursuant to Education Code Section 47641(a).

Yuba River Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. An annual meeting between the Charter School and the JPA to review special education policies, procedures, protocols, and forms of the SEPLA will ensure Charter School compliance.

YRCS has never been a party to a special education lawsuit and there is no pending litigation.

Staffing
All staffing will be contracted through the NCCSJPA.

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

Assessments
The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. YRCS will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the County’s general practice and procedure and applicable law.

IEP Development
Programs, services and placements shall be provided to all eligible YRCS students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

Yuba River Charter School shall promptly notify the NCCSJPA of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

Interim and Initial Placements of New Charter School Students
For students who enroll in Yuba River Charter School from another school district outside of the SELPA with a current IEP, YRCS shall conduct an IEP meeting within thirty days. Prior to such meetings and pending agreement on a new IEP, YRCS shall implement the existing IEP at the charter school, to the extent practicable.

Non-discrimination
It is understood and agreed that all children will have access to Yuba River Charter School and no student shall be denied admission nor counseled out of YRCS due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints
YRCS has a complaint procedure attached as an appendix to this charter. Parents may also contact the NCCSJPA directly or make appeals to the County SELPA Director.

SELPA Representation
While YRCS is its own LEA, it has chosen to be represented in the SELPA’s council of superintendents by the administrator of the NCCSJPA.

Funding
Special education funding will be provided based upon the agreed formula from the SELPA. The current formula funds special education services based upon a three-
tiered level of service. All special education funds will be reserved for special education expenses only.

Section 504 of the Rehabilitation Act
Yuba River Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the Charter School. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

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

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

- Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.

- Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute.

A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

LOCAL CONTROL AND ACCOUNTABILITY PLAN COMPLIANCE

Yuba River Charter School will comply with all requirements for charter schools pursuant to California Education Code 47605 (b)(5)(a)(ii) including developing annual goals for all pupils and for each subgroup of pupils as identified in California Education Code 52052, for each of the applicable eight state priorities identified in California Education Code 52060 (d). These outcomes (updated from the 2015/16 LCAP) are included in Element 2, which describes the measurable pupil outcomes for the school-wide goals, for relevant sub-groups and the corresponding assessments. YRCS will comply with all elements of the Local Control and Accountability Plan pursuant to regulations and templates 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. The Local Control and Accountability Plan, as described in Education Code 47606.5, will be submitted to the NCSoS no later than July 1 of each year, in accordance with Education Code 47604.33.
ELEMENT #2: MEASURABLE PUPIL OUTCOMES

**Governing Law:** The measurable pupil outcomes identified for use by the Charter School. “Pupil outcome,” for the purpose to 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 school-side 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.

– California Education Code Section 47605 (b)(5)(B)

Yuba River Charter School has clearly defined school-wide outcome goals in compliance with California Education Code section 47605 (b)(5)(B) and 52060 (d). YRCS will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are linked to state and federal standards (including the Common Core State Standards) and reflect proficiency measures required by the state, as well as applicable state priorities detailed in California Education Code 52060 (d) that apply for the grade levels served, or the nature of the program operated by the charter school. For purposes of measuring achievement of these goals, a numerical significant pupil subgroup will be defined per the appropriate Education Code applicable to charter schools.

The following set of student outcomes delineates YRCS's school-wide and subgroup outcome goals, measurement tools and performance targets aligned to the state's priorities that apply to the grade levels served, or the nature of the program operated by the charter school. All outcomes listed apply to all students, including all numerically significant subgroups. Below each outcome is a listing of the state's priorities defined in California Education Code Section 52060 (d) in order to demonstrate alignment of the school's charter outcomes with the state priorities. In order to further demonstrate progress toward the eight state priorities, YRCS will develop and update its Local Control and Accountability Plan (LCAP) annually. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter. The following outcomes are written in anticipation of moving to our new school site within the next year.
Outcome 1: Student Annual Growth
Students will demonstrate significant social-emotional, physical and intellectual growth.

Measurement Tools
1.1 YRCS progress reports measure student growth for all grade levels and across all core subject areas.

Performance Targets
1.2 Students will demonstrate overall growth after a year of instruction at YRCS. Students will meet or exceed the class standards for each grade level, which are developed from the co-alignment of curriculum based on the core principles of Waldorf Education and Common Core State Standards, and evidenced by satisfactory progress reports.

State Priorities
This charter outcome addresses state priorities 1, 2, 7 and 8.

Outcome 2: Student Academic Performance
Students will demonstrate academic proficiency by meeting Common Core State Standards and showing measured annual improvement on state adopted standardized assessments.

Measurement Tools
2.1 Student success will be measured by YRCS’s annual Academic Performance Index (API) Score, or its successor.

2.2 Student success will be measured by YRCS Annual Yearly Progress (AYP) - CAASPP scores.

2.3 Student success will be measured by overall performance of the California Common Core State Standards, using the state’s adopted standardized measurement tools.

Performance Targets
2.1.1 Maintain minimum API (or its successor) growth targets as set by the State.

2.1.2 Demonstrate AYP each year in accordance with current federal standards.

2.1.3 Exceed previous year’s percentage of student meeting or exceeding state standards in English / Language Arts and Mathematics.

2.1.4 Exceed previous year’s percentage of students proficient or above in other subjects (science, social studies), based on internal formative assessments and at a minimum, meet state thresholds.
State Priorities
This Charter outcome addresses state priorities 1, 2, 4 and 7.

Outcome 3: Respect and Stewardship
Students will show respect and stewardship for the world around them, including human beings, other living things, and the earth.

Measurement Tools
This outcome will be measured using some or all of the following:
3.1 Students will show an age-appropriate demonstration of respectful interactions with adults.
3.2 Students will behave in respectful and supportive ways with their peers.
3.3 Students will complete classroom-based and age appropriate chores, evidenced by ongoing formative assessments measuring students’ ability to complete these tasks individually and as a class.
3.4 Students will participate in school-wide recycling, composting and campus clean-up programs, evidenced by ongoing formative assessments, which measure students’ ability to complete these tasks individually and as a class.
3.5 Students will maintain classroom and school-wide gardens (as applicable), with measurements using classroom-based assessments.
3.6 Students will participate in community service efforts, as measured by grade specific assessments and surveys of community service recipients.
3.7 Students will demonstrate reverence and respect through written, artistic and verbal expressions. Main Lesson Books and accompanying rubrics, other classroom-based assignments and public demonstrations of student work will be used to measure these expressions.

Performance Targets
The school will annually set the performance targets for this mission specific outcome. This will include a determination of which of the measurements tools to focus on each year, as well as the annual expectation for overall student performance on this outcome.

3.1.1 Students will demonstrate growth in this area by meeting or exceeding class standards related to respectful interactions with adults.
3.1.2 Students will demonstrate growth in this area by meeting or exceeding class standards related to respectful and supportive interactions with peers.
3.1.3 Students will engage in teacher designated chores.
3.1.4 Students will demonstrate age appropriate recycling, composting and campus clean-up abilities.
3.1.5 Students who participate will demonstrate active engagement and high levels of production in the gardens.
3.1.6 Students will demonstrate proficiency on teacher and self assessments related to community service efforts in their class.
3.1.7 Students will publicly exhibit reverence and stewardship through written, artistic and/or verbal expressions.
3.1.8 Students will demonstrate growth in this area, by meeting or exceeding the class standards related to respectful and reverent expression, as is appropriate for specific grade-levels.

**State Priorities**
This charter outcome addresses state priorities 3, 5, 6, 7, and 8.

**Outcome 4: Imagination and Creativity**
Students of YRCS will demonstrate imagination and creativity in their life-long learning process.

**Measurement Tools**
This outcome will be measured using some or all of the following:

4.1 Students will demonstrate their creativity in learning via an artistic portfolio, including Main Lesson Books.
4.2 Eighth grade students will be prepared to identify and complete steps to gain entrance to a high school of their choice.
4.3 Parents of YRCS students will indicate that their student exhibits enthusiasm, creativity, imagination and lifelong learning skills, via the use of parent surveys.
4.4 Graduates of YRCS (defined as having attended YRCS for more than two years and successfully meeting graduation requirements) will indicate their preparation level for continuing their education after leaving YRCS, via exit surveys, informal interviews and follow-up data on performance of graduates.

**Performance Targets**
The school will annually set the performance targets for this mission specific outcome. This will include a determination of which of the measurements tools to focus on each year, as well as the annual expectation for overall student performance on this outcome.

4.1.1 Students will display work during public exhibitions of portfolios, artistic work and/or performances.
4.1.2 Students will achieve a satisfactory rating on their artistic portfolios using grade specific measures.
4.1.3 Eighth grade students will complete a comprehensive 8th Grade Project.
4.1.4 Eighth grade students will achieve their high school placement goals.
4.1.5 Parents will respond positively to these aspects in a parent survey.
4.1.6 YRCS graduates (defined as having attended YRCS for more than two years and successfully meeting graduation requirements) will show that they were prepared to continue their education successfully in a variety of other educational environments.

4.1.7 Graduates of YRCS will matriculate into a variety of types of high school programs available in the area.

**State Priorities**
This charter outcome addresses state priorities 1, 2, 3, 6, 7 and 8.

**Outcome 5: Lifelong and Self-Directed Learner**
YRCS students will exhibit age appropriate capacity to plan, initiate and complete projects, including (but not limited to) the elements of organizing and communicating information, presenting information in a public / group setting, showing originality in a variety of areas and demonstrating artistic expression.

**Measurement Tools**
5.1 Eighth grade students will complete a year-long culminating 8th grade project.
5.2 Students will complete age-appropriate assignments, projects, and reports that demonstrate their capacity to plan, initiate and complete work.
5.3 All classes will perform class plays and concerts publicly, and for classmates.

**Performance Targets**
The school will annually set the performance targets for this mission specific outcome. This will include a determination of which of the measurement tools to focus on each year, as well as the annual expectation for overall student performance on this outcome.

5.1.1 Eighth grade students will complete and publicly present their individual Eighth Grade projects.
5.1.2 Students (Grades 1 - 8) will satisfactorily complete a minimum of one age appropriate group project.
5.2.2 Students (Grades 1 - 8) will satisfactorily complete a minimum of one age appropriate individual report or project each school year.
5.3.1 Classes (Grades 1 - 8) will perform in front of a group at least once annually.

**State Priorities**
This charter outcome addresses state priorities 1, 2, 3, 6, 7, and 8.

**Attainment of Student Outcomes:**
The performance targets set by the school each year for these student outcomes will be included in an annual report to the Board of Directors. Student outcomes will be
traced using measurement tools, and the performance date will be collected and compiled. All numerically significant subgroups will be tracked using disaggregated data. The actual student outcomes will be measured against the performance targets set. The data will be examined and an analysis will be done that will include information about how the performance targets were met and why any were not met. This data and analysis will be a key part of the school’s Local Control and Accountability Planning process so that the past performance of students against the charter’s stated outcomes will drive school improvement in the future.

Successful attainment of outcomes and student progress for special needs students will be defined appropriately according to their Individualized Education Program (IEP). Performance standards and assessments for English Language Learner students will be in accordance with the state adopted English Language Development Standards.

Academic Performance Index
YRCS will attain its Academic Performance Index (API) growth targets by following the curriculum alignment which is designed to include the Common Core State Standards. YRCS recognizes that differences in the educational program and curriculum sequence may be reflected in variations in scores on specific areas of the state standardized tests, especially through third grade. Although the YRCS program has some identified differences with the scope and sequence of the Common Core State Standards, by completion of the Yuba River Charter School program students will perform at a level that meets or exceeds the State’s standard for renewal of the charter, as referenced in Section 47607 (b) of the California Education Code.

YRCS will comply with all applicable state laws regarding the API or its successor. YRCS’s API scores and growth targets will be developed by the CDE. YRCS participates in all assessments and reports all data needed to generate an API score. As the state of California is developing and implementing a new API formula, YRCS acknowledges that close monitoring and adaptation will be needed to ensure that all growth targets for API continue to be met.

Part of YRCS’s annual evaluation will include information on whether YRCS attained its stated API growth targets, or academic growth targets utilizing comparable academic data. A team of teachers and administrators will annually evaluate whether the YRCS program needs to make any adjustments in order to meets its academic growth targets.

No Child Left Behind (NCLB) / Adequate Yearly Progress (AYP)
Under the federal NCLB, YRCS is responsible for consistently increasing the percentage of students in each measurable subgroup who are proficient in English Language Arts and Mathematics. To satisfy the annual AYP goal under the federal act,
YRCS is also responsible for achieving a 95% participation rate on the standardized tests both for its students as a school-wide group and for all numerically significant subgroups. In addition, the school must meet its API growth target, or comparable academic growth target. YRCS strongly encourages parents and guardians to have their children participate in state testing.
ELEMENT #3: METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

_Governing Law:_ The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

—California Education Code Section 47605 (b)(5)(C)

Assessment Overview
Assessment of student performance is one of the most powerful tools a classroom teacher or school can use to enhance student achievement and school-wide performance. Assessment as part of daily instruction in especially effective because it engages student and teachers in a frequent and ongoing reflective process. Together with an age-appropriate curriculum and compatible instructional strategies, assessment for learning has become an integral part of YRCS’s pursuit of excellence.

The school’s methods of assessment, discussed in detail below, address student’s individual strengths and weaknesses and build upon their assets versus their deficits. YRCS’s assessment approach is supported by current educational research on multiple intelligences, interdisciplinary teaching, and instructional methodologies, which address the whole child. Educators provide descriptive feedback to students and families within a supportive learning environment.

Key Assessment Practices

_School-wide Performance Outcomes:_ YRCS has established measurable school-wide performance outcomes that reflect its mission, core values, and educational philosophy. In order to achieve these performance outcomes, YRCS’s Local Control and Accountability Planning process will continue to encourage the school community to consistently focus on student learning and measurable outcomes.

_Co-Alignment:_ YRCS follows a coherent and rigorous educational framework. This framework blends Common Core State Standards with Waldorf-inspired learning expectations. In keeping with the school’s mission and philosophy, age-appropriate learning goals have been written for each grade and address three areas of a child’s development: Intellectual Capacities (Head), Physical Capacities (Hands), Social-Emotional Capacities (Heart).
Classroom Based Assessments and the Role of the Teacher: YRCS attaches great value to growing teachers' capacities as instructional leaders. Teachers need to be empowered to design and administer classroom-based assessments. They must be able to design assessments on a daily basis so they can provide timely and specific instructional feedback to students, families and service providers. Classroom-based assessments are vital because teachers need continuous information about where each student is now in relation to key understandings. Periodic information, gathered once a year or even every few weeks, does not meet the immediate needs of the students and their teachers.

Multiple Measures: Employing many different methods to assess students is important if we are to successfully measure the depth and breadth of what students are learning. Multiple measures provide a more complete and accurate representation of students’ achievement over time than is possible with a single measurement of assessment. The use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles.

A balanced approach to assessment is sensible. If all students are to meet essential standards then they must each believe that success is within reach. Students should recognize that there is a correlation between how hard they try and what they can achieve. Students must be inspired to embrace assessments with enthusiasm and confidence if they are going to actually apply the requisite effort to succeed. Both adequate preparation for assessments and a wide variety of opportunities to “show what they know” are keys to student success.

