

Rise Academy Solano Charter School

Serving Grades Kindergarten Through Twelve
And
Workforce Development Youth Ages Sixteen
Through Twenty-four

Presented To

Superintendent
Solano County Office of Education
5100 Business Center Drive
Fairfield, CA 94534-1658

March 10, 2017
For
Initial Operational Term of school year 2017 through school year 2022

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“Table of Contents of Legal Requirements”:

This charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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AFFIRMATIONS/ASSURANCES

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Lou Rigney, hereby certify that the information submitted in this petition for a California public charter school to be named Rise Academy Solano (hereafter referred to as “Charter School”), and to be located within the boundaries of Solano 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:

- 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(c) (1)];
- 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 (b) (5) (O)];
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations;
- Shall not charge tuition;
- 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);
- 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 with preferences in the public random drawing provided in accordance with Education Code Section 47605(d) (2). 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;
- 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 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”);
- Students seeking admission to the Workforce Innovation and Opportunity Act programs operated under the Charter School, must meet additional eligibility requirements to participate;

- Will operate statewide in accordance with provisions for Workforce Development Programs under *California Education Code 47605.1(g)*, *5 California Code of Regulations 11960*, and *Education Code Section 47612*;
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary;
- 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;
- Shall at all times maintain all necessary and appropriate insurance coverage;
- 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; and
- Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Charter School shall comply with any jurisdictional limitations to locations of its facilities.
 - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - 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.

INTRODUCTION

INTRODUCTION

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. Pursuant to Education Code Section 47601, charter schools were created as a method to accomplish all of the following:

- Improve pupil learning
- Increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for pupils who are identified as academically low achieving
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Hold the schools accountable for meeting measurable pupil outcomes and provide schools with a method to change from rule-based to performance-based accountability systems
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools

In addition the legislature incorporated an exemption for territorial and age limitations applied to charter schools for charter schools operating in cooperation with Workforce Development Programs.

The Charter School fully embraces the Legislative intent of the Charter Schools Act, and its mandate and will offer an innovative, state-of-the-art learning program directly targeting student academic preparation in grades Kindergarten through 12 and in addition a uniquely designed program for “Out of School Youth” ages 16 through 24 through agreements with Workforce Innovation and Opportunity Act (WIOA) service providers, the Job Corp., Youth Build, California Conservation Corp., and the California Youth Authority, or Pupils of Juvenile Court Schools.

WIOA programs in the Contra Costa region provide career internship programs, yet they often provide little in the way of educational training that is a mandated and provided for through the federal WIOA legislation. While these Contra Costa WIOA programs have expertise and relationships in the area of workforce and career development they are looking for an experienced partner who embraces innovative access to virtual learning to provide a quality continuing education program through flexible schooling options, needed to serve out of school youth, that can also provide very valuable training and certifications that are needed throughout the Contra Costa economic development community.

The founders of the Charter School are determined to offer a quality and rigorous blended school experience to families in Contra Costa and adjacent counties. To that end, we look forward to bringing out a dynamic team and nationally recognized curriculum to serve the students.

FOUNDING GROUP

I. FOUNDING GROUP

The California State Board of Education, in its Model Application for Charter Schools, has stated that the founding group of a charter school should be able to present evidence that it and its members have the necessary background in the following areas:

- Curriculum, instruction and assessment;
- Finance, facilities and business management; and
- Organization, governance and administration.

The following founding board members provide the background and necessary expertise in the above areas to ensure the success of the School:

C Ceriman:

Serves as the director of a successful California business, a business he founded two decades ago. He is active with several local organizations in the community and specializes in marketing, community outreach and brand development.

Robert Williams, C.P.A. – Chief Financial Officer

Society of Certified Public Accountants and is registered with the State of California Department of Consumer Affairs Board of Accountants and is licensed to practice in the state of California.

Robert has been a CPA in the practice of public accounting since May 1989. Mr. William's firm Williams Accountancy Corporation specializes in accounting and auditing of nonprofit corporations. During this time the aggregate funding base of his clients from federal, state, county, city, local, charitable organizations and other educational and/or charitable foundations has been in excess of \$1 billion. During the past ten years Mr. Williams has been the managing partner or has personally audited well over a hundred 501(c) 3 organizations.

Eric Johnson:

Is an attorney that specializes in charter school law, governance facilities and finance development for charter schools. He also works in the charter school finance field, working with school on bond, financing and other operational matters.

Darrin Erb:

A native of California, Darren is a licensed family and marriage counselor. Darrin also works with educational organizations to support their educational and counseling needs. He is also involved in various education and community service organizations, and brings a wealth of marketing and operational expertise to the board.

J Shrock:

Is a successful k-16 Private and Charter School leader, operating several charter and private schools in several states. He has also enjoyed a successful career as a fundraiser and development manager, leading the development and endowment efforts at several large Universities in the Mid West.

EDUCATIONAL PHILOSOPHY AND PROGRAM

I. EDUCATIONAL PHILOSOPHY AND 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)(i).

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.– California Education Code Section 47605(b) (5) (A) (ii).

Mission Statement: The mission of the Charter School is to create future leaders passionate about making a positive contribution to their local and global communities in the science and mathematics fields.