In essence, assessment of student learning should happen on a frequent basis, so that we can better understand how to improve learning and teaching. We do not use any single assessment to measure student progress or to drive value as a school. Standardized tests, for instance, are just one way to measure student performance.

Instructional Leadership: YRCS believes that effective instructional leadership provided by the administration is essential for high student achievement. Therefore, YRCS’s administration collaborates closely with faculty to evaluate the quality of learning. Within this collaborative context, administration manages the assessment program by analyzing qualitative and quantitative achievement data and then regularly making recommendations to the faculty, as well as reports to the Board of Directors.
YRCS has ultimate responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter and school policy as approved by the Board of Directors. Administration is responsible for legal and organizational adherence to assessment policy and procedures.

Core Assessment Methods
Yuba River Charter School’s assessment methods evaluate all realms of the child’s development, including the Intellectual Capacities (Head), Physical Capacities (Hands), and Social-Emotional Capacities (Heart). These include:

Criteria Referenced Reports - Reports are prepared for students beginning in Kindergarten and shared with parents at key times throughout the year. These assessments are based on teacher-designed classroom assessments, teacher observations, and other evidence gathered during instruction. The assessments include narratives with an overview of essential course work, and a discussion of the student’s achievement, performance, and growth in each of the various curriculum blocks, specialty subjects, social skills and work habits. The assessments are developed to track individual student progress in regard to specific skills and knowledge areas for the curricular co-alignment. Any student who is not progressing as expected will receive further teacher attention and may be supported through additional support services. These tools improve instruction in that they engage both the student and teacher in a formative, frequent and ongoing reflective process.

Parent - Teacher Conferences - These conferences are scheduled to take place twice a year for all students grades K - 8, or more if dictated by individual circumstances. Parents, teachers or students may make requests for additional conferences. These conferences are essential in that they allow a complete picture of the child’s performance to unfold. Moreover, they provide opportunities for teachers and parents to strengthen their partnership. Conferences are especially effective as a result of the school’s looping model, strong teacher-student relationships and warm community atmosphere.

Portfolios - Portfolios include Main Lesson Books, work samples, practice papers, written work and reports, artwork, etc. This combination of items in the portfolio allows a clear picture of student work to emerge across the curriculum as a whole.

Demonstrations - Demonstrations include oral recitations, presentations, reports, performances or other demonstrations, which occur regularly beginning in first grade, by student individually as well as the class as a group.
Standards-Based State Tests - Standards-based state tests, now part of the California Assessment of Student Performance and Progress (CAASPP) system, are administered in compliance with state law regarding charter schools. State mandated tests also include physical fitness testing and English language development testing.

Standards-Based Classroom Assessments - These are an integral part of the school-wide assessment program. Before a lesson or block is taught, the teacher will pose the questions: what evidence will be collected from student in order to demonstrate their knowledge and proficiency? Once this question is posed, the assessment will be designed and the criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall greater student understanding and higher achievement. Proven instructional strategies will be used to challenge student to think at high levels and show acquired knowledge and skills. Example strategies include: effective questioning techniques; summarizing and note-taking; collaborative work; non-linguistic representations of key concepts and vocabulary; and effective homework and practice. These strategies allow students to demonstrate their learning on a daily basis.

Percentage Grades - Percentage grades for academic content may be used for specific classes and will be reserved for student in the upper grades (6 - 8). Grades will represent specific achievement levels based on clear criteria.

State Assessments
YRCS shall adhere to all state testing requirements, including provision of AB 484 / 2012 and any revisions of California Education Code that are applicable to charter schools. YRCS adheres to the same accountability measures, administers the same state assessments and follows the same proficiency measures as all public schools in California. We are committed to meeting and exceeding all of California’s goals and curricular requirements as sequenced in our alignment of Common Core State Standards with Waldorf-inspired curriculum. Students will continue to participate in proficiency tests and all other assessments required by the State of California. Results of these assessments are reported through the California Department of Education as well as communicated directly to YRCS parents by administration. Participation in the State testing program allows for accurate comparisons between schools. Performance standards and assessments for English language learner students will be in accordance with the state-adopted English Language Development Standards.

Please see California State (CAASPP) testing data below:
YRCS school-wide scores on the CAASPP Smarter Balanced Assessment increased in both areas (Mathematics and English/Language Arts). Mathematics scores increased from 36% meeting or exceeding the state standard in 2014 / 2015 to 47% meeting or exceeding the state standard in 2015 / 2016, showing an increase of 11 percentage points. English/Language Arts scores increased from 46% meeting or exceeding the standard in 2015 to 64% meeting or exceeding the standard in 2016, showing an increase of 18 percentage points.
California and YRCS CAASPP Score Comparison
for English / Language Arts
(scores represent students meeting or exceeding state standards in Grades 3-8)

- California-wide: English / Language Arts
- YRCS: English / Language Arts

The above chart shows YRCS school-wide scores on the CAASPP Smarter Balanced Assessment in English / Language Arts as compared to California state-wide scores in English / Language Arts for students in Grades 3 - 8, meeting or exceeding the state standard. In 2015, 46% of tested YRCS students met or exceeded the standard, compared to 42% state-wide, showing YRCS to be 4 percentage points above the state-wide results. In 2016, 64% of tested YRCS students met or exceeded the standard, compared to 47% state-wide, showing YRCS to be 17 percentage points higher than state-wide results.

(scores represent students meeting or exceeding state standards in Grades 3-8)

![Bar chart comparing California-wide and YRCS Mathematics scores for 2014-2015 and 2015-2016.]

The above chart shows YRCS school-wide scores on the CAASPP Smarter Balanced Assessment in Mathematics as compared to California state-wide scores in Mathematics for students in Grades 3 - 8, meeting or exceeding the state standard. In 2015, 36% of tested YRCS students met or exceeded the standard, compared to 34% state-wide, showing YRCS to be 2 percentage points above the state-wide results. In 2016, 47% of tested YRCS students met or exceeded the standard, compared to 37% state-wide, showing YRCS to be 10 percentage points higher than state-wide results.
Use and Reporting of Data

YRCS is committed to collecting, analyzing and reporting data on student achievement in order to continuously improve:

**Professional Learning Community:** YRCS teachers will continue to engage in the study of student work in order to develop common understandings and expectations regarding quality work. Collaboration between teachers facilitate the exchange of best practices and is made possible by regular scheduled professional collaboration time. In addition, teachers will continue to regularly engage in peer classroom observations so that school-wide practices continue to improve.

**Parent and Community Partnerships:** Parents and the school community will be regularly updated regarding the philosophy and process of assessment. Specifically, information on how students are progressing toward their goals will be shared at key intervals via progress reports, trimester and end of year reports, newsletters, meetings, accountability reports, YRCS website, etc. Additional correspondence will be provided as necessary.

Parents will participate in conferences and class meetings at which the teacher will share student portfolios and other accomplishments. Parents will be asked to complete a survey that measures parent satisfaction and solicits ideas for change and improvement. YRCS will compile the information gathered from such surveys and evaluate the results.

Public forums, regular class meetings and numerous parent development workshops and parent education events will be held for all grades. Completed student projects, both individual and group, will be shown and used as springboards into essential learning conversations. Parents will be able to learn about the expectations for students work, and then directly observe both their own student’s work, as well as that of other students during public exhibitions. This will allow partners to become true partners in the assessment process.

**Reporting:** The school will compile data to meet district, county, and state reporting needs in the form best suited for integration with existing information systems. For example a School Accountability Report Card (SARC) will be developed annually by the YRCS Director and will be made available to the Board of Directors, parents, district staff and members of the public by posting on the CDE’s public website. Student demographic and attendance data will be submitted to the state in accordance with current requirements of public schools. The Administration will regularly update key stakeholder groups.
Schools of Choice: Charter schools are schools of choice; their success is reflected in the retention of students. As a measure of accountability, YRCS will strive for exceptionally high student re-enrollment rates (excluding exiting graduates and families relocating out of the area). Parents of both returning and exiting stunts will be asked to indicate how the YRCS program has met or not met their expectations and/or needs. This information will be analyzed and review by Administration and reported to the Board of Directors.

Local Control and Accountability Plan: The compilation and analysis of data is part of the Local Control and Accountability Planning process. In order to determine the prioritized areas of growth and the school’s annual LCAP goals, as well as to determine the progress toward achieving those goals, the school will collect data and report it to key stakeholders during the annual planning process, and as part of the LCAP itself.

Summary: YRCS believes that the most effective educational programs embed assessment, evaluation and accountability into pedagogy and school-wide systems. We will continue to make every effort to provide all stakeholders, especially parents, with opportunities to be part of improvement efforts of the school. Collection, analysis and then widespread distribution of data improves student outcomes as well as ensures overall school success.
ELEMENT #4: GOVERNANCE STRUCTURE

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

The operating bodies of the school are the YRCS Board of Directors, the school administration, the Faculty, and the Parent Council. YRCS has established itself as a California nonprofit (501 (c)(3)) nonprofit public benefit organization. The Charter School will operate autonomously from the County, with the exception of the County’s supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, operated as a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law.

The County has oversight and supervisory responsibilities only as required by law, and will be allowed to inspect or observe any part of YRCS at any time. The day-to-day work of the school shall be performed by the school administration and the faculty with the Parent Council having an advisory role. The Board of Directors has the final responsibility and is accountable for the school and its operations.

Attached, as Appendix B, please find the Charter School Articles of Incorporation, Corporate Bylaws, and Conflicts Code.

Board of Directors

YRCS is governed by a Board of Directors with three parent representatives, three teacher representatives and up to three community members, chosen in accordance with the bylaws of the YRCS. These bylaws determine how future council members are added to the council and the length of their terms. A balance of membership is sought; the council ensures that there will never be a majority on the council of parents of children attending YRCS. All members will excuse themselves from promoting or participating in any issue that would be an actual or perceived conflict of interest, whether business related or personal. If conflict of interest issues arise, members recuse themselves from the discussion and the vote on the particular issues. The board meets on a monthly basis throughout the year. The board has approved a conflict of interest policy and all members file a form 700 with the Nevada County Board of Supervisors.

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The Board of Directors is the entity which is held accountable for the operation of the school. It is the responsibility of the Board of Directors to develop policies and put them in writing, so they serve as guidelines and goals for the successful and efficient functioning of the school. It will annually evaluate and update its policies.

The Board of Directors' functions include:
- Overseeing that the school's program and operation are faithful to the term of its charter, bylaws, policies, and its mission statement;
- Adopting policies that further clarify and assist in maintaining the YRCS Mission and Educational Program;
- Ensuring that the school's academic programs are successful. All YRCS academic programs are evaluated and reviewed annually by the Board of Directors. Evaluations are used to determine the effectiveness of the programs and provide direction for improvements;
- Ensuring that the school is financially solvent by planning and budgeting to meet the school's goals;
- Hiring the Director and evaluating his/her performance yearly;
- Approving the hiring and termination of staff;
- Evaluating the school's effectiveness by monitoring staff, parent, and student perspectives;
- Creating, serving on, and appointing people to necessary committees;
- Developing strategic planning and approving short and long term goals;
- Providing board orientation to all members, which includes introduction to the school and curriculum, classroom visits, and a binder of policies and information.

All Board of Directors members will strive toward continuous operational improvement and will set goals for training in one or more of the following areas: Waldorf curriculum, non-profit management, the Brown Act, effective meetings, policy development, and human resources oversight. The Board of Directors is responsible for all future modifications to the school's charter. Any such modifications require a two-thirds vote of the full council. Material revisions to the charter must be approved by the County prior to implementation. The County will be notified, in a timely manner, of all council meetings and agendas. All meetings are conducted in accordance with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) ("Brown Act").

School Administration

The Director shall represent the school administration and shall report directly to the Charter Council.

Some of the Administration's duties are to:
- Ensure the school’s educational program meets county, state and federal goals for academic performance;
- Assist and coordinate with faculty ongoing student assessment and evaluation tools;
- Oversee student admissions, attendance, and student records;
- Oversee special education program;
- Prepare the School Academic Report Card annually;
- Establish procedures to carry out the policies adopted by the Board of Directors;
- Evaluate and implement school safety plans;
- Supervise and evaluate annually all employees of the school;
- Compile hiring committees that include all stakeholders to oversee the hiring of all faculty and staff;
- Be the direct liaison between YRCS and Nevada County Superintendent of Schools (NCSoS);
- Be the direct liaison between YRCS and the community;
- Annually prepare and submit a budget to the Board of Directors;
- Maintain appropriate fiscal and program records necessary for annual audits;
- Propose to the council policies for discussion and possible adoption by the charter council;
- Oversee formal disagreements and complaints according to policy;
- Support council functions such as preparing agendas, board packets, and record keeping;
- Participate with the faculty in ongoing curriculum training in alignment with the Mission and Educational Program, so as to provide effective, informed oversight.

Faculty

The class teachers, who constitute the faculty, provide the day-to-day teaching of the children and as a group are the primary resources of the school. The faculty and support staff, including specialty teachers and classified paraprofessionals, shall report to the school administration. Some of the duties of the faculty are:

- The faculty, working with the administration, is responsible for the curricular development and implementation;
- The faculty, working with the administration, will assist and coordinate ongoing student assessment and evaluation tools;
- Participate in ongoing curriculum and pedagogical training in alignment with the Mission and Educational Program;
- The faculty will work with parents in the creation and development of special activities of the school;
- The faculty will provide active, representative participation in each sphere of YRCS governance through appointment of liaisons;
- The faculty will promote the school’s mission and goals by fostering parent-teacher communication. Faculty members will hold regular class meetings and participate in
the life of the school, including festivals, celebrations, outreach activities, and parent education seminars;
- The faculty will serve as advocates for students and connect them to support services, activities, and opportunities. Faculty members will be cognizant of behavioral or academic changes in students that may warrant further attention.

Parent Council

YRCS serves the needs of the children and their families. The Parent Council represents all parents of YRCS, referred to collectively as the Parent Guild. They meet on a monthly basis during the school year and:
- Serve as a forum for the discussion of matters of interest and concern to the parents of the school;
- Act as a communication channel between the parents and other individuals and groups;
- Coordinate and sponsor committees, clubs, and other activities that contribute to the life of the school;
- Coordinate fund-raising activities and oversee the allocation and disbursement of funds that have been raised with oversight from the Business Manager for Parent Council functions;
- Operate under the direction of the Board of Directors;
- Provide for the support of the sports program;
- Report to the Board of Directors.
ELEMENT #5: EMPLOYEE QUALIFICATIONS

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

Overview

YRCS is committed to hiring staff members who support our educational philosophy and vision. YRCS faculty will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. Faculty will also have or pursue training in curriculum inspired by Waldorf education and receive on-the-job mentoring by a Curriculum Specialist.

In addition, staff should display a passion for lifelong learning, strive for excellence in their chosen field, and be flexible and innovative. The Board of Directors shall define specific employee minimum qualifications that shall include, but not be limited to the following:

- Appropriate certifications as required for a specific position.
- Willingness to continue education through additional courses and training in Waldorf education, workshops, seminars and staff development.
- Willingness to commit time, energy, and effort in developing YRCS’s program.
- Belief in the basic philosophy of emphasizing a curriculum inspired by Waldorf education.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Awareness of the social, emotional, and academic needs of students.
- Ability to plan cooperatively with other staff.