This will be accomplished by:

- Implementing an academically rigorous inquiry-based college preparatory curriculum which will meet all of California State, and national standards through a personalized learning approach
- Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility
- Cultivating international awareness through the acquisition of a second language
- Developing skills leading to independence in continued learning

Educational Philosophy

One size does not fit all so the Charter School is dedicated to providing students and families with a flexible learning program with the oversight and support of a credentialed teacher to achieve Common Core Standards.

The Charter School’s educational program is based on the instructional needs of our target student profile. Our target student profile is not limited to any particular demographic. Instead, the Charter School is designed and organized to serve students and families who have chosen an educational setting for any of the following reasons, or other reasons relevant to the individual:

- Individuals who are self-directed and choose a wider range of academic options. Students of all ability levels seeking additional academic and learning opportunities, exposure to the Workforce Investment Programming, Personalized Learning Approach, and STEAM programming
- Family relationships, personal beliefs and values, and families who prefer a choice in educational methods

- Scheduling (i.e. sports, drama, extracurricular activities)
- Health reasons prohibit them from attending normal classroom programs

Additionally, the Charter School is designed and organized to serve disenfranchised youth who have chosen an educational setting for any of the additional following reasons:

- High-risk/at-risk wishing to successfully achieving a high school graduation or equivalency.
- Age 16-24 out of school youth of all ability levels seeking additional academic and technical skill development opportunities with exposure to Workforce Preparation Programming, Personalized Learning, and STEAM experiences.

Students meeting the following criteria will gain entry into a tailored program of WIOA determined activities preparation:

- Out-of-school youth aged 16-24, not attending any school, and meet one or more additional conditions, which could include: School dropout; within age of compulsory attendance but has not attended for at least the most recent complete school year calendar quarter; holds a secondary school diploma or recognized equivalent and is low-income and is basic skills deficient or an English language learner; subject to the juvenile or adult justice system; homeless, runaway, in foster care or aged out of the foster care system, eligible for assistance under Section 477, Social Security Act, or in out-of-home placement; pregnant or parenting; an individual with a disability; low income person who requires additional assistance to enter or complete an educational program or to secure and hold employment
- In-school youth aged 14-21, attending school, low income, and meet one or more additional conditions, which could include: Basic skills deficient; English language learner; an offender; homeless, runaway, in foster care or aged out of the foster care system; pregnant or parenting; an individual with a disability; person who requires additional assistance to enter or complete an educational program or to secure and hold employment.
-

Workforce Innovation Opportunities Act

Workforce Innovation Opportunities Act determined activities include:

(1) Financial Literacy; (2) Entrepreneurial skills training; (3) Services that provide labor market and employment information in the local area; (4) Activities that help youth transition to postsecondary education and training through credit recovery, remediation, academic preparation, and pre-employment skills; (5) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

Additionally, the Charter School's Workforce Development Program for out of school youth is unique in providing a pathway to success for students preparing to immediately enter the workforce. The Charter School, working in cooperation with and under an agreement with workforce development providers, will provide pre-employment training, remediation of academic skills, high school diploma acquisition, credit recovery as well as career pathway instruction. Operating under 5 CCR 11960 (2)(B) the Charter School will operate a separate program within the Charter School serving Workforce Development Program participants. The legislative intent of the exemptions for workforce preparation is to provide services in areas of the State served by State and Federal programs and not be limited by geographical boundaries which are mandated as a general rule under the California Education Code for K-12 charter schools. The Charter School's Workforce Development Program will expand Statewide as the need for services is determined and agreements are entered into with workforce preparation providers Statewide.

At the State and Federal level it has been realized the strength of the national and State economy is dependent upon a well-prepared and academically proficient workforce. California is strengthening Career and Technical Education Programs under the CD Perkins Act and educational requirements have been included in the Federal Workforce Innovation Opportunities Act (WIOA). The Charter School is poised to support the effort to serve in school and out of school youth who wish to enhance their academic and job skill preparation through an organized program of study leading to 21st Century Skill certification and preparation in a Career Pathway that leads to post high school training and professional preparation in a desired career field.

In school youth ages 14 to 18 may choose from a variety of career pathways supported by curricular offerings that develop needed academic and employment skills as students complete high school graduation requirements. The Career Pathways offered include but are not limited to: Business Management and Administration, Health Science, Information Technology, Manufacturing. Additionally, students may dual enroll in Community College Classes to augment their basic high school studies and also receive college credit taken at the community college level while enrolled in the high school program.

Recent data shows that 90% of students enrolled in career pathways graduate with a high school diploma, take a higher number of traditional academic credits, and 81% of students who didn't finish high school say relevant, real-world learning opportunities would have kept them in school. The developmental pathway exploration to career certification is motivating and effective. Additionally, labor economists say, many high school graduates would benefit from a more comprehensive approach to gaining skills, especially in high tech fields that are increasingly in demand. Without action high school dropouts, GED certificate holders, and high school graduates will continue to lag in economic success compared to those who reach higher education attainment levels. The U.S. Government reports that this group is falling farther and farther behind in earnings and as a result, the Economic Policy Institute reports that this group is less likely to be employed, to be married, to own a home, or save for or be part of a retirement system. Additionally, today, 20% (40 million) working adults lack a high school diploma. Their chances of job advancement to higher levels is almost zero and surprisingly, General Education Development (GED) certificate holders only fare slightly better in the economy than high school dropouts (\$300/month higher wages than their like counter parts of high school dropouts). Sixty percent (60%) of low skilled workers make less than \$16,000 per year and do not receive additional benefits.