YRCS is an equal employment opportunity employer. YRCS will not discriminate against any employee on the basis of 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. YRCS will adhere to state laws regarding fingerprinting, drug testing, and the Charter School’s policies pertaining to the safety and health of all employees and students. All employees of YRCS will be required to have a criminal record summary on file as described in Education Code Section 44237. An employee will not be permitted to begin work until the Department of Justice has cleared that individual.

All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing.
- Proof of fingerprinting and criminal record check for the Department of Justice.
- Full disclosure statement regarding prior criminal record, if any.
- Legal status to be employed by YRCS.

**Director**

The Director will manage the Charter School. His/her responsibility will be the day-to-day operation of the program as outlined in the job description and employment contract. Qualifications for the position of Director will include, but not be limited to:

- Attainment of a Bachelors degree;
- Commitment to the educational vision of Charter School;
- Demonstrable understanding of educational philosophy, curriculum, and resources, grades K-12;
- Understanding of education law;
- Experience that demonstrates the ability to organize, motivate, delegate, and manage;
- Strong written and oral communication skills;
- Preference will be given for the following: advanced degrees, administrative services credential, teaching credential, additional public or private education or administrative experience, management experience in any field, public speaking ability, current or prior service on a school board or charter school board, fluency in foreign languages.

**Business Manager**

The Business Manager will be responsible for all business functions of the school; including preparation of budgets, interim financial reports, unaudited actual financial reports, preparation of all payroll, accounts payable and receivable, journal entries,
budget transfers, personnel records, insurance files, and recommendations to the Director and the Board of Directors regarding finances, accurate projections of finances and closure of school books in accordance with California School Accounting Manual and all State Accounting Code Structure (SACS) reporting requirements plus other assignments as necessary.

Qualifications for the position of Business Manager will include but not be limited to:

- Preference of three years full charge experience managing business operations of a California public school or school district;
- Bachelor’s degree in accounting, public administration, business administration or CPA certification (this requirement may be offset by years of experience).

All Charter School hiring practices will comply with federal and state anti-discrimination laws.

Teachers
Yuba River Charter School employs a teaching staff that holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing that teachers in other public schools would be required to hold pursuant to Education Code Section 47605.6(l). Teachers are required to demonstrate a strong commitment to educating the whole child through active participatory learning; and must have the ability and background to incorporate art, music, drama, and storytelling into the integrated curriculum. Teachers participate in ongoing professional development approved by school administration.

YRCS employs teaching staff members that meet the highly qualified teacher and paraprofessional requirements of all relevant federal and state mandates associated with funding received by YRCS. Credentialed teachers are appropriately assigned. English learners will be served by credentialed teachers holding a CLAD credential or the equivalent.

Credentialed teachers teach the core academic classes of mathematics, English / language arts, science, and history / social studies. They are responsible for overseeing the students’ academic progress and for monitoring, grading and matriculation decisions as specified in the school’s operational policies. Staff job descriptions are on file with YRCS.
In addition, the following qualifications are considered in recruiting teachers:

- A continuing passion for learning and striving for professional excellence;
- Intelligence, flexibility, and openness to the process of personal growth;
- Skillfulness in communication;
- Genuine compassion for the unique differences in individuals.

YRCS also has instructional staff who does not teach the core curriculum nor college preparatory courses. As per Education Code Section 47605.6(l), these instructional support staff are not bound by credential requirements however preference is given to candidates who possess an appropriate credential. They are required to possess an appropriate mix of subject matter knowledge, professional expertise and demonstrated capacity to work successfully in an instructional milieu. Professional service agreements are used to hire such classified staff to lead specialty classes and activities. Although these staff members have the qualifications requisite for the tasks they are to perform, immediate supervision and classroom management is provided by appropriately credentialed teachers. Instructional assistants at the charter school support the core-curriculum staff in both regular and special education. The instructional assistants only assign student work with the approval and supervision of their overseeing teacher. Non-instructional staff possesses the necessary experience and skills to meet the requirements of the assorted duties.

All teachers and instructional assistants are expected to adhere to the YRCS Mission Statement and Educational Program, including the prohibition of the advancement or promotion of any particular religious doctrine. Such advancement will constitute grounds for dismissal.
ELEMENT #6: HEALTH AND SAFETY

**Governance Law**: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

–California Education Code Section 47605.6 (b)(5)(G)

In order to provide safety for all students and staff, the Charter School has adopted and implemented health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. As such policies are subject to regular updating and amending based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier, these policies may often be updated.

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

**Procedures for Background Checks**
Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice and receive a clear criminal record summary. Prior to commencing employment, the School Director will monitor compliance with this policy. The Board of Directors Chair will monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Role of Staff as Mandated Child Abuse Reporters**
All employees will be mandated child abuse reporters and will follow all applicable reporting laws.

**TB Testing**
The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment and working with students. This requirement shall also apply to regular parent volunteers.

**Immunizations**
The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075 and State Bill 277.
CPR/First Aid Training
All certificated and first responders should maintain proper CPR/First Aid certification.

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

Vision/Hearing/Scoliosis
The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Oral Health Examinations
The Charter School will require its students to comply with all oral health examinations pursuant to Education Code Section 49452.8.

Emergency Preparedness
The Charter School will adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan will include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a public school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School. If the School is not situated on a public school site, it will develop its own Emergency Preparedness Plan specific to the site. Currently the Charter School occupies a facility that was previously used as a public school; Nevada City Elementary in Nevada City, California.

Blood Borne Pathogens
The Charter School will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Charter School has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). This plan includes the annual training of staff. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

Diabetes
The Charter School provides an information sheet regarding Type 2 diabetes to the parent or guardian of any incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
1. 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 prevention of methods of Type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Drug Free/Alcohol Free/Smoke Free Environment
The Charter School will maintain a drug, alcohol and tobacco-free workplace.

Integrated Complaint and Investigation Procedure
The Charter School will utilize a uniform complaint procedure to centralize all complaints and concerns coming into the school. Under the direction of the Board of Directors, the School Director will be responsible for investigation, remediation, and follow-up on matters submitted through this procedure. The Board of Directors will periodically review a log book of formal complaints.

Comprehensive Sexual Harassment Policies and Procedures
The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has policies and procedures in place to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, student to employee, and student to student misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

School Facility Safety
The Charter School will 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. The Charter School agrees to test, or if in a district owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School will conduct fire drills monthly. As is current practice with all schools, if the Charter School's students are at some future point housed at facilities belonging to the District, the Charter School will operate under the provisions of the School Safety Plan of the facility where it is housed. If the Charter School is not operating under the School Safety Plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education Code Section 32286(a)
ELEMENT #7: NON-DISCRIMINATION AND RACIAL AND ETHNIC BALANCE

_Governing Law:_ 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.

–California Education Code Section 47605.6 (b)(5)(H)

In order to fulfill our vision of a diverse, interdependent school community, we strive to have many ethnic groups represented in our student and staff population. School outreach efforts are designed to reach a broad and balanced audience. Lottery selection allows for fair and equitable selection of students in the event that more students apply than can be accommodated. Sibling preference and preference for children of employees helps retain families committed to the educational program.

YRCS will be secular in its programs, admissions policies, employment practices, and all other operations, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, disability, or any of the characteristics listed in Education Code Section 220. In addition, admission to YRCS will not be determined according to place of residence of the students or their parents/guardians, except as required by Education Code Section 47605.6(e)(2). As part of that process, YRCS will be certain to provide parents with a very clear and accurate picture of the YRCS learning experience so they can make the most appropriate choices for their children.

YRCS utilizes a broad reaching student recruiting effort, thereby ensuring outreach to families with a wide variety of racial, ethnic, and socioeconomic backgrounds. In addition, certain subgroups may be targeted for extra recruitment efforts in order to achieve a pool of potential students that reflects a student population representing Nevada County area's ethnic diversity. Partnerships and outreach efforts using a variety of community and youth organizations may aid in this process. Promoting school-wide respect and knowledge of other cultures and languages through a variety of activities, including multicultural school celebrations involving the community also aids in the development of a diverse school community. Consideration of each family's culture and circumstances will be given in all activities where parental involvement or support is required.

The school’s student information system allows accurate collection and analysis of the school’s demographic data. The data collected in this way is then used to generate reports to YRCS, the County and the state. The demographic information of the students currently enrolled at YRCS is included on page 27 and 28 of this document.
Analysis of demographic information may also be used to evaluate and modify the school’s outreach and recruiting strategies when necessary.

Targeted Recruitment Plan

Yuba River Charter School shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the Nevada County Superintendent of Schools. Students shall be considered for admission without regard to ethnicity, national origin, gender, or disability.
ELEMENT #8: ADMISSION REQUIREMENTS

_Governing Law:_ Admission requirements, if applicable.
—California Education Code Section 47605 (b)(5)(H)

The Yuba River Charter School shall admit all pupils who wish to attend the Charter School up to capacity. No test or assessment shall be administered to students prior to acceptance into the Charter School. YRCS shall not charge tuition. Each family is requested to donate a minimum of 5 hours of parent volunteer service per month. The Charter School will provide a wide variety of volunteer opportunities to the community. All families must complete a written application and are requested to sign a parent commitment regarding their volunteer participation.

Pupils will be considered for admission without regard to actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or 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.

APPLICATIONS FOR ENROLLMENT

To receive an application for enrollment, parents must first attend a Parent Information Meeting which includes a campus tour and an informational meeting. Following the Parent Information Meeting, an Application for Enrollment and an Enrollment Questionnaire must be completed and submitted to the Enrollment Coordinator. Applications for enrollment are accepted throughout the year. At the end of each open enrollment period, applications are prioritized based on the Priority Categories listed below. A random public drawing (hereinafter “lottery”) is then held to determine placement on a waiting list. If a class has no waiting list, the enrollment process may begin immediately.
### CLASS CAPACITY AND AGE ELIGIBILITY

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Class Capacity</th>
<th>Age Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten - Lavender / Rose (site-based; year 1)</td>
<td>8 \ 8</td>
<td>5 years of age by April 15 of the current school year</td>
</tr>
<tr>
<td>Kindergarten - Lavender / Rose (site-based; year 2)</td>
<td>13 \ 13</td>
<td>6 years of age by April 15 of the current school year</td>
</tr>
<tr>
<td>Kindergarten - Sweet Pea (classroom-based home study; year 1)</td>
<td>6</td>
<td>5 years of age by April 15 of the current school year</td>
</tr>
<tr>
<td>Kindergarten - Sweet Pea (classroom-based home study; year 2)</td>
<td>6</td>
<td>6 years of age by April 15 of the current school year</td>
</tr>
<tr>
<td>Kindergarten - Honey Dew (classroom-based home study; year 1)</td>
<td>4**</td>
<td>5 years of age by April 15 of the current school year</td>
</tr>
<tr>
<td>Kindergarten - Honey Dew (classroom-based home study; year 2)</td>
<td>7**</td>
<td>6 years of age by April 15 of the current school year</td>
</tr>
<tr>
<td>Grade 1</td>
<td>29</td>
<td>7 years of age by April 15 of the current school year*</td>
</tr>
<tr>
<td>Grade 2</td>
<td>29</td>
<td>8 years of age by April 15 of the current school year*</td>
</tr>
<tr>
<td>Grade 3</td>
<td>29</td>
<td>9 years of age by April 15 of the current school year*</td>
</tr>
<tr>
<td>Grade 4</td>
<td>29</td>
<td>10 years of age by April 15 of the current school year*</td>
</tr>
<tr>
<td>Grade 5</td>
<td>29</td>
<td>11 years of age by April 15 of the current school year*</td>
</tr>
<tr>
<td>Grade 6 - 8</td>
<td>29</td>
<td>Students that have matriculated the previous grade from another school must turn the eligible age by September 1 of that school year.</td>
</tr>
<tr>
<td>Farm Home Study Program (classroom based home study)</td>
<td>7 - 9 per grade** \ (total capacity 23)</td>
<td>Age requirements for Home Study are the same as the site-based program.</td>
</tr>
<tr>
<td>Non-classroom based Home Study Program</td>
<td>Limit of 10 students per educational specialist**</td>
<td></td>
</tr>
</tbody>
</table>

*This includes students that matriculated a grade from another school that are not age eligible based on YRCS policy for Kindergarten and Grades 1-5.

**Home Study cannot exceed 20% of annual enrollment for site-based students including Sweet Pea and Honey Dew students.
OPEN ENROLLMENT PERIODS

Annual open enrollment periods start the first day after the close of the previous open enrollment period and end on the dates indicated below.

For Kindergarten Site-based and Home Study Programs

The open enrollment periods for Kindergarten are March 1 and August 10 for the following school year and December 10 for the current school year, only when waiting lists are exhausted and for children turning 5 years of age between December 2 and December 15 of the current school year. All children in the December 15 lottery must apply to be in the March 15 lottery of the following school year.

For Grades 1 - 8

There are three open enrollment periods that end of April 10, August 10 and December 10.

The deadline for submitting enrollment application to be part of the lottery for that period is the ending date of each open enrollment period.

LOTTERY PROCESS

Within each enrollment priority category, a lottery is held to determine the order of placement within that category. This order of placement is called a “waiting list”.

The lottery process is as follows:

- The lottery of reach category is held at noon on the 15th day following the close of an open enrollment period.
- The lottery is coordinated by a committee consisting of the Enrollment Coordinator and a member of the office staff.
- Applicant names are selected in a blind draw and placed in the category on the waiting list in the order of selection referred to as the order of placement herein.
- The waiting lists are maintained by the Enrollment Coordinator.

LOTTERY DATES

- March 15 (Kindergarten only) for following school year
- April 15 (Grades only) for following school year
- August 15 for upcoming school year
- December 15 for current school year only
If the 15th falls on a weekend, holiday or break day, the lottery will be held on the next business day.

KINDERGARTEN APPLICANTS

To be eligible for the March 15 lottery for the next school year, children must be turning 5 years of age by December 1 for site-based programs and September 1 for non-classroom based home study programs.

Transitional Kindergarten

YRCS Kindergartens are mixed-age and participate in Transitional Kindergarten and applies only for those children turning 5 years of age between September 1 and December 1. All Transitional Kindergarten students with birthdates between September 1 and December 1 will matriculate to the Kindergarten program the following school year.

PRIORITY CATEGORIES FOR KINDERGARTEN

Applicants are placed in enrollment priority categories as follows:

1) Children and grandchildren of employees currently working at YRCS. (Employee is defined as anyone contracted to work at least 100 annual hours during the school year.)

2) Siblings of students currently enrolled in YRCS site-based program. This does not include siblings of students enrolled in home study programs.

3) Siblings of students currently enrolled in home study programs requesting home study.

4) The categories below all fall under category #4:
   - Siblings, children and grandchildren of alumni of YRCS. Alumni are defined as graduates of YRCS or students who have previously attended YRCS for at least four years.
   - Children enrolled by December 1 in Little Creek Nursery Program. (Children enrolled after December 2 will be placed in priority category # 5.)