Educationally disengaged students in the 18-24 year age group are often predisposed to using technology and are tech savvy and understand the many advantages and flexibility that virtual access to their education can provide to them. Accessing reliable travel (a car, motorcycle, or even access to public transit) can limit a student's ability to attend traditional classes. An Online option can be accessed from the comforts of home, at a nearby coffee shop, or wherever they happen to be. In addition an online education allows for 24-hour access seven days a week. Providing an educational and career technical internship linked with a high school diploma program through the WIOA legislation and funding can give these students the support and boost they need to become a valuable member of Contra Costa's and California's workforce community. Without this support, many of these students will continue to be a burden on others rather than contributing members of the local community.

Under *California Education Code 47605.1 (g)* charter schools may serve out of school youth ages 16-24 as long as the charter school is offering services associated with a workforce preparation

program such as the Workforce Innovation Opportunity Act, Jobs For The Future, California Conservation Corp, Job Corp, or pupils of court schools. Under this provision, the Charter School will create associations with workforce preparation providers to provide out of school youth 16-24 years of age with remediation, credit recovery, career pathway training, pre-employment skills, and high school diploma acquisition and to outreach to students that have not fared well in the traditional education system.

Under state exemptions (*Education Code 47605.1 (g)*) these services may be provided in learning locations that range beyond the geographical boundary restrictions normally imposed on non-classroom based charter schools. Through collaboration with statewide workforce development programs the Charter School may provide services at locations where eligible youth are located or housed. This will include statewide services.

The Charter School provides a unique opportunity for these youth by providing anytime/anywhere-learning opportunities of high quality, supervised by California Certificated Teachers with sound subject and pedagogical expertise.

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

The fundamental characteristic of the new millennium is ever accelerating change. Information is becoming obsolete as quickly as it is multiplying and ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly dependent on technology. These challenges mean that students must *learn in a technological environment* in order to participate effectively in the 21st century. As such, the Charter School believes an educated person in the 21st century has a solid foundation in all core academic subjects and 21st century learning skills; and mastery of 21st century tools in order to be college or career ready.

Much of the program for Rise Academy Solano Charter School for K-12 and the 16-24 year old age group is provided through online curriculum options. This virtual education allows students to access the curriculum conveniently from the comforts of their own home or access the curriculum if they are traveling or transitioning to another location. In the Twenty-First Century, virtual education is becoming a more visible and a viable option that more and more students are taking advantage. According to the Babson Survey of Online Learning conducted in 2015 virtual education has seen 3.9% growth over last year. This is the 13th straight year that virtual education has seen increased growth. This continued growth in virtual education comes at a time that higher education programs are seeing a decrease in overall participation.

“While enrollments in higher education institutions decreased overall, enrollments in online programs continued to increase. We have seen strong growth in online professional degree programs as learners are increasingly focused on employability and career advancement. As more institutions turn to professional degree programs to meet this new demand, we expect to see accelerated growth in online learning continue over the next 3-5 years,” said Todd Hitchcock, senior vice president, Online Learning Services, Pearson.

More than one in four college age students (28%) are taking online courses as part of their continuing education. The Babson Study also notes, the percent of academic leaders rating the learning outcomes in online education as the same or superior to those in face-to-face instruction is at 71.4%. Of the 5.8 million college age students that accessed their educational options virtually,

2.85 million students took all of their courses virtually, while 2.97 million took some of their courses online.

“Blended and online schools meet the needs of these students because:

- They allow students to make up ground if they have fallen behind in courses or credit accumulation. Students can work through courses more quickly than in a traditional school while still meeting course requirements, and gain more credits in a year than they would at a traditional school. In addition, students are often able to start recovering a course as soon as they have fallen behind, sometimes in mid-year or even mid-semester, so they don’t have to wait until the following school year to get back on track.
- They often provide specific supports that address the reasons that students fell behind or dropped out of school. For example, schools that have a substantial number of students who are pregnant or parenting may provide day care and associated resources to support young parents.
- Online curriculum allows students to move through material at their own pace and especially to go more slowly through, or repeat, lessons that the student does not initially understand.
- Some schools actively seek students who have dropped out and are open to re-enrolling in a different school to complete their high school diploma.
- Students can choose areas of interest in which to focus, perhaps including an internship or job, creating greater engagement in school and a drive to succeed in all academic areas to further their area of interest. Some schools focus on career education for students who prefer to focus on career opportunities instead of a four-year college.
- Students who are ahead in their academic progression can take a nearly limitless range of online courses that expand their interests and knowledge in a specific topic area.
- Blended programs often have fewer students than traditional schools, and the smaller school environment is more comfortable for many students than larger schools.
- Although some of these schools have arrangements with the local school district that allows students to participate in sports or other extracurricular activities, students often report that they prefer the extent to which sports are de-emphasized in the alternative schools. They feel that the focus should be on their academic pursuits and they are more comfortable showing their academic interest in the alternative school.” *(Evergreen Education Group, “Why do*

students choose blended and on-line schools, The end of average requires personalized learning environments.” 2017)