5) Children whose parent/guardian resides in Grass Valley School District.
6) Children whose parent/guardian resides in Nevada County.
7) All other applicants not listed in the categories above.
ALL CLASSES ENROLLMENT PRIORITY CATEGORIES

Children and grandchildren of employees may displace an applicant within any enrollment priority category at any time.

Currently enrolled site-based students have continue-enrollment priority under the law. Little Creek, Sweet Pea and Honey Dew Kindergarten, the Home Study Farm Program and non-classroom based home study students are not considered currently enrolled site-based students for purposes of this policy.

Should a class remain below capacity and there are no applicants on the waiting list, applicants who submit an application for enrollment after the end of the last open enrollment period will be offered placement in the class based on enrollment priority categories and the date the application was received.

PRIORITY CATEGORIES FOR GRADES 1 - 8 AND HOME STUDY PROGRAMS

Applicants are placed in enrollment priority categories as follows:

1) Children and grandchildren of employees currently working at YRCS.
2) Currently enrolled students in the site-based program.
3) Siblings of students currently enrolled in site-based program. This does not include siblings of student enrolled in home-based / home study programs.
4) Siblings of students currently enrolled in non-classroom based home study program requesting non-classroom based home study program (for Home Study program only.)
5) Siblings and children of alumni of YRCS. Alumni are defined as graduates of YRCS or students who have previously attended YRCS for at least four years.
6) Students currently enrolled in the Yuba River Home Study Program.
7) Children whose parent/guardian resides in the Grass Valley School District.
8) Children whose parent/guardian resides in Nevada County.
9) All other applicants not listed in the categories above.

STUDENT RECORDS

YRCS will comply with the Family Educational Rights and Privacy Act (FERPA), 20 USC 1232(g) California Education Code sections 49060 - 49084 in order to provide protection for student records.

*Please see attached Enrollment Policy for further detail regarding school enrollment procedures.
ELEMENT #9: ANNUAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the State Board of Education, and the manner in which audit exceptions and deficiencies shall be resolved. Education – California Education Code Section 47605.6(b)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles and as required by applicable law. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The County shall contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices for the Charter School. The auditor will have, at a minimum, a CPA, educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
ELEMENT #10: PUPIL SUSPENSION AND EXPULSION

*Governing Law:* The procedures by which pupils can be suspended or expelled.
- California Education Code Section 47605.6(b)(5)(J)

The school will notify the County of any expulsions and will include suspension and expulsion data in its annual performance report. Please see the attached expulsion policy for a detailed description of Suspension/Expulsion Procedures.
ELE\nMENT #11: RETIREMENT SYSTEMS

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

- California Education Code Section 47605.6(b)(5)(K)

All full-time certificated employees at the Charter School will participate in the State Teachers Retirement System ("STRS"). All classified employees shall participate in the federal social security system and participate in the Public Employees Retirement System (PERS). Staff may have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school's employee policies. The Director shall be responsible for ensuring that appropriate arrangements for coverage are made.
ELEMENT #12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

_Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school._

--California Education Code Section 47605.6(b)(5)(O)

No student may be required to attend the Charter School. Students who choose not to attend the Charter School may attend school within their district of residence according to that respective district’s policy or at another school district or school within the district through the district’s intra- / inter-district policies. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.
ELEMENT #13: EMPLOYEE RIGHTS OF RETURN

Governing Law: A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.

–California Education Code Section 47605.6(b)(5)(P)

No public school County employee shall be required to work at YRCS. Persons employed by YRCS are not also employees of the County. Employees of the County who resign from employment to work at YRCS and later wish to return to the County will have no automatic rights of return to the County after employment by the Charter School unless specifically granted by the County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in the County after employment in the school that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.
ELEMENT #14: DISPUTE RESOLUTION

*Governing Law:* The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

- *California Education Code Section 47605.6*(b)(5)(L)

The YRCS Board of Directors has adopted policies and processes for airing and resolving internal and external disputes.

The County (NCSoS) agrees to refer all complaints regarding the school’s operations to the Director for resolution in accordance with the school’s Communication Model and Conflict Resolution policies. Parents, council members, volunteers and staff will be provided with a copy of the Communication Model and Conflict Resolution policies and will agree to work within this framework.

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

The Charter Council will adopt policies and processes consistent with this Charter for airing and resolving internal and external disputes.

**Internal Dispute Resolution**

The Board of Directors has created an internal dispute resolution procedure that shall be binding on students, parents, volunteers, Charter School personnel, and Board of Directors members. All members of the school community will be provided with a copy of the Charter School’s internal dispute resolution procedure and will agree to work within it. The Board of Directors shall have authority to make final determinations regarding all internal disputes.

The County agrees to refer all complaints regarding the Charter School’s operations to the Director for resolution in accordance with the Charter School’s adopted policies. In the event that the policies and processes fail to resolve the dispute, the County Board agrees not to intervene in the dispute without the consent of the Board of Directors unless the matter directly relates to one of the reasons specified in law for which a Charter may be revoked.
Disputes Between the Charter School and the Authorizer

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

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

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

If this joint meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.
ELEMENT #15: PUBLIC SCHOOL EMPLOYER

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

The Yuba River Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act ("EERA," Government Code §§ 3540, et seq.). YRCS shall comply with the EERA.
ELEMENT #16: CLOSURE PROCEDURES

**Governing Law:** A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

-- California Education Code Section 47605.6(b)(5)(Q)

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

The Board of Directors will promptly notify parents and students of the Charter School, the Nevada County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board of Directors will ensure that the notification of closure to the parents and students of the Charter School provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board of Directors’ decision to close the School.

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

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The School will ask the County to store original records of Charter School students. All records of the School shall be transferred to the County upon School closure. If the County will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.
All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

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

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

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

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
As specified in Budget and Cash Flow in Exhibit E, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

**Notification to Receiving Districts**

The Charter School or authorizing entity should notify any school district that may be responsible for providing education services to the former students of the Charter School so that the receiving district(s) may assist in facilitating student transfers.
MISCELLANEOUS PROVISIONS: OVERSIGHT, REPORTING and ACCOUNTABILITY, AND BUDGET

OVERSIGHT

Annual Report
An annual report from YRCS to the County will be presented in the fall of the next school year. This Annual report is YRCS's evaluation of themselves and their progress during the previous year.

Revision
Material revisions to the provisions of this charter shall be governed by the same standards and criteria that apply to new charter petitions, in accordance with California State Education Code Sections 47607 and 47605. Subsequent to its initial approval, any charter school seeking to establish an additional site within the geographic boundaries of the County shall request a material revision of its charter, in accordance with California Educational Code 47605.6(a)(3).

Term
The charter shall have a five-year term beginning July 1, 2017 and ending June 30, 2022.

Severance
The terms of this charter contract are severable. If any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the County and the Board of Directors. The County and YRCS agree to meet and discuss and resolve any issues or differences relating to invalidated provisions in a timely and good faith fashion.

REPORTING AND ACCOUNTABILITY

A. BUDGETS

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.*
- *California Education Code Section 47605.6(h)*
The Yuba River Charter School annually develops budgets and cash flow analysis. The proposed budgets with a five year financial projections are currently in the possession of NCSoS. Annual budgets are submitted each year of operation to the County by the deadline established in the Charter Schools Act. The budget is reviewed regularly by the Yuba River Charter School Board of Directors.

Budget Development
The Yuba River Charter School administration, working in tandem with business management personnel and a Budget Advisory Committee, will prepare and submit a proposed budget for the upcoming fiscal year to the Yuba River Charter School Board of Directors prior to its May meeting. The Board of Directors will review and modify the budget as needed. Following Board of Directors approval, this preliminary budget will be submitted to County in accordance with legally required timelines. A revised school budget will be developed, adopted and submitted to County following adoption of the state’s annual budget.

Fiscal Year: The fiscal year for Yuba River Charter School will be July 1 through June 30.

B. FINANCIAL REPORTING

Yuba River Charter School’s staff will provide regular financial reports to the Yuba River Charter School Board of Directors. To the extent possible and practical, financial data will be reported and budgets will be developed in a format consistent with the State Accounting Code Structure (SACS). Following review by the Board of Directors, financial data will be reported to the County in accordance with existing charter school law. Financial data for the Charter School will be reported to the state via the County, except in cases where the law requires charter schools to report directly to the state. For example, the year end unaudited actual financial report will be approved by the Yuba River Charter School Board of Directors, then submitted to the County, who in turn submits the report to the state. In other situations, such as the annual independent audit, the Charter School will submit copies directly to the Nevada County Office of Education and the California Department of Education as required by law.

At a minimum, the following fiscal reports will be completed and submitted as currently required for charter schools:

- By July 1, a preliminary budget for the current fiscal year.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the
Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, State Department of Education and the Nevada County Office of Education.

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

- By September 15, a final un-audited report for the full prior year. As per Ed Code Section 42100, YRCS will approve, in the format prescribed by the State Superintendent of Public Instruction, an unaudited annual statement of all receipts and expenditures for the preceding fiscal year. This statement will then be filed with the Nevada County Office of Education and the California Department of Education.

The Charter School may provide additional fiscal reports as requested by the County.

Fiscal Policies
Over the duration of this charter, Yuba River Charter School will work to create updated fiscal policies and internal procedures to accurately reflect its current practices. In order to ensure responsible fiscal management, Yuba River Charter School will consult with its independent auditor, its business consultants and County staff in developing future improvements to these policies.

Attendance Accounting
Accurate attendance accounting is crucial to the fiscal well being of a charter school. Yuba River Charter School uses SchoolPathways, a student information and attendance accounting system used by many other charter schools in California. SchoolPathways records and reports student attendance and average daily attendance (ADA) totals. If Yuba River Charter School also implements an Independent Study component to the program, the school will develop accurate and sophisticated systems for documenting student attendance in compliance with California Independent Study requirements. Yuba River Charter School will meet all requirements for certifying the charter school's ADA and generating the required state forms.

C. INSURANCE

Yuba River Charter School holds Liability, Workers' Compensation, Property, Directors and Officers insurance. The following limits have been identified as the minimum amounts of coverage in the various areas:
• Comprehensive General Liability including Directors and Officers: $1,000,000 per occurrence, $2,000,000 aggregate
• Excess Umbrella Liability: $5,000,000
• Workers’ Compensation: complies with current statutory limits in accordance with California Labor Code.

Health insurance is currently provided to all full-time staff (working over 30 hours per week) through Blue Cross of California. The same eligible staff are also provided a $50,000 Term Life Insurance Policy. Yuba River Charter School administration, with Board of Directors approval, has the option to utilize other insurance carriers or insurance plans as they deem necessary.

Yuba River Charter School will continue to maintain and keep in force such insurances as Worker’s Compensation, Liability and Property Damage, as will protect it from claims under Workman’s Compensation Acts and also such insurance as will protect it from any other claims for damages for personal injury, including death, and claims for any damages to any property of Yuba River Charter School, or of the public, which may arise from operations under this charter, whether such operations be by Yuba River Charter School or by any subcontractor or anyone directly or indirectly employed by any of them. Insurances will also include health, general liability (including school operation, extra-curricular activities and parent volunteer activities), property and Director’s and Officer’s liability coverage.

Yuba River Charter School will provide to the County copies of all appropriate verifications or certificates of insurance as requested.

D. ADMINISTRATIVE SERVICES

* **Governing Law:** The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the school are to be provided.

– California Education Code Section 47605.6(h)

Yuba River Charter School has a structure in place to provide for business and administrative services, which include human resources, financial management and accounting, admissions and attendance accounting, and payroll. Most services are provided by school administrative staff. Some services, such as, but not limited to, bookkeeping, financial management and payroll services, are contracted with Nevada County Superintendent of Schools. YRCS will have an annual negotiation for business services in a memorandum of understanding with its service provider. Those services will not be linked to authorization by the Charter School's authorizer.
E. PROGRAMMATIC AUDIT

YRCS will compile and provide to the State and County an annual School Accountability Report Card (SARC). This report includes the following data:
- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Fiscal and expenditure data

F. FACILITIES

_Governing Law:_ The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be utilized by the school.
- California Education Code Section 47605.6(h)

Please see Element IV, above, for information regarding the Charter School’s facilities.

G. Potential Civil Liability Effects

_Governing Law:_ The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education.
- California Education Code Section 47605.6(h)

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

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 County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and the County shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The bylaws of the Charter School shall provide for indemnification of the Charter School's Governing Council, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

The Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
### TABLE OF EXHIBITS

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<thead>
<tr>
<th>EXHIBIT</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>A</td>
<td>The Common Core Standards and Waldorf Education Binder</td>
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<td>B</td>
<td>Bullying Prevention Plan</td>
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<td>C</td>
<td>YRCS Enrollment Policy</td>
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<td>D</td>
<td>YRCS Suspension &amp; Expulsion Policy</td>
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<td>Budget and Cash Flow</td>
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<td>F</td>
<td>2015/16 YRCS LCAP Document</td>
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<td>G</td>
<td>School Handbook</td>
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<td>School Calendar and Instructional Minutes</td>
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<td>I</td>
<td>Bylaws</td>
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<td>J</td>
<td>YRCS Strategic Planning Document</td>
</tr>
<tr>
<td>K</td>
<td>School Concern Resolution Policy</td>
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</table>
January 31, 2017

Shar Johns  
Nevada County Office of Education  
380 Crown Point Circle  
Grass Valley, CA 95945  

Dear Ms. Johns:

This letter serves as the official disposition notice of the waiver request submitted for consideration at the State Board of Education (SBE) meeting on January 11, 2017.

Waiver #: 19-10-2016-W-09    Period Recommended: 11/1/2016 to 10/31/2018

**EC Section:** 52852  
**EC Authority:** 52863

**Title:** Request by Nevada County Office of Education under the authority of California Education Code Section 52863 for a waiver of Education Code Section 52852, allowing one joint schoolsite council with a reduced number and composition to function for Earle Jamieson Educational Options and Sugarloaf Mountain Academy small schools.

**Disposition:** Approved with conditions: the SSC must consist of one principal, two classroom teachers (selected by peers), one other school representative (selected by peers), three parents/community members (selected by parents), and one student (selected by peers).

If you have any questions about this waiver request or need further assistance with waiver requests to the SBE, please call the California Department of Education Waiver Office at 916-319-0824.

Sincerely,

Christine Plumb-Gordon, Consultant  
Waiver Office  

CPG:ks
Memorandum

TO: President Larry Meek and Nevada County Board of Education Members

FROM: Regina Reno, Director of Human Resources

BOARD MEETING DATE: February 15, 2017

DATE PREPARED: February 3, 2017

AGENDA: Action Item

TITLE: Superintendent Search: Process and Timeline

RECOMMENDED MOTION: Approve the process and timeline to conduct a Superintendent search to fulfill the superintendent position for the remainder of the term


February 16 – March 3: Position Posted

March 7: Screen applications, select candidates for interview and select interview questions.

Michelle Sexton and Wendy Baker to screen applicants and recommend top three (3) candidates to go to board for interview. Select interview questions. Regina Reno, Director of Human Resources to commission the screening process.

March 7 – 10: Director of Human Resources to conduct reference checks and notify candidates selected for interview.