The Charter School will prepare self-motivated, competent, life-long learners for the 21st century. The Charter School will provide a blend of online learning and independent study methods to ensure all students gain the knowledge and skills that are valued in the modern world and necessary for future success. As a result, students graduating from the Charter School will demonstrate the core characteristics of an educated person in the 21st Century:

1. Solid foundations in core academic subjects: Students will graduate proficient in all State Standards.
2. Students will graduate with the following 21st Century learning skills:
 - Information and communication skills,
 - Thinking and problem solving skills,
 - Interpersonal and self-directional skills.
3. Mastery of 21st Century Tools: Students will graduate with a mastery of the use digital technology and communication tools to access, manage, integrate, and evaluate information; construct new knowledge; and effectively communicate with others.

How Learning Best Occurs

The Charter School believes that learning best occurs when:

- Students are offered a rigorous core curriculum
- Outstanding staff is employed
- Students are held to high standards and expectations
- The instructional techniques used by the charter school are research based
- Technological tools support the instructional model
- Quality instructional time can be devoted to working with students
- Students have the opportunity to choose their time, their place, and their pace for studying, thereby empowering students to become independent, self-directed learners
- Collaborative relationships are developed among the school, student and parent

The Charter School is structured to support high student achievement by providing an effective online and independent study environment for its students. The leadership and staff believe that our innovative K through high school programs embodies the Charter School’s definition of “how learning best occurs.” As such, the Charter School shall model the successful strategies already operating in other high achieving schools.

Challenging Learning Environment

The Charter School provides students with a demanding educational program and effective teachers. The Charter School is committed to establishing high standards and expectations for all students. Our courses are rigorous, requiring significant amounts of expressive language and presentation skills as they provide students with opportunities to demonstrate higher-order thinking skills and to apply the concepts they have learned. The Charter School’s courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with State Standards. To that end, students will have the opportunity to take AP courses, and participate in the AP scholars program.

Highly Qualified and Supported Teachers

The faculty will consist of well-prepared and certified teachers. All teachers, in accordance with Education Code Section 47605(l), will meet the requirements of the No Child Left Behind Act. Professional development and teacher collaboration will be scheduled on a regular and ongoing basis to support teachers throughout their career. In establishing a professional teaching environment, the Charter School will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, and deepen their understanding of concepts and the Charter School at higher levels.

Attendance Guidelines

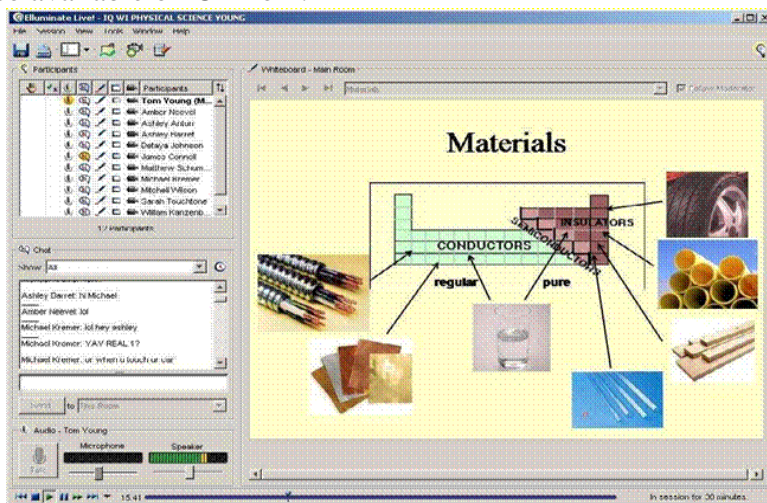
The Charter School will offer the same number of instructional minutes as set forth in Education Code 47612.5(a) for the appropriate grade levels and will operate at least for the required minimum of 175 days. The Charter School expects that students will complete work daily on school days unless ill and documented by a physician's note. The Charter School will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection.

Pedagogical Strategies

The Charter School's programs are designed using an independent, learner-centered model that helps students become more self-disciplined, better time managers, and more effective problem solvers. The Charter School's courses make use of the latest educational techniques, including graphical enhancements, games, and multimedia activities. The following variety of instructional methods will provide the best opportunities for all students to learn through the following:

- a. Online learning – Using a combination of synchronous and asynchronous learning environments, the charter school utilizes the North American Council for On-line Learning “21st Century Skill” which incorporate best practices in online learning to provide a quality independent study program for students. Attached at appendix, please find the North American Council for On-Line Learning “Virtual Schools and 21st Century Skills”.
- b. Personalized Learning Approach – Meets a wide array of student goals and academic needs through a diverse learning environment and options that foster development of skills and knowledge necessary for success in an ever-changing world. Best practices allow students to develop and adhere to a learning path that prepares them for first-rate universities and careers. The charter provides the rigor necessary for the highest literacy skills in reading, writing, and technology, as well as collaborative and problem-solving skills for application of learning to real world problems. Each student has a program tailored to meet their unique needs and goals with a graduation plan that fulfills their requirements and prepares them for college.
- c. Highly qualified teachers -- Subject matter teachers, who are highly qualified and certified to teach in their content area, provide assignments, feedback and support to students on an individualized basis.
- d. Regular and appropriate feedback on progress – Through regularly scheduled meetings for assessment and assignments, students frequently receive feedback on their progress through conversations and comments on assignments, tests, and presentations.

- e. Parents and students will have the support and guidance of a credentialed teacher by calling or e-mailing the teacher of a course and through scheduled in person or online parent/student/teacher conferences.
- f. Homeroom teachers – Homeroom teachers act as the overall supervising teacher for the student’s high school experience. When possible, students keep the same homeroom teacher throughout their high school experience. Research has shown that students who make a personal connection with a concerned adult increase their chances of successfully graduating from high school.
- g. Flexible Course Scheduling – Charter School students complete 10-12 semester long classes throughout the school year. This system allows students to progress at their own pace through a course, and to focus on fewer subjects at a time than they would in a traditional school setting. Students complete the same amount of credits within a school year as in a traditional classroom setting, thus staying on track for high school graduation.
- h. Technology– Technology underpins the pedagogical strategy of the Charter School.
 - Students taught online receive instruction through asynchronous curriculum and synchronous interactive lessons. Asynchronous and synchronous course work are available with any Internet connection, even dial up connections, however, asynchronous course work is also available on CD-rom.
 - In the sample synchronous session shared here using Blackboard Collaborate for a Physical Science course. Students are encouraged to join the sessions at the time they are live, or to view them at a later date from an archive area for recorded sessions. Teachers often use these synchronous sessions to introduce new materials, clear up common questions, or to review before examinations.
 - In the online session, teachers can load prepared presentations that they have created, they can share their desktop and take students anywhere on the internet to view materials that are pertinent to the discussion, or students can use the whiteboard to share their work with the class. Anything that can be done in a physical classroom for instruction can be adapted for use in the online classroom in a way that meets the variety of needs and learning preferences of students who attend the Charter School.
- i. Range of curricular options to meet Common Core Standards- Courses at the Charter School offer online content, textbooks from nationally recognized publishers with course pacing guides, a variety of informational texts, and use of quality literature including



classical and contemporary works. Curricular offerings are challenging, relevant, and aligned with Common Core State standards.

Teaching Strategies

Teachers utilize online classrooms, independent study methods, and direct instruction to provide various curricula that allows more time to be spent on the other value-added tasks undertaken by highly effective teachers. In addition, collaboration with families allows for more quality instructional time to be spent working with students and interacting with them in the learning environment rather than on some of the behavioral and administrative tasks teachers typically assume. This enhances the learning experience for students, incorporates family engagement in education, and allows teachers to spend more focused time on individual needs of students.

The table below describes 6 primary tasks executed by highly effective teachers and the differences between the independent study Charter School setting and a traditional classroom setting.

Task	Traditional Classroom	Independent Study
Lesson Planning – Content Development	Lesson plan for daily teaching Prepare materials used for lessons Teach lessons Review lessons not learned	Material already planned and contents already prepared – minimal planning and preparation required.
Grading	Grading all student work Short turnaround on math and daily assignments Longer turnaround times in Language Arts on research papers or essays Other subjects fall in the middle	Student work graded automatically or through observation Math work grading will be done largely by computer Language Arts heavy on writing and require grading time equal to Face-to-Face More time available for “value-added” grading
Answering Questions	Must respond to students in the classroom Have limited time per day to answer questions	Questions come via email or in online chat sessions Can receive questions anytime Can respond to questions within 24 hours Many questions are repeats and teachers develop pre-arranged answers or will schedule an Blackboard Collaborate™ session.
Monitoring Student Achievement	Monitor in classroom Check grade book Respond to parent concerns Alert parents when problems arise Review student data and adjust teaching	Monitor online Refer to grade book Respond to parent/student concerns Alert parents when problems arise Review student data and coach student progress

Monitoring Behavior	Ensure appropriate classroom behavior is maintained and distractions minimized. Monitor hallways Monitor school grounds Management of student interaction	Student behavior is maintained through family collaboration and teacher involvement resulting in less loss of instructional time. Monitor discussion boards Monitor communication among students Encouragement of and guidance towards appropriate student interaction
Communication	Regularly communicate verbally to students Occasionally communicate in writing to students Phone calls to parents/students	Regularly communicate through: <ul style="list-style-type: none"> <input type="checkbox"/> Email <ul style="list-style-type: none"> ▪ Online chats & Blackboard Collaborate™ sessions ▪ Phone calls to students/parents ▪ Message boards

a. Student/Teacher contact: The Charter School’s instructional model allows for a flexible student learning experience in a structured environment, with an appropriate amount of interaction between highly qualified certificated teachers and the independent study learner through face-to-face meetings and online sessions. For example:

- Teachers will conduct a scheduled, hour-long synchronous instructional session per course per week through Blackboard Collaborate™ software. These sessions describe specific content that allows for student participation and interaction. Sessions are archived for students to access later.
- Teachers will also conduct one scheduled, hour-long “office hour” session per week for an open discussion or Q&A format through Blackboard Collaborate™ software. These sessions are intended to assist students who may need additional help, missed an archived session or who may be working at their own pace.
- Student discussion boards are utilized for unit topics in each subject as group discussions in which students will participate.
- Teachers will send outbound personalized emails students.
- Grading and responses to student questions by phone, email, and synchronous tutoring are ongoing. Teachers are required to respond to all student communications within one school calendar day.
- Teachers monitor student progress and activity regularly through activity and grade book reporting.

b. Assignments: Lesson plans and pacing guides are available for students in an Independent Study format to support students who work at their own pace. Assignments will include reading and activity assignments or discussion board responses, and are assessed in a variety of ways such as:

- Student to reflection on their learning to self-evaluate progress and to determine steps for improvement and advancement of their learned academic skills. As students work towards meeting standards they will use information as a strategic lifelong resource. They will learn to identify problems, find and evaluate resources, plan work strategies, and synthesize and/or present information.

- Students will receive regular verbal or written feedback from their teachers on assignments and students can contact their teachers at any time to discuss comments or any other aspect of the class. These meetings can take the form of telephone calls or online sessions using Blackboard Collaborate™. Teachers will initiate online meetings with students anytime a student's quality of work requires attention. Students, parents or learning coaches may request an individual meeting with the teacher at anytime to discuss progress.
- c. Reporting of student progress: In addition to feedback and responsiveness to student and parent questions, regular reporting will occur and will include methods as follows:
- Regularly scheduled online, telephone, or face-to-face conferences to review and report on progress with completing and understanding assignments, development of critical thinking, progress toward mastery of skills and concepts, and meeting goals and objectives.
 - Written or verbal reports from the teacher containing current grades, graduation status, comments on the quality and pacing of student work, and strategies for improvement. The reports may require comments or responses from parents indicating that they have received and reviewed the report.
 - Regular face-to-face parent conferences to review progress to date for each student. Parents will be mailed an assigned time and location for the conferences to occur. They can request either to attend face to face or via Blackboard Collaborate™. Parents who choose to not attend the meetings will be required to speak with the counselor or their designee by phone about student progress.
 - A copy of student report cards will be e mailed to the parent's address as indicated in the student record. 30 days following the end of each semester.

1. Curriculum and Instructional Design:

The Charter School's curriculum will meet California State Content Standards. The curriculum will develop a foundation of basic skills and cultivate higher-order thinking skills. It will be simultaneously rigorous, engaging and relevant to students. The Charter School's curriculum and instructional framework is guided by independent study learning models used nationwide.

Courses at the Charter School offer off-line content with textbooks from nationally recognized publishers. A sampling of instructional materials is included in the appendices. This model offers a rich learning environment in that it combines a vast amount of age-appropriate learning resources available from a variety of sources including print, electronic media, and real world experiences. This method of delivery relies on providing quality learning opportunities and the Charter School instructional staff guiding individualized student learning to facilitate student progress. Student learning will include online instruction and activities, off-line (print-based) activities and assignments, instructional staff/student discussion boards, project-based learning assignments, group instruction, and opportunities for collaborative projects.

Courses are structured around objectives, content, and assessments. The Charter School's courses are designed to meet today's rigorous academic environment and Standards. The Charter School's courses follow an objective-based learning structure. Courses are structured to include reading assignments, activities, projects, written assignments, oral or multimedia presentations, collaborative opportunities, or problem-solving and application assignments.

Students will utilize the available “Learning Guide” prepared by the course author to supplement textbook readings with: additional supporting instructional material regarding a particular concept; guidance as to “what to look for” during the reading assignment, and additional reference materials from the Internet or other sources to expand on the concepts presented in the readings, stories, and supplemental texts.

Additional activities (which will be graded or ungraded) in each course may include:

- Research Papers
- Journals and Story writing
- Discussion board activities (classroom participation grade)
- Practice quizzes at the end of most topics
- Projects (both independent and collaborative)
- Oral or multimedia presentations

The Charter School’s full-year courses are designed to contain approximately 180 hours of course work to complete or the equivalent of one Carnegie Unit or one year of study. Our semester courses are designed to deliver approximately 90 hours of course work to complete, and are the equivalent of one-half of a Carnegie Unit, or a high school semester.

Courses are rich with multimedia to keep students engaged throughout their online experience. Most of the multimedia is built using Flash technology. All courses contain a variety of flash tutorials that include audio, text, language translation and video components that reinforce course content and are designed to address various learning styles. All of the courses are rich with engaging self-check and practice activities for students to self-assess their mastery of the course content. A variety of Flash-based games including flashcard activities, crossword puzzles, drag and drop/matching activities, as well as basic self-check quizzes are provided. These activities can be completed as many times as the student desires until they have mastered the learning objectives and skills. We offer animations to students to demonstrate a concept where appropriate. We have added avatars that both entertain and teach concepts using flash technology. Avatars are used to present dialogues in foreign language courses as well as instructional tutorials within core subjects. Examples of the many different activities we provide in our courses are contained in the following pages:

Game: Relationships Between Variables

Find a relationship between variables with a game below.