March 14, 16 or 17: 1:00 P.M: Interview Candidates:

- Interview candidates at public board meeting
- Candidates invited separately
- Board interviews candidates (1 hour each)
- Board Deliberates
- Board makes appointment
Memorandum

TO: President Larry Meek and Nevada County Board of Education Members

FROM: Regina Reno, Director of Human Resources

BOARD MEETING DATE: February 15, 2017

DATE PREPARED: February 3, 2017

AGENDA: Action Item

TITLE: Provisional Internship Permit

RECOMMENDED MOTION: Authorize NCSOS to submit an application for a Provisional Internship Permit for Sherry O’Leary for remainder of the 2016/2017 school year so that the NCSOS Special Education Services can fill an immediate staffing need. A diligent search has been made for a fully-credentialed teacher and one cannot be found.

BACKGROUND:
Each year, we try to maintain and hire highly skilled, fully qualified educators. Sometimes we are faced with vacancies resulting in a shortage of fully qualified educators to fill these positions. For this reason, the Commission on Teacher Credentialing (CTC) requires that we as a District, have a Declaration of Need for Fully Qualified Educators filed each year we anticipate employing teachers; including substitutes, who are not fully credentialed for their assignment but are eligible to obtain an authorization through an emergency type permit, allowing them to teach while completing the requirements of a fully qualified educator. The Declaration of Need for Fully Qualified Educators for 2016/17 was board approved on July 20, 2016.

We have been searching for a fully-credentialed teacher for our Special Education Preschool classroom since one of our teachers submitted her resignation letter in early January 2017. This is a hard-to-fill, high incident area in special education. Early Childhood Special Education is specialized and few educators hold this additional authorization. In fact, this school year, we have filled all of our special education preschool classrooms with emergency permit holders or waivers as we have not had a competitive candidate pool to choose from. In order to continue to provide services, we ask that you approve the submission of the application for a Provisional Internship Permit for Ms. O’Leary so that she may obtain the necessary authorization from CTC.

The Provisional Internship Permit must be authorized at a public meeting by the Nevada County Board of Education in order to submit our application to the CTC. The Provisional Internship Permit is issued for one year and will be backdated to February 13, 2017, pending board approval.

IMPACT:
The Provisional Internship Permit will allow this position to be staffed for the remainder of the school year. There is no fiscal impact.
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## Nevada County Superintendent of Schools
### Program Budget Review
#### 2016/2017

Data thru 01/31/2017 58%

### SUGARLOAF MOUNTAIN JUVENILE HALL PROGRAM

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<tr>
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<td>Revenues - Total</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<td>10,961</td>
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<tr>
<td>32</td>
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<td>37</td>
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<td>Other Services</td>
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<td>0%</td>
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<tr>
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<tr>
<td>42</td>
<td>Food</td>
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<td>EJ / SUGARLOAF COMBINED</td>
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<td>% Actual vs Budget</td>
<td>2016/17 Budget</td>
<td>2015/16 Actuals</td>
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<td>Revenues - Total</td>
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<tr>
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<tr>
<td>17</td>
<td>Other Local Revenue</td>
<td>0</td>
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<tr>
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<td>EXPENDITURES:</td>
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<tr>
<td>23</td>
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<td>5,827</td>
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<td>Insurance</td>
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<td>0</td>
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<tr>
<td>41</td>
<td>Rent &amp; Utilities from Programs</td>
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<td>0</td>
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<tr>
<td>42</td>
<td>Other Services</td>
<td>141</td>
<td>0%</td>
<td>58,268</td>
</tr>
<tr>
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<td>Legal Fees</td>
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<td>0</td>
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<td>46</td>
<td>Food</td>
<td>5,260</td>
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<td>15,300</td>
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<td>Professional Services</td>
<td>10,252</td>
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<td>Direct Service Districts Transfer</td>
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<td>0</td>
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<td>23%</td>
<td>48,071</td>
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<td>54</td>
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</tr>
<tr>
<td>56</td>
<td>SURPLUS/(DEFICIT)</td>
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<td>57</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>58</td>
<td>PROJECTED ENDING FUND BALANCE</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tbody>
</table>
Legislative Action Day

March 21, 2017

REGISTER NOW

The 2017 Legislative Action Day will be held on **Tuesday, March 21, 2017** at the State Capitol in Sacramento. CSBA members can register online using the form below.

Legislative Action Day is a full day of advocacy meetings between school governance leaders and members of the California Legislature and their staff. CSBA staff will schedule advocacy meetings for all participants and provide talking points and advocacy tips - all you have to do is travel to Sacramento and spend the day at the Capitol. We hope you will join CSBA on this important day of advocacy!

Please email [govrel@csba.org](mailto:govrel@csba.org) with any questions about Legislative Action Day.
June 2016

Memorandum of Understanding
Between
The Nevada County Board of Education and Nevada County Superintendent of Schools
And
Farmworker Institute of Education and Leadership Development
regarding
EPIC (Escuela Popular Instituto Campesino) de Cesar Chavez
High School Charter School

WHEREAS, the Nevada County Board of Education ("NCBOE") and Nevada County Superintendent of Schools ("NCSOS") recognize the efforts made by Escuela Popular Instituto Campesino de Cesar Chavez Charter School ("EPIC"), operated by the Farmworker Institute of Education and Leadership Development ("FIELD"), over the past several months to address NCSOS’s identified concerns and to assure compliance with the law and its charter; and

WHEREAS, FIELD, NCBOE and NCSOS wish to ensure that a system is in place to properly monitor and record student attendance; and

WHEREAS, the EPIC charter states: “The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection” and

WHEREAS, FIELD, NCBOE and NCSOS wish to ensure a system is in place for properly delivering EPIC’s high school instruction and it’s vocational program; and

WHEREAS, the EPIC charter states: “The Charter School affirms that all of its students will receive services under the federal Workforce Investment Act of 1998 and are eligible recipients of the same and / or will receive services as members of FIELD’s Local Conservation Corps and are eligible recipients of the same;” and

WHEREAS, the EPIC charter states, “Each student’s supervisor, employed by the client agency, will be directed by a certificated EPIC teacher on matters related to school curricula;” and

WHEREAS, EPIC wishes to provide clarity to NCSOS around the operational mechanics of its vocational program, and in order to ensure that all EPIC students are enrolled in a Workforce Investment and Opportunity Act program and are receiving vocational training, and;
WHEREAS, the EPIC charter states: “Instructors and Learning Center Coordinators will analyze attendance, classroom performance and progress to determine if the student is qualified to participate in Vocational Education hours or projects,” and;

WHEREAS, EPIC’s charter states: “EPIC will utilize “highly qualified vocational instructors” to work with EPIC’s classroom instructors to deliver both academic and vocational courses to meet the minimum of 30 hours a week of contact time. Vocational instructors will be supported by crew supervisors who will assist the instructor in skill development and project monitoring while students are participating in Vocational Education activities. Students must receive a minimum of 10 hours a week of academic instruction;” and

WHEREAS, FIELD, NCBOE and NCSOS wish to ensure that all classrooms are taught by a teacher with properly credentialed teacher as defined in the charter; and

WHEREAS, the EPIC charter states: “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,” and this statement aligns with Section 47605.6(l) of the Education Code, with which EPIC must comply; and

WHEREAS, FIELD, NCBOE and NCSOS wish to ensure that EPIC properly collects average daily attendance (“ADA”) apportionment revenue only for days when there is a properly credentialed teacher in the classroom, including a teacher with a 30-day substitute permit; and

WHEREAS, FIELD, NCBOE and NCSOS remain concerned that EPIC collected ADA for the Bakersfield site for when the required instructional minutes were not provided; and

WHEREAS, the EPIC charter states: “The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D);” and

WHEREAS, FIELD, NCBOE and NCSOS are aware that EPIC has increased the instructional minutes at the Bakersfield learning center to address this issue, notwithstanding the fact that all of the additional instructional minutes planned to be offered by EPIC may not meet the requirement; and

WHEREAS, FIELD, NCBOE and NCSOS remain concerned about EPIC governance; and

WHEREAS, the EPIC charter states: “The Charter School shall comply with the Ralph M. Brown Act,” and that NCBOE and NCSOS both desire evidence that the FIELD Board understands, has been trained on, or is adhering to the Brown Act; and

WHEREAS, the EPIC Charter states: “FIELD shall have authority for all aspects of the Charter School’s operation and education program, including, but not limited to, curriculum, enrichment and extracurricular educational activities, student evaluation, personnel, professional development, budget and finance, facilities and maintenance, admissions, scheduling, community relations, classroom usage, use of school site, safety, discipline, proposals for charter revision and renewal, dispute resolution, and interactions with the granting agency,” and that NCBOE and NCSOS desire evidence that the FIELD Board is assuming ultimate responsibility of the above tasks, and that important items are included on Board meeting agendas; and

WHEREAS, FIELD, NCBOE and NCSOS need to be provided with EPIC student achievement data.
NOW, THEREFORE, THE PARTIES AGREE AND COVENANT AS FOLLOWS:

1. **Student Attendance Records**

   EPIC will provide FIELD and NCSOS with monthly Student Information System attendance printouts, disaggregated by each site to be provided by the 5th but no later than the 15th of the month following the month in question.

   EPIC will provide to FIELD and NCSOS monthly student sign-in sheets as utilized by the classroom teacher to record attendance by the 5th of the month, but no later than the 15th of the month in question.

   This requirement will continue until NCSOS is satisfied that the Charter School is demonstrating the maintenance of accurate attendance records.

2. **EPIC’s Vocational Program**

   EPIC will provide FIELD and NCSOS with quarterly documentation from each teacher that demonstrates the communication between the certificated EPIC teacher and the supervisor from the client agency regarding each individual student’s academic and vocational program. To meet this requirement, once each quarter, each teacher must provide FIELD and NCSOS (compiled and sent as one submission by EPIC) with the documentation of communication for each student enrolled who is participating in a vocational program.

   EPIC will provide FIELD and NCSOS with documentation from each school site that clearly demonstrates that the processes regarding the vocational program described in the charter are occurring.

3. **Teacher Credentialing**

   EPIC will provide NCSOS with an updated staff roster monthly, listing the teachers by site. In addition, next year (2016-17) EPIC will participate in Assignment Monitoring with NCSOS Human Resources staff. After EPIC completes the Assignment Monitoring process, EPIC will develop a plan to come into full compliance with credentialing as described in the charter and applicable law.

   EPIC will adjust ADA for the days there was a teacher in the classroom without a credential. EPIC will provide NCSOS with a revised budget disallowing the ADA by June 30, 2016. NCSOS may consider whether or not it will accept a plan for EPIC to revise the ADA over a period of time, or whether it will be willing to wait until the Commission on Teacher Credentialing determines whether retroactive credential may be issued for selected teachers.

4. **Bakersfield ADA**

   EPIC will provide NCSOS with a revised budget by August 15, 2016, that disallows the ADA for the Bakersfield site during all days on which the minimum instructional minutes were not met, or documentation of how the minimum instructional minutes were met by July 30, 2016. NCSOS can consider whether it will accept a plan for EPIC to revise the ADA over time.
5. Governance

FIELD will post agendas and minutes on its website that demonstrate adherence to the Brown Act. In addition, EPIC will provide evidence that the FIELD Board is actively governing the Charter School as defined in the charter. The Governance section of the EPIC charter shall be revised to include language that the NCBOE may appoint a mutually acceptable member to the FIELD Board.

6. Student Achievement Data

EPIC will provide documentation of student achievement as identified in the EPIC charter and the EPIC Local Control and Accountability Plan as follows:

- Provide evidence via the Student Information System, that all students receive a score of 70% or higher for completion of a course.
- Provide testing results each semester from the Comprehensive Adult Student Assessment System ("CASAS") in a reasonable time period not to surpass 60 days from the date received from CASAS, to include:
  - The Percentage of students enrolled in remediation courses for one year who score at the 7th grade level or higher in English Language Arts ("ELA") and Math.
  - The Percentage of students who achieved an average of one grade level growth in ELA and Math in one school year.
- Provide documentation via the Student Information System that demonstrates the percentage of students scoring below the 6th grade level who are enrolled in a remediation program.
- Provide California English Language Development Test ("CELDT") assessment data that shows the percentage of English Learners who progress toward English proficiency annually.
- Provide Student Information System data to show the percentage of graduates each quarter.

7. Oversight

EPIC agrees to pay NCSOS an additional 1% of EPIC high school apportionment for the higher level of oversight and assistance needed to monitor progress of the MOU and of the EPIC charter for at least one year, and possibly up to the term of the charter as determined by mutual agreement between FIELD and NCSOS.

8. Breach

Parties agree that failure to meet the corrective actions and benchmarks herein shall be grounds for NCBOE to reinstate revocation proceedings begun in 2015-2016. In addition, NCBOE reserves the right to initiate revocation proceedings at any time upon evidence that EPIC has committed grounds subject to revocation under Section 47607 of the Education Code.
9. Modifications

This Memorandum of Understanding may be modified or supplemented only through written agreement of the Parties.

10. Severability

In the event any provision of this MOU is found to be illegal or unenforceable, such illegality or unenforceability shall not prevent enforcement of all other provisions of the Agreement.

11. Term

Unless otherwise provided for herein, this Memorandum of Understanding shall be effective upon full execution of the FIELD board's ratification of the MOU and will remain in effect through EPIC's charter petition term.

APPROVED, PASSED AND ADOPTED by the Board of Directors of FIELD on

(Date) 6/23/16

[Signature]
FIELD Board Chair

6/23/16
Date

For the County

[Signature]
Holly Hermansen
Nevada County Superintendent of Schools

7-1-16
Date

[Signature]
Trevor Michael, President
Nevada County Board of Education

7/7/16
Date
To: Holly Hermansen, Superintendent Nevada County Office of Education  
From: Rick Alvarez, Executive Director EPIC de Cesar Chavez  
Date: January 18, 2017  
RE: Academic Growth  

The following is a chart that shows our academic growth for Language arts from the 2015-16 school year. Attached is an explanation of the chart.

Our students have all been given and are given a pre-test when they enroll. We then give a semester test, which is being submitted to our data entry staff this week. We will then receive data on student achievement for this past semester. We will then be able to provide you with current data on our student’s academic growth.

Because we have taken a prolonged period of time to do so, I have directed staff to give our CASAS test at the end of each quarter. Thus, we will assess in April and again at the end of this school year. We will then be able to provide you with a better view of how much academic growth our students are achieving.

We should be able to provide you with this last semester assessment data by the end of February. I will give you an exact date next week. Also, I will ask Delilah Martinez, Deputy Director of Curriculum and Instruction to contact Shar Johns, Associate Superintendent of Educational Services on the specifics of our reporting.

Thank you for your support and my apologies for my untimeliness.

EPIC 2016 CASAS Educational Gains

This chart provides a summary of the total educational gains for EPIC de Cesar Chavez High School students for the 2015-16 school year. It specifically summarizes the students who completed BOTH a pre-test and post-tests in language arts during the school year by pairing the tests to make a comparison. See first column.

The goal of EPIC High School is to see one level of Educational Functioning Level growth take place over a school year for our students. Each of the columns are has a heading that explains what is being measured.