Friki-Tiki
and the
LAVA BRIDGE OF DOOM

Find the legendary Friki-Tiki by using your knowledge and getting the adventurer to the other side of the lava flow. Click on a hover-rock and answer the questions. If you answer incorrectly, the hover-rock loses its anti-grav properties and crashes into the lava below. You then have to choose another direction. If the pathway to the Friki-Tiki is completely gone... you don't want to know what happens.

Play

Click and Learn: Physical Geography

Click on the following link to learn about the major geographical features found on Earth. Not only the words are easy to read and easy to read more. You can also click on the words to read more about that piece of land or body of water. If you click on a word or an area of land or body of water on the map, the map will zoom in and out on the map. You can also click the magnifying glass button (zoom in) and (zoom out) and click on the map. You can use your mouse to click on the map when you are zoomed in. Please use the following study guide to help you learn the terms below.

Geo Hunter **Geographical Formations**

valley Land at a low elevation located between hills or mountains

Beach Bay Canyon Channel Coastal Dike Desert Glacier Gulf Hill Highland Island Isthmus Lake Mesquite Mountain range Mouth Ocean Peninsula Plateau Plain River Sound Source Strait Trench Valley Volcano

Zoom and Drag

Word Bank

freeze hydrophilic lipid bilayer model
hydrophobic membrane phospholipid

Please drag the terms to the correct occasion.

Electron microscopic examinations of cell membranes have led to the development of the _____ (also referred to as the fluid mosaic model). The most common molecule in the cell membrane is the _____. These molecules are lipids with a polar (_____) head and two nonpolar (_____) tails. The phospholipids align tail to tail, forming a hydrophobic region between the hydrophilic heads on the inner and outer surfaces of the _____. This layering is termed a bilayer since an electron microscopic technique, known as _____ fracturing, is able to split it.

Check your knowledge by playing this game.

Answer the following question correctly to move your goal up the mountain.

A lateral meristem in plants. Types of cambiums include vascular, cork, and intercalary.

Cellulose
Lignin
Companion cells
None of the above

FINISH

Next

Roll over the dates on the time line to learn more about the important events that happened during that period.

Timeline: 1828, 1828, 1830, 1832, 1832, 1832, 1833

Map of South Carolina showing Columbia, Charleston, and Greenville.

South Carolina threatens to secede over tariff

Light Microscope | **Electron Microscope**

Overlap: Virus, Bacteria

Light Microscope only: Fish Eggs, Frog Dissection

Electron Microscope only: Protein, Plant Cell

Reset | Check

- Introduction
- Equation for Photosynthesis
- Photosynthesis Cellular Respiration Cycle
- ...Photosynthesis is...

Photosynthesis:
Brief Facts



Ability to download and save script for later review.

The Work of Physical Scientists

Modern Chemist

Page 2 of 7

Chemists study the components of matter and how matter interacts with energy and with other forms of matter.

Pharmaceutical companies study chemicals to

Closed Captioning – scrolling script of audio.

Linear and Quadratic Functions Unit

Using this study guide will help you prepare for your exam and ensure that you learn the most important content. Keep it in your notebook or computer and take notes as you progress through the unit.

Introduction

1. What are my section goals/objectives?

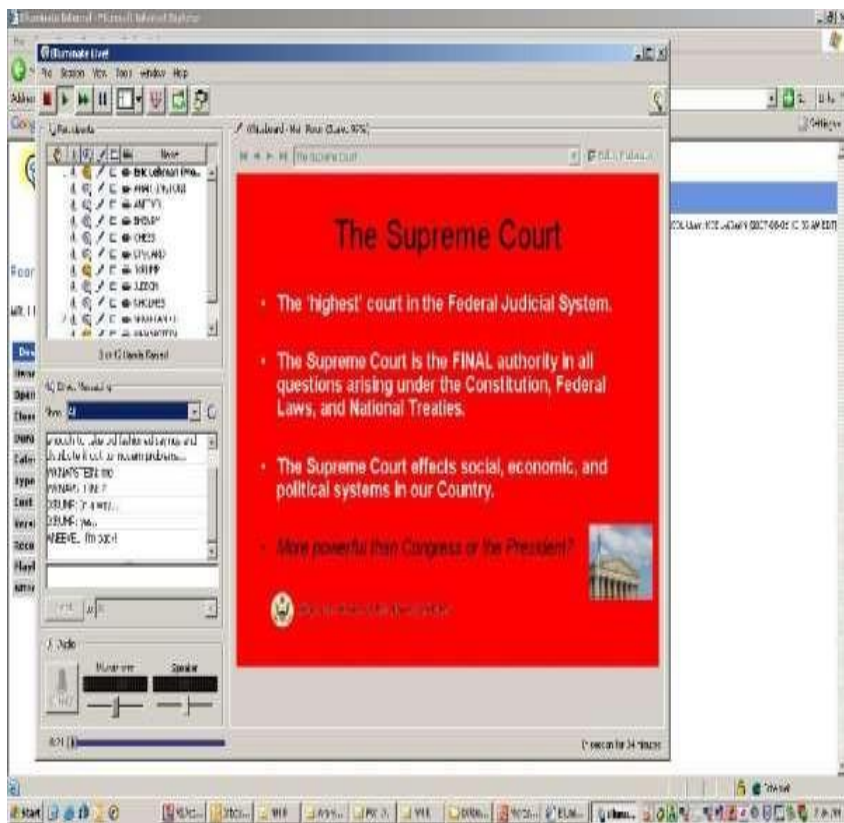
2. My personal goal is to complete this section by:

Section A: Functions and Relations

What is the difference between a relation and a function?