Column 1 - Number of students who took both pre and post tests that can be paired for a comparison.
Column 2 - The total attendance hours of instruction represented in these scores.
Column 3 - The total number of individual student who completed at least one level of growth.
Column 4 - The number of students who not only completed one level, but also advanced one or more levels.
Column 5 - The number of students who withdrew from school before completing a comparison test.
Column 6 - The number of students with paired tests for comparison who did not advance at least one level.
Column 7 - The percentage of total students who did complete at least one Educational Functioning Level.

As you can see by the results in Column 7, the total average percentage of EPIC students who completed at least one Educational Functioning Level is 89.19%.

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level (A)</th>
<th>Total Number Enrolled Pre-and Posttested (B)</th>
<th>Total Attendance Hours (C)</th>
<th>Number Completed Level (D)</th>
<th>Number who Completed a Level and Advanced One or More Levels (E)</th>
<th>Number Separated Below Completed (F)</th>
<th>Number Remaining Within Level (G)</th>
<th>Percentage Completing Level (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Reading Literary</td>
<td>76</td>
<td>8,309</td>
<td>21</td>
<td>25</td>
<td>1</td>
<td>7</td>
<td>87.50</td>
</tr>
<tr>
<td>ABC Beginning Basic</td>
<td>37</td>
<td>10,902</td>
<td>23</td>
<td>25</td>
<td>1</td>
<td>7</td>
<td>89.49</td>
</tr>
<tr>
<td>ABC Intermediate Low</td>
<td>76</td>
<td>5,819</td>
<td>15</td>
<td>12</td>
<td>1</td>
<td>4</td>
<td>75.50</td>
</tr>
<tr>
<td>ABC Intermediate High</td>
<td>15</td>
<td>5,487</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>65.67</td>
</tr>
<tr>
<td>FSI English</td>
<td>2</td>
<td>3,112</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>ESL High Beginning</td>
<td>102</td>
<td>37,688</td>
<td>101</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>ESOL Reading Literacy</td>
<td>2</td>
<td>2,459</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>ESOL Level Beginning</td>
<td>6</td>
<td>1,861</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>ESOL High Beginning</td>
<td>9</td>
<td>3,142</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>ESOL Low Intermediate</td>
<td>16</td>
<td>5,949</td>
<td>12</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>71.00</td>
</tr>
<tr>
<td>ESOL High Intermediate</td>
<td>17</td>
<td>6,059</td>
<td>14</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>63.36</td>
</tr>
<tr>
<td>ESOL Advanced</td>
<td>9</td>
<td>5,937</td>
<td>N/A</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>55.54</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>259</strong></td>
<td><strong>90,440</strong></td>
<td><strong>231</strong></td>
<td><strong>72</strong></td>
<td><strong>8</strong></td>
<td><strong>10</strong></td>
<td><strong>89.19</strong></td>
</tr>
</tbody>
</table>

OHS Number: 1830-0037, Expires 08/31/2014.
January 20, 2017

Rick Alvarez
EPIC de Cesar Chavez Charter
410 West J Street, Suite A
Tehachapi, CA 93561

Dear Rick,

Thank you for submitting the data from your CASAS Language Arts Assessment on Wednesday. We were unable to share it with the board as we did not have time to review before the board meeting. However, we did inform the board that we had received the data, and plan to share it with them at our next meeting in February. Several concerns were expressed by the board during the discussion. First of all, they were very concerned that we are just now receiving any student achievement data at all. We understand that you have been very busy, and can appreciate that, however, this is a critical piece that was included in both your charter and the MOU signed last June. In addition, the Charter and the MOU both describe the type of data that EPIC will provide to NCSOS, and this has not been done at all. Below is the language regarding student achievement data that is included in the MOU, and was taken from the original charter that EPIC submitted to NCSOS.

EPIC will provide documentation of student achievement as identified in the EPIC charter and the EPIC Local Control and Accountability Plan as follows:

- Provide evidence in PowerSchool that students must receive a score of 70% or higher for completion of a course.

- Provide results of Comprehensive Adult Student Assessment System ("CASAS") testing conducted each semester to include:
  - Percentage of students enrolled in remediation courses for one year who score at the 7th grade level or higher in English Language Arts ("ELA") and Math.
  - Percentage of students who achieve an average of one grade level growth in ELA and Math in one school year.

- Provide documentation in PowerSchool that demonstrates the percentage of students scoring below the 6th grade level who are enrolled in a remediation program.

- Provide California English Language Development Test ("CELDT") assessment data that shows the percentage of English Learners who progress toward English proficiency annually.
Provide PowerSchool data to show the percentage of graduates each quarter.

We have yet to receive any of this student achievement data, except for the CASAS Language Arts data you submitted yesterday. In addition, the MOU and your Charter state that you will provide data on the "percentage of students who achieve an average of one grade level growth in ELA and Math in one school year". We noticed that the report submitted Wednesday shows the number and percentage of students who completed a level and advanced one or more levels. We are uncertain about what a Level is? I am assuming that advancing a level is not equivalent to a grade level advancement. More clarification will be needed. The Board was also concerned that no data on math was provided.

We appreciate the efforts that EPIC has made to address the concerns that we have identified. However, we remain concerned at the lack of student achievement data. The Board feels it is necessary to begin to discuss next steps if the lack of data continues. This is extremely important, as the most important consideration in renewal is student achievement. This is the third year of operation of the charter school and it is unacceptable. You stated in your letter yesterday that you would have student achievement data to us by the end of February. That means that the board will not be able to see it until the March meeting. I would urge you to review the items above that EPIC stated they would submit and try to collect that information as soon as possible.

In addition, since we are more than halfway through the year, I want to let you know that at the February County Board of Education meeting, I will be reviewing progress toward meeting the terms of the MOU. In addition to the student achievement data, we have not been provided the documentation described in item #2 of the MOU, regarding EPIC's vocational program. This information should be provided quarterly, and we are now in the third quarter. Also, we should be receiving the staff roster monthly according to the MOU item #3. I don't believe that we have received one since August 31st, when I requested it from you. We are aware that you are working with our Human Resources staff regarding Assignment Monitoring, and we are happy to hear that. However, please forward a staff roster monthly as required in the MOU. I have been receiving EPIC attendance records monthly, according to MOU item #1. As I said, we appreciate the efforts that EPIC is making to meet the terms of the MOU, however, there are several remaining items of concern as addressed in this letter.

Please feel free to contact me with any questions.

Sincerely,

Holly A. Hermansen
Nevada County Superintendent of Schools

Cc: Nevada County Board of Education
    David Villarino
    Roxanne Gilpatric
To: Holly Hermansen, Superintendent Nevada County Schools  
From: Rick Alvarez, Executive Director EPIC de Cesar Chavez  
CC: David Villarino, CEO/President F.I.E.L.D., Roxanne Gilpatric, Liaison  
RE: MOU Student Achievement Data

Good afternoon Holly,

I would like to acknowledge and assure NCSOS and the Board of Education that we are working diligently to fulfill our obligation providing a quality educational program to our students. We have made significant progress in meeting our commitment to fulfilling the MOU as stipulated on June 2016. With your support as well the assistance of NCSOS support staff, and Roxanne Gilpatric’s guidance, we continue to make progress.

With regard to item #6 of our MOU, Student Achievement Data; our first semester will conclude on January 25, 2017. Unfortunately, the requested CELDT information will not be available until CDE provides it for us. Once our grades and our CASAS assessment data have been input at the end of this semester, we will provide you with the information listed below:

- Provide evidence via the Student Information System, that all students receive a score of 70% or higher for completion of a course.
- Provide testing results each semester from the Comprehensive Adult Student Assessment System (“CASAS”) in a reasonable time period not to surpass 60 days from the date received from CASAS, to include:
  - The Percentage of students enrolled in remediation courses for one year who score at the 7th grade level or higher in English Language Arts (“ELA”) and Math.
  - The Percentage of students who achieved an average of one grade level growth in ELA and Math in one school year.
- Provide documentation via the Student Information System that demonstrates the percentage of students scoring below the 6th grade level who are enrolled in a remediation program.
- Provide California English Language Development Test (“CELDT”) assessment data that shows the percentage of English Learners who progress toward English proficiency annually.
• Provide Student Information System data to show the percentage of graduates each quarter.

With regard to Item #2 of the MOU which addresses EPIC's Vocational Ed program:

• We are in the process of compiling quarterly documentation which outlines and demonstrates continuous communication between EPIC teachers and client agency supervisors.

With regard to MOU #3:

• We have completed an updated staff roster, listing teachers by site. This information will be sent to NCSOS monthly as stipulated in the MOU.

We are committed to fulfilling our MOU with NEVCO and appreciate any additional guidance you or your support staff can provide.
Nevada County Superintendent of Schools
Investment Report as of December 31, 2016

The attached Treasury Report from the Nevada County Treasurer and Tax Collector details the portfolio of investments at the Nevada County Treasury as of December 31, 2016.

The investments for Nevada County Superintendent of Schools office are as follows:

<table>
<thead>
<tr>
<th>Cash in County Treasury:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSoS - County School Service Fund, Special Ed, SELPA, Charter Fund</td>
<td>$14,444,954.81</td>
</tr>
<tr>
<td>NCSoS - CCCC Child Development Fund</td>
<td>4,583.02</td>
</tr>
<tr>
<td>NCSoS - Deferred Maintenance Fund</td>
<td></td>
</tr>
<tr>
<td>NCSoS - Forest Reserve Fund</td>
<td></td>
</tr>
<tr>
<td>NCSoS - County Schools Facility Fund</td>
<td>121,593.48</td>
</tr>
<tr>
<td><strong>Total NCSoS Funds in County Treasury</strong></td>
<td>14,571,131.31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash in Revolving Funds:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSoS - Petty Cash</td>
<td>$100.00</td>
</tr>
<tr>
<td>NCSoS - Revolving Account</td>
<td>4,900.00</td>
</tr>
<tr>
<td><strong>Total Cash in Revolving Funds</strong></td>
<td>$5,000.00</td>
</tr>
</tbody>
</table>

**TOTAL CASH AND INVESTMENTS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$14,576,131.31</td>
</tr>
</tbody>
</table>
January 5, 2017

Board of Supervisors
County of Nevada
Nevada City, CA 95959

Honorable Board of Supervisors:

In accordance with Government Code Section 53646 (b) (1), I hereby submit the attached Treasury report for the second quarter ending December 31, 2016. This report includes a listing of the investments in the treasury's portfolio as required in Government Code Section 53646 (b)(4).

As required by Government Code Section 53646 (b) (2), I hereby state that the investments in the treasury’s portfolio are in compliance with the treasurer’s investment policy.

Furthermore, as required by Government Code section 53646 (b) (3), I hereby state that the treasury has sufficient funds available to meet the projected expenditures for the next six months.

Respectfully Submitted,

Tina M. Vernon
Treasurer & Tax Collector

cc: Rick Haffey, County Executive Officer
    Marcia Salter, Auditor-Controller
January 3, 2017

Board of Supervisors
County of Nevada
Nevada City, CA 95959

Honorable Board of Supervisors:

The following report represents the Treasury’s Portfolio as of December 31, 2016.

Portfolio Review for Month Ending December 31, 2016

Portfolio Composition

Book Value of Assets Held $257,796,095.72
Market Value of Assets Held $257,160,884.54
Cash at Month End $11,633,040.80
Assets Maturing Within 90 days (does not include cash) 47.17%
Weighted Average Maturity 497 days

Return of Assets

Total Earnings Month Ended $149,595.23
Total Earnings Fiscal YTD $1,055,946.63
Yield to Maturity @ Cost Month Ended 1.15%

The Treasury has received $82,474,316.53 in receipts and has paid approved expenditures of $33,611,184.92 for a net increase of $48,863,131.61 for the month of December 2016. Of these funds, the average percent invested for the month of December is 98.13%. Please see attached reports for details.

Respectfully Submitted,

Tina M. Vernon
Treasurer & Tax Collector

** see next page for Apportioned Interest Information
## Apportioned Interest Information

<table>
<thead>
<tr>
<th>Interest Apportionment</th>
<th>Reciprocal</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>First quarter interest apportionment</td>
<td>0.3383195094</td>
<td>1.35%</td>
</tr>
<tr>
<td>First Quarter Interest Earned</td>
<td>$631,956.23</td>
<td></td>
</tr>
<tr>
<td>Cost of doing business-Treasurer</td>
<td>($50,511.73)</td>
<td></td>
</tr>
<tr>
<td>Cost of doing business- Auditor</td>
<td>($20,264.35)</td>
<td></td>
</tr>
<tr>
<td>Net Interest Apportioned</td>
<td>$561,180.15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interest Apportionment</th>
<th>Reciprocal</th>
<th>Interest Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second quarter interest apportionment</td>
<td>0.1737355939</td>
<td>0.69%</td>
</tr>
<tr>
<td>Second Quarter Interest Earned</td>
<td>$423,990.40</td>
<td></td>
</tr>
<tr>
<td>Cost of doing business-Treasurer</td>
<td>($56,705.32)</td>
<td></td>
</tr>
<tr>
<td>Cost of doing business- Auditor</td>
<td>($17,584.34)</td>
<td></td>
</tr>
<tr>
<td>Net Interest Apportioned</td>
<td>$349,700.74</td>
<td></td>
</tr>
</tbody>
</table>

| Interest Apportionment                              |               |               |
|-----------------------------------------------------|---------------|
| Third quarter interest apportionment                 |               |               |
| Third Quarter Interest Earned                        |               |               |
| Cost of doing business-Treasurer                    |               |               |
| Cost of doing business- Auditor                     |               |               |
| Net Interest Apportioned                            |               |               |

| Interest Apportionment                              |               |               |
|-----------------------------------------------------|---------------|
| Fourth quarter interest apportionment               |               |               |
| Fourth Quarter Interest Earned                      |               |               |
| Cost of doing business-Treasurer                    |               |               |
| Cost of doing business- Auditor                     |               |               |
| Net Interest Apportioned                            |               |               |

Nevada County Treasurer & Tax Collector

[www.mynevadacounty.com/ne/ttc](http://www.mynevadacounty.com/ne/ttc)
The following reports reflect the County of Nevada’s Treasurer’s Investment Pool Portfolio for the period ending December 31, 2016. These reports have two primary objectives: (1) to provide information regarding portfolio holdings as to compliance with California Government Code Sections 53601 and 53635, as well as the County Treasurer’s Statement of Investment Policy, and (2) to detail portfolio characteristics of the portfolio’s investment holdings.

**Portfolio Holdings by Asset Class Summary**
- Provides a snapshot of the entire Nevada County Portfolio at month end.
  Includes liquid assets and cash.

**Distribution by Security Sector – Chart**
- A month-to-month comparison of distribution by Security Sector for the **Investment Portfolio**. The Investment Portfolio includes all marketable securities in addition to all highly liquid securities such as LAIF, CAMP and the Money Market Account. Calculates percentage of each sector to ensure compliance with Investment Policy.

**Distribution by Maturity Range – Chart**
- Provides an overview of portfolio liquidity and month to month changes for the **Investment Portfolio**.

**Total Rate of Return- Book Value by Month - Chart**
- Checks performance of the **Fixed Income portfolio** based on Investment Policy performance standards using the Treasury benchmark closest to our current weighted average maturity of the Fixed Income Portfolio. The Fixed Income Portfolio includes only the marketable securities and excludes LAIF, CAMP and the Money Market Account.

**Transaction Summary by Action**
- All transactions occurring for the month of report.

**Portfolio Holdings by Asset Class - Detail Report**
- Detailed listing of all securities held in the portfolio at month end.
Nevada County
Portfolio Holdings - Quarterly Summary
December 31, 2016

The market value listing is a "snapshot" of the investments from the viewpoint of what might be financially gained or lost if the County were to sell any of the investments on the date shown at the top of this report. It is a tool used to maximize on investment income and should not be considered as a statement of actual (or realized) profits or losses. The market value lists are received from the Safekeeping Bank - Bank of the West.

Just for a point of clarity:
Unrealized profits and losses are the differences between the book value and market value of a security and do not become realized unless the security is sold prior to maturity.

<table>
<thead>
<tr>
<th>Month</th>
<th>Market Value</th>
<th>Book Value</th>
<th>Unrealized Gain/Loss</th>
<th>YTM @ Cost</th>
<th>Treasury 3 Year</th>
<th>Interest Earned</th>
<th>Days To Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/2016</td>
<td>137,659,755.62</td>
<td>136,737,059.63</td>
<td>922,695.99</td>
<td>1.55</td>
<td>0.99</td>
<td>175,939.84</td>
<td>953</td>
</tr>
<tr>
<td>11/30/2016</td>
<td>138,164,962.76</td>
<td>138,491,944.62</td>
<td>-326,981.86</td>
<td>1.56</td>
<td>1.22</td>
<td>172,349.93</td>
<td>937</td>
</tr>
<tr>
<td>12/31/2016</td>
<td>139,338,995.16</td>
<td>139,975,206.33</td>
<td>-635,211.18</td>
<td>1.56</td>
<td>1.49</td>
<td>186,855.41</td>
<td>913</td>
</tr>
<tr>
<td>Total / Average</td>
<td>138,388,237.84</td>
<td>138,401,403.63</td>
<td>-13,165.68</td>
<td>1.55</td>
<td>1.23</td>
<td>535,145.18</td>
<td>934</td>
</tr>
</tbody>
</table>

Tina M. Vernon, Treasurer

Date 1/5/2017
The market value listing is a "snapshot" of the investments from the viewpoint of what might be financially gained or lost if the County were to sell any of the investments on the date shown at the top of this report. It is a tool used to maximize on investment income and should not be considered as a statement of actual (or realized) profits or losses. The market value lists are received from the Safekeeping Bank - Bank of the West.

Just for a point of clarity:
Unrealized profits and losses are the differences between the book value and market value of a security and do not become realized unless the security is sold prior to maturity.

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Face Amount/Shares</th>
<th>Market Value</th>
<th>Book Value</th>
<th>% of Portfolio</th>
<th>YTM @ Cost</th>
<th>Days To Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD - Negotiable &gt;&gt; 30%</td>
<td>16,930,000.00</td>
<td>16,945,514.55</td>
<td>16,929,405.28</td>
<td>6.58</td>
<td>1.56</td>
<td>1,009</td>
</tr>
<tr>
<td>Commercial Paper &gt;&gt; 40%</td>
<td>12,000,000.00</td>
<td>11,973,378.20</td>
<td>11,971,401.66</td>
<td>4.66</td>
<td>0.99</td>
<td>83</td>
</tr>
<tr>
<td>Corporate Notes &gt;&gt; 30% Limit</td>
<td>32,000,000.00</td>
<td>32,014,960.00</td>
<td>32,182,703.64</td>
<td>12.44</td>
<td>1.79</td>
<td>913</td>
</tr>
<tr>
<td>Liquid Assets &gt;&gt; 0%</td>
<td>117,820,889.39</td>
<td>117,820,889.39</td>
<td>117,820,889.39</td>
<td>45.80</td>
<td>0.66</td>
<td>1</td>
</tr>
<tr>
<td>Municipal Bonds &gt;&gt; 0% Limit</td>
<td>25,510,000.00</td>
<td>25,588,712.40</td>
<td>25,767,567.21</td>
<td>9.92</td>
<td>1.81</td>
<td>1,066</td>
</tr>
<tr>
<td>US Agency Bonds &gt;&gt; 0% Limit</td>
<td>53,000,000.00</td>
<td>52,817,430.00</td>
<td>53,124,128.54</td>
<td>20.60</td>
<td>1.43</td>
<td>997</td>
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<td><strong>Total / Average</strong></td>
<td><strong>257,260,889.39</strong></td>
<td><strong>257,160,884.54</strong></td>
<td><strong>257,796,096.72</strong></td>
<td><strong>100.00</strong></td>
<td><strong>1.15</strong></td>
<td><strong>497</strong></td>
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</tbody>
</table>

Tina M. Vernon, Treasurer

Date 1/5/2017
### Nevada County
**Distribution by Security Sector - Market Value**

#### Report Group: Investment Portfolio

<table>
<thead>
<tr>
<th>Security Sector</th>
<th>Market Value 11/30/2016</th>
<th>% of Portfolio 11/30/2016</th>
<th>Market Value 12/31/2016</th>
<th>% of Portfolio 12/31/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate Of Deposit</td>
<td>16,642,059.16</td>
<td>8.34</td>
<td>16,945,514.55</td>
<td>6.82</td>
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<tr>
<td>Corporate</td>
<td>43,990,673.60</td>
<td>22.06</td>
<td>43,988,336.20</td>
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<tr>
<td>Local Government Investment Pool</td>
<td>48,176,531.85</td>
<td>24.16</td>
<td>106,187,848.56</td>
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<tr>
<td>Money Market</td>
<td>13,088,277.29</td>
<td>6.56</td>
<td>3,089,954.88</td>
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<tr>
<td>Municipal</td>
<td>24,631,770.00</td>
<td>12.35</td>
<td>25,588,712.40</td>
<td>10.29</td>
</tr>
<tr>
<td>US Agency</td>
<td>52,900,460.00</td>
<td>26.53</td>
<td>52,817,430.00</td>
<td>21.24</td>
</tr>
<tr>
<td><strong>Total / Average</strong></td>
<td>199,429,771.90</td>
<td><strong>100.00</strong></td>
<td>248,617,798.59</td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

#### Portfolio Holdings as of 11/30/2016
- 8.34% - Certificate Of Deposit
- 22.06% - Corporate
- 24.16% - Local Government Investment Pool
- 6.56% - Money Market
- 12.35% - Municipal
- 26.53% - US Agency

#### Portfolio Holdings as of 12/31/2016
- 6.82% - Certificate Of Deposit
- 17.69% - Corporate
- 42.71% - Local Government Investment Pool
- 1.24% - Money Market
- 10.29% - Municipal
- 21.24% - US Agency
# Nevada County
## Distribution by Maturity Range - Market Value
### Report Group: Investment Portfolio

Begin Date: 11/30/2016, End Date: 12/31/2016

<table>
<thead>
<tr>
<th>Maturity Range</th>
<th>Market Value 11/30/2016</th>
<th>% of Portfolio 11/30/2016</th>
<th>Market Value 12/31/2016</th>
<th>% of Portfolio 12/31/2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 Month</td>
<td>61,294,809.14</td>
<td>30.72</td>
<td>111,277,534.64</td>
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<tr>
<td>1-3 Months</td>
<td>5,997,272.60</td>
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<td>5,997,517.00</td>
<td>2.41</td>
</tr>
<tr>
<td>3-6 Months</td>
<td>6,470,746.50</td>
<td>3.24</td>
<td>10,971,458.05</td>
<td>4.41</td>
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<tr>
<td>6-9 Months</td>
<td>12,787,330.35</td>
<td>6.41</td>
<td>6,770,683.30</td>
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</tr>
<tr>
<td>9-12 Months</td>
<td>8,563,528.45</td>
<td>4.29</td>
<td>8,064,980.00</td>
<td>3.24</td>
</tr>
<tr>
<td>1-2 Years</td>
<td>23,027,055.45</td>
<td>11.55</td>
<td>23,002,703.30</td>
<td>9.25</td>
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<tr>
<td>2-3 Years</td>
<td>23,279,272.82</td>
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<td>23,487,538.40</td>
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<tr>
<td>3-4 Years</td>
<td>25,418,504.30</td>
<td>12.75</td>
<td>25,584,274.25</td>
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<td>4-5 Years</td>
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<td>16.36</td>
<td>33,461,009.65</td>
<td>13.46</td>
</tr>
<tr>
<td><strong>Total / Average</strong></td>
<td><strong>199,429,771.90</strong></td>
<td><strong>100.00</strong></td>
<td><strong>248,617,798.59</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

### Portfolio Holdings as of 11/30/2016

#### Pie Chart

- 30.72% - 0-1 M
- 3.01% - 1-3 M
- 3.24% - 3-6 M
- 6.41% - 6-9 M
- 4.29% - 9-12 M
- 11.55% - 1-2 Y
- 11.67% - 2-3 Y
- 12.75% - 3-4 Y
- 16.36% - 4-5 Y

### Portfolio Holdings as of 12/31/2016

#### Pie Chart

- 44.76% - 0-1 M
- 2.41% - 1-3 M
- 4.41% - 3-6 M
- 2.72% - 6-9 M
- 3.24% - 9-12 M
- 9.25% - 1-2 Y
- 9.45% - 2-3 Y
- 10.29% - 3-4 Y
- 13.46% - 4-5 Y
# Nevada County
## Total Rate of Return - Book Value by Month
### Nevada County - Fixed Income

<table>
<thead>
<tr>
<th>Month</th>
<th>Beginning BV + Accrued Interest</th>
<th>Interest Earned During Period-BV</th>
<th>Realized Gain/Loss-BV</th>
<th>Investment Income-BV</th>
<th>Average Capital Base-BV</th>
<th>TRR-BV</th>
<th>Annualized TRR-BV</th>
<th>Treasury 3 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/31/2016</td>
<td>130,874,850.29</td>
<td>163,455.45</td>
<td>0.00</td>
<td>163,455.45</td>
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<tr>
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<td>161,730.65</td>
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<td>9/30/2016</td>
<td>129,995,231.19</td>
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<td>160,800.60</td>
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<td>10/31/2016</td>
<td>130,283,328.27</td>
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<td>175,939.84</td>
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<td>11/30/2016</td>
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<td>12/31/2016</td>
<td>139,145,563.69</td>
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<td>186,855.41</td>
<td>139,503,497.04</td>
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</table>

### Annualized TRR-BV

<table>
<thead>
<tr>
<th>Year</th>
<th>Annualized TRR-BV</th>
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<tbody>
<tr>
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<td>08/2016</td>
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<td>07/2016</td>
<td>1.36</td>
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# Nevada County
## Transaction Summary by Action
### All Portfolios

<table>
<thead>
<tr>
<th>Action</th>
<th>Settlement Date</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Description</th>
<th>Purchase Price</th>
<th>Principal</th>
<th>Interest / Dividends</th>
<th>YTM @ Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy</td>
<td>12/6/2016</td>
<td>6473102D2</td>
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<td>STATE OF NEW MEXICO SEVERANCE TAX 2.35 7/1/2021</td>
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<td>505,200.00</td>
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<tr>
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<tr>
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<td></td>
<td>1,499,325.00</td>
</tr>
<tr>
<td>Deposit</td>
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<td>3.02</td>
<td>Tri Counties Bank - Courts Cash</td>
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<td>0.00</td>
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</tr>
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<tr>
<td>Deposit</td>
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<td>0.00</td>
<td>11,316.71</td>
</tr>
<tr>
<td>Deposit</td>
<td>12/1/2016</td>
<td>TRIDISTRICT</td>
<td>11.92</td>
<td>Tri Counties Bank - District Cash</td>
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<td>0.00</td>
<td>0.00</td>
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<tr>
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<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interest/Dividends</th>
<th>Description</th>
<th>Principal</th>
<th>Interest / Dividends</th>
<th>YTM @ Cost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
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<td>11,316.71</td>
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</tr>
<tr>
<td>Action</td>
<td>Face Amount/ Shares</td>
<td>Description</td>
<td>Interest Rate</td>
<td>Principal</td>
<td>Interest</td>
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<tr>
<td>-----------------</td>
<td>---------------------</td>
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<td>---------------</td>
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</tr>
<tr>
<td>12/25/2016</td>
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<tr>
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<td>EAST BOSTON SAVINGS BANK 1.5%</td>
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</tr>
</tbody>
</table>

Total Interest/Dividends: 0.00
Total Face Amount: 0.00
Total Withdraw: 0.00
Total Cash In: 0.00
Total Cash Out: 0.00
Total Self Transactions: 0.00

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Nevada County
Transaction Summary by Action
All Portfolios

<table>
<thead>
<tr>
<th>Action</th>
<th>Settlement Date</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Description</th>
<th>Purchase Price</th>
<th>Principal</th>
<th>Interest / Dividends</th>
<th>YTM @ Cost</th>
<th>Total</th>
</tr>
</thead>
</table>

Begin Date: 11/30/2016, End Date: 12/31/2016
# Nevada County Portfolio Holdings by Asset Class

## All Portfolios

<table>
<thead>
<tr>
<th>Description</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Settlement Date</th>
<th>YTM @ Cost</th>
<th>Cost Value YTM @ Market</th>
<th>Market Value Accrued Interest</th>
<th>% Portfolio Unre, Gain/Loss</th>
<th>Credit Rating</th>
<th>Credit Rating Duration To Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ally Bank 1.1 5/30/2017</td>
<td>02006LEVL1</td>
<td>245,000.00</td>
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# Nevada County
## Portfolio Holdings by Asset Class
### All Portfolios

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<th>Description</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Settlement Date</th>
<th>YTM @ Cost</th>
<th>Cost Value</th>
<th>Market Price</th>
<th>Market Value</th>
<th>% Portfolio Unre. Gain/Loss</th>
<th>Credit Rating</th>
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<th>Days To Call/Maturity</th>
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*Date: 12/31/2016*
# Nevada County

## Portfolio Holdings by Asset Class

### All Portfolios

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<th>Description</th>
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<th>Cost Value YTM @ Cost</th>
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<th>Market Value Accrued Interest</th>
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# Nevada County

## Portfolio Holdings by Asset Class

### All Portfolios

**Date:** 12/31/2016

<table>
<thead>
<tr>
<th>Description</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Settlement Date</th>
<th>Cost Value @ YTM</th>
<th>Market Price @ YTM</th>
<th>Market Value</th>
<th>% Portfolio Unre. Gain/Loss</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity</th>
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<td>Mercantile Commerce Bank 1.65 6/24/2021</td>
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## Nevada County
### Portfolio Holdings by Asset Class
#### All Portfolios

**Date:** 12/31/2016

<table>
<thead>
<tr>
<th>Description</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Settlement Date</th>
<th>YTM @ Cost</th>
<th>Cost Value Book Value</th>
<th>Market Price YTM @ Market</th>
<th>Market Value</th>
<th>% Portfolio Unre. Gain/Loss</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity</th>
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# Nevada County Portfolio Holdings by Asset Class

**Date:** 12/31/2016

<table>
<thead>
<tr>
<th>Description</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Settlement Date</th>
<th>Cost Value</th>
<th>Market Price</th>
<th>Market Value</th>
<th>% Portfolio</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity</th>
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<tbody>
<tr>
<td>VISIONBANK OF IOWA 1.75 11/30/2021</td>
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**Commercial Paper:>> 40%**

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<th>Description</th>
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<th>Cost Value</th>
<th>Market Price</th>
<th>Market Value</th>
<th>% Portfolio</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity</th>
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<td>1,998,480.00</td>
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<td>BANK TOKYO 0 5/17/2017</td>
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<td>10/28/2016</td>
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<td>CHIRON CORP 0 33/2017</td>
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<td>9/12/2016</td>
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Sub Total CD - Negotiable >> 30% 16,930,000.00
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<thead>
<tr>
<th>Description</th>
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<th>Portfolio Holdings by Asset Class</th>
<th>All Portfolios</th>
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<td>FMP</td>
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Nevada County
Portfolio Holdings by Asset Class
All Portfolios
Date: 12/31/2016

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<thead>
<tr>
<th>Description</th>
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<th>Market Price</th>
<th>% Portfolio Unre. Gain/Loss</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity Duration To Maturity</th>
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<tbody>
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<td>1,000,000.00</td>
<td>3/31/2015</td>
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</tbody>
</table>

Sub Total Corporate Notes >> 30% Limit 32,000,000.00 1.79 32,182,703.64 1.91 184,710.06 -167,743.64 2.41 910
# Nevada County
## Portfolio Holdings by Asset Class
### All Portfolios

<table>
<thead>
<tr>
<th>Description</th>
<th>CUSIP</th>
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<th>YTM @ Cost</th>
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<th>% Portfolio Unrec. Gain/Loss</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity</th>
<th>Duration To Maturity</th>
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<tbody>
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<td>Bank of the West - Demand Account Cash</td>
<td>BOWDEMAND</td>
<td>9/4/2013</td>
<td>6,986,617.83</td>
<td>6,986,617.83</td>
<td>100.00</td>
<td>6,986,617.83</td>
<td>2.71%</td>
<td>NR</td>
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<td>Bank of the West - District Cash</td>
<td>BOWDIST</td>
<td>6/30/2013</td>
<td>55,659.99</td>
<td>55,659.99</td>
<td>100.00</td>
<td>55,659.99</td>
<td>0.02%</td>
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<td>Bank of the West - Tax Credit Card Cash</td>
<td>TCCC</td>
<td>10/10/2013</td>
<td>51,169.18</td>
<td>51,169.18</td>
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<td>0.02%</td>
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<td>Bank of the West MM</td>
<td>MM7323</td>
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<td>3,089,954.88</td>
<td>3,089,954.88</td>
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<td>CAMP LGIP</td>
<td>CAMP</td>
<td>6/30/2013</td>
<td>42,063,792.66</td>
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<td>Chucks Cash</td>
<td>CHECKS</td>
<td>6/30/2013</td>
<td>708,552.34</td>
<td>708,552.34</td>
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<td>64,124,055.90</td>
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<td>Treasury Cash Cash</td>
<td>CASH</td>
<td>6/30/2013</td>
<td>25,531.38</td>
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<td>25,531.38</td>
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<td>Tri Counties Bank - Courts Cash</td>
<td>TRICOURTS</td>
<td>6/30/2013</td>
<td>74,247.79</td>
<td>74,247.79</td>
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<td>27,594.93</td>
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<td>0.01%</td>
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## Nevada County
### Portfolio Holdings by Asset Class

#### All Portfolios

<table>
<thead>
<tr>
<th>Description</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Settlement Date</th>
<th>YTM @ Cost</th>
<th>Cost Value</th>
<th>Market Price</th>
<th>Market Value</th>
<th>% Portfolio</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity</th>
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<tbody>
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<td>Sub Total Liquid Assets &gt;&gt; 0%</td>
<td>117,820,889.39</td>
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<td>0.66</td>
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<td>117,820,889.39</td>
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<td>Municipal Bonds &gt;&gt; 0%, Limit</td>
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<td>ANAHEIM CA HSG &amp; PUBLIC IMPT 1,765 10/1/2021-1</td>
<td>032556CB6</td>
<td>1,000,000.00</td>
<td>10/31/2016</td>
<td>995,080.00</td>
<td>96.59</td>
<td>965,670.00</td>
<td>0.39%</td>
<td>46.7%</td>
<td>S&amp;P-AAA-</td>
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<td>Bay Area Utility 1.914 10/1/2019-13</td>
<td>072031AF4</td>
<td>1,000,000.00</td>
<td>2/2/2015</td>
<td>1,009,540.00</td>
<td>100.21</td>
<td>1,002,060.00</td>
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<td>46.7%</td>
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<td>CA ST HSG FIN AGY REVENUE 2.339 2/1/2021</td>
<td>13034PYJ0</td>
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<td>399,100.10</td>
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<td>386,152.00</td>
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<td>CA State Gen Obligation 1.8 4/1/2020</td>
<td>13063CSQ4</td>
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<td>995,340.00</td>
<td>99.02</td>
<td>990,220.00</td>
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<td>46.7%</td>
<td>Moody's-Aa3</td>
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</tr>
<tr>
<td>California Housing Finance Agency 2.379 8/1/2020</td>
<td>13034PUF2</td>
<td>1,000,000.00</td>
<td>3/9/2016</td>
<td>1,011,640.00</td>
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<td>999,960.00</td>
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<td>46.7%</td>
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<td>17001BYX1</td>
<td>1,000,000.00</td>
<td>6/16/2015</td>
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<td>46.7%</td>
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<td>1,000,000.00</td>
<td>10/1/2014</td>
<td>1,015,200.00</td>
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<td>0.39%</td>
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<tr>
<td>Florida Hurricane Catastrophe 2.107 7/1/2018</td>
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<td>1,003,300.00</td>
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<td>46.7%</td>
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<td>10/23/2015</td>
<td>2,035,600.00</td>
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<td>2,025,060.00</td>
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<td>45462TEF5</td>
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<td>8/15/2015</td>
<td>1,009,120.00</td>
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<td>1,006,250.00</td>
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<td>Iowa Revenue Bond 3.28 8/1/2018</td>
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<td>265,000.00</td>
<td>10/1/2013</td>
<td>281,842.25</td>
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<td>273,379.30</td>
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<td>46.7%</td>
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### Nevada County
#### Portfolio Holdings by Asset Class

**All Portfolios**

<table>
<thead>
<tr>
<th>Description</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Settlement Date</th>
<th>YTM @ Cost</th>
<th>Cost Value</th>
<th>Book Value</th>
<th>Market Price</th>
<th>Market Value</th>
<th>Accrued Interest</th>
<th>% Portfolio Unre. Gain/Loss</th>
<th>Credit Rating</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity</th>
<th>Duration To Maturity</th>
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<tbody>
<tr>
<td>Lake Central School Corp 2.38 7/5/2018</td>
<td>507689EY9</td>
<td>570,000.00</td>
<td>1/7/2014</td>
<td>2.00</td>
<td>573,262.50</td>
<td>573,111.97</td>
<td>101.25</td>
<td>577,136.40</td>
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<td>Massachusetts State 1.85 11/1/2019</td>
<td>57582RAP1</td>
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<td>11/5/2014</td>
<td>1.83</td>
<td>1,001,180.00</td>
<td>1,000,670.31</td>
<td>99.89</td>
<td>996,900.00</td>
<td>0.39%</td>
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<td>Fitch-AA+</td>
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<td>MICHIGAN STATE STRATEGIC FUND 2.131 10/15/2021-16</td>
<td>594698PG1</td>
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<td>1.91</td>
<td>2,020,840.00</td>
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<td>1,967,200.00</td>
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<td>761,145.00</td>
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<td>733,425.00</td>
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<td>5/7/2013</td>
<td>1.08</td>
<td>504,687.50</td>
<td>500,600.49</td>
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<td>500,750.00</td>
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<td>601,187.50</td>
<td>601,371.79</td>
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<td>600,594.00</td>
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<td>NY State Dorm Auth 1.97 3/15/2020</td>
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<td>3/26/2015</td>
<td>1.80</td>
<td>1,007,950.00</td>
<td>1,005,121.97</td>
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<td>993,450.00</td>
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<td>5/26/2014</td>
<td>1.30</td>
<td>1,138,910.00</td>
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<tr>
<td>San Diego County CA Pension 5.728 8/15/2017</td>
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<td>1/21/2014</td>
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<td>S&amp;P-AA+</td>
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<td>478,904.50</td>
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<td>Santa Cruz County 2.86 6/1/2020</td>
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<td>S&amp;P-AA+</td>
<td>1309</td>
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# Nevada County
## Portfolio Holdings by Asset Class
### All Portfolios

<table>
<thead>
<tr>
<th>Description</th>
<th>CUSIP</th>
<th>Face Amount / Shares</th>
<th>Settlement Date</th>
<th>Cost Value @ YTM @ Cost</th>
<th>Market Price @ YTM @ Market</th>
<th>Market Value</th>
<th>% Portfolio Unre. Gain/Loss</th>
<th>Credit Rating</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity Duration To Maturity</th>
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<tr>
<td>Sonoma County 4.279 12/1/2018</td>
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<td>505,200.00</td>
<td>99.89</td>
<td>499,470.00</td>
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<td>Moody's-Aa2</td>
<td>S&amp;P-AA-</td>
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<td>0.37%</td>
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<tr>
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<td>1,993,280.00</td>
<td>0.77%</td>
<td>S&amp;P-AAA</td>
<td>Moody's-Aaa</td>
<td>986</td>
</tr>
<tr>
<td>FHLB 1.75 6/12/2020</td>
<td>313383HU8</td>
<td>2,000,000.00</td>
<td>6/12/2015</td>
<td>1,990,480.00</td>
<td>100.08</td>
<td>2,001,580.00</td>
<td>0.77%</td>
<td>Moody's-Aaa</td>
<td>S&amp;P-AAA+</td>
<td>1259</td>
</tr>
<tr>
<td>FHLB 1.83 7/26/2020</td>
<td>3130A5Z77</td>
<td>2,000,000.00</td>
<td>9/21/2015</td>
<td>2,010,180.00</td>
<td>99.29</td>
<td>1,985,760.00</td>
<td>0.78%</td>
<td>Moody's-Aaa</td>
<td>S&amp;P-AAA+</td>
<td>1306</td>
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</tbody>
</table>

Date: 12/31/2016


## Nevada County
### Portfolio Holdings by Asset Class
#### All Portfolios

<table>
<thead>
<tr>
<th>Description</th>
<th>CUSIP</th>
<th>Face Amount/Shares</th>
<th>Settlement Date YTM @ Cost</th>
<th>Cost Value Book Value</th>
<th>Market Price YTM @ Market</th>
<th>Market Value Accrued Interest</th>
<th>% Portfolio Unre. Gain/Loss</th>
<th>Credit Rating</th>
<th>Credit Rating</th>
<th>Days To Call/Maturity</th>
<th>Duration To Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL PORTFOLIO</td>
<td></td>
<td>257,260,889.39</td>
<td>1.15</td>
<td>258,338,014.29</td>
<td>257,160,884.54</td>
<td>100.00%</td>
<td></td>
<td></td>
<td></td>
<td>457</td>
<td>1.31</td>
</tr>
</tbody>
</table>

- Total Face Amount: 257,260,889.39
- Total Cost Value: 258,338,014.29
- Total Market Value: 257,160,884.54
- Total Percentage of Portfolio: 100.00%
- Total Days to Call/Maturity: 457
- Total Duration to Maturity: 1.31
PRESS RELEASE: January 10, 2017—Writing Tournament

Forty (40) seventh and eighth grade students from twelve local public, private, and, charter schools competed in the countywide Writing Tournament. The Nevada County Superintendent of Schools Office coordinated the annual event which was sponsored by The Book Seller, Williams Stationery, and Miners Foundry Cultural Center. The tournament was held in the Stone Hall at the Miners Foundry.

The students were judged on three styles of writing:

♦ **Expository Writing**: Guest speaker Jon Byerrum, former superintendent of Grass Valley School District, spoke for 30 minutes regarding his Rotary trip to Nepal after the Earthquake of 2015. Following his speech, the students were given time to write a paper about the presentation.

♦ **Creative Writing**: The students wrote compositions based on the prompt, “No Technology, A week in my life unplugged”

♦ **Letter Writing**: Students were asked to write a letter to their school principal expressing their views about mandatory school uniforms.

**Winners:**

**Sweepstakes for highest collective score from 3 written assignments:**

7th Grade: Noah Prescott – Nevada City School of the Arts
8th Grade: Lucy Lee Jens – Seven Hills School

7th Grade winners by category:

**Expository Writing:**
First: Noah Prescott – Nevada City School of the Arts
Second: Maya Thrasher – Magnolia School
Third: Ana Sagebiel – Forest Charter School
Fourth Place tie:
- Garrett Arcand – Chicago Park School
- Allyson Davis- Union Hill Middle School
Fifth Place tie:
- Molly Fowler – Clear Creek School
- Ana Hamilton- Magnolia School

**Creative Writing:**
First: Allyson Davis- Union Hill Middle School
Second: Noah Prescott – Nevada City School of the Arts
Third: Etta Stewart – Yuba River Charter School
Fourth: Maya Thrasher – Magnolia School
Fifth Place tie:
- Jackson Witt – Seven Hills School
- Ana Hamilton- Magnolia School
PRESS RELEASE: Writing Tournament (continued)

7th Grade: (cont.)

Letter Writing:
First: Noah Prescott – Nevada City School of the Arts
Second: Megan Garren- Pleasant Valley School
Third: Ana Hamilton- Magnolia School
Fourth: Ana Sagebiel – Forest Charter School
Fifth Place tie:
- Jackson Witt – Seven Hills School
- Arden Franks- Mt. Saint Mary’s

8th Grade winners by category:

Expository Writing:
First: Emma Sheffo- Twin Ridges Home Study
Second: Lucy Lee Jens – Seven Hills School
Third: Katia Griffen – Mount St. Mary’s
Fourth Place tie:
- Sarah Day – Pleasant Valley School
- Olivia Dougherty- Union Hill Middle School
Fifth Place tie:
- Nikolena Coonen – Chicago Park School
- Avrianna Metz-Thompson- Magnolia School

Creative Writing:
First: Gabrielle Martin- Union Hill Middle School
Second: Sarah Day – Pleasant Valley School
Third: Giana Rose – Forest Charter School
Fourth: Emma Sheffo – Twin Ridges Home Study
Fifth: Amina Federspiel-Otelea- Nevada City School of the Arts

Letter Writing:
First Place tie:
- Evelyn Grandfield – Seven Hills School
- Lucy Lee Jens- Seven Hills School
Second: Amina Federspiel-Otelea – Nevada City School of the Arts
Third Place tie:
- Sarah Day – Pleasant Valley School
- Madison Meilinger- Magnolia School
Fourth: Giana Rose – Forest Charter School
Fifth: Sydney Franks – Mt. Saint Mary’s

Contact: Nela Dwyer, 432-1555
Tournament Coordinator