Give an example of a relation.

Give an example of a function.



2. Provide a Range of Materials:

The materials the Charter School provides are broad in order to support students in meeting Common Core standards. The Charter School's courses are built around a blend of textbooks published by nationally recognized textbook publishers, quality literature and informational text, online resources including Web Quest and Brain POP activities, and authentic educational experiences. This approach ensures that the Charter School courses

include complete and broad topic coverage for all courses and are aligned to state content standards to challenge students.

The Charter School for each course offered has developed course Pacing guides. Students will use the weekly reading assignments, writing assignments and other activities included in the guides to keep on schedule for course completion and to monitor progress during each learning period. The Charter School teachers will have the ability to adapt assignments to fit the learning needs and styles of the student population and to personalize student assignments as needed. Students will be under the direction of a highly qualified credentialed teacher for all core subjects offered. Furthermore, these course-pacing guides identify whether the course is an approved A-G course for University of California and California State University systems.

3. Independent Study Legal Compliance:

The Charter School will comply with all applicable independent study laws including but not limited to California Education Code Sections 51745, *et seq.*; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that the Charter School will operate pursuant to an adopted independent study Board policy; each student will have a master agreement as required by law; and the Charter School must file for a funding determination as a condition of funding. Attached as an appendix, please find the Charter School's draft independent study policy to be adopted prior to operation and a template master agreement to be tailored to each student's independent study program.

4. Socialization:

Through their interactions with others in a variety of contexts, students develop and pursue friendships as they learn to be active members of their communities. Examples of activities that promote socialization include, but are not limited to: online sessions, participation in Charter School Commons (message boards based on student interests), Charter School-sponsored events based on mutual interests of families, sports, classes in music or art, and other activities such as service projects in coordination with organizations and schools.

5. Incorporate Technology:

The Charter School advocates a 21st century vision for education. As part of the program, students enrolled in the Charter School may be loaned a laptop computer, which will allow them to complete online learning courses, complete research projects, create multi-media presentations, and complete homework assignments. Blackboard Collaborate™ software is used for synchronous voice over IP real time interactive lessons.

Students who lack computers will be able to sign out a laptop computer that they can use for educational purposes. These laptop computers are to be used by students to access the online curriculum and complete school work for their courses. For students who do not have Internet access, Internet connectivity cards will be purchased which allow students to have access to their online courses. These computer laptops and the internet connectivity will be provided free of charge to the students so that they can have access to courses 24 hours a day 7 days a week.

Because many students already have a home computer or laptop available to them, there is no need to borrow the school-provided laptop. Students can access their online courses and materials from any computer with Internet access. High speed internet access (broadband cable or DSL) provides the most satisfying online school experience, but many students who only have access to a slower connection are able to access all course materials and do the required work.

Blackboard, an on-line electronic classroom, is available and is designed to facilitate student learning and enable teacher support. The learning structure for the Charter School's online learning includes:

- Web style access – students can navigate anywhere in a course they need to (course map), All content is in one place (self-contained Content Management System module – embedded multimedia and activities)
- Easy structure to follow (topics and page sequencing)
- Directions are clear (embedded and linked direction sets)- Consistent look and feel (all content structured in same manner)
- Embedded Accessibility (Flash allows for resizing content on screen to meet student viewing needs)

All online school related interactions have rules and policies designed to ensure that information posted is appropriate for the school environment. Students are expected to follow the identified online procedures and social media policy. Staff will instruct students on professional online interactions and to refrain from inappropriate posts and materials.

A Sample Of Daily Student Activity:

The Charter School is founded on the principle of personalized learning and therefore a typical day varies with the modifications in curricular activities designed by the teacher in concert with the parent or guardian for those students under the age of 18 years and in concert with the student for those students 18 years of age or older. There are basic activities that occur each instructional day for all students as outlined below. The primary effort is to construct a learning plan that best meets the needs of the student and provides sufficient scaffolding of academic skill development to prepare the student for the next level of education and, in the case of senior high students, readies them for post high school education or entry into the economy. The Charter School's goal of developing independent learners spans the entire grade level spectrum. The natural flow of independent learner development follows three benchmarked and measurable developmental steps. The steps are: (1) Early Elementary Grades organized to promote dependent learning based on extensive support of the teacher and learning coach in an environment of richness of exploration and student success oriented interactive activities provided by the curriculum, technology interaction +/- 20 minutes per day maximum, teacher and learning coach; (2) Upper Elementary Grades organized to promote acquisition of academic skills and the application of those skills in developing higher order thinking skills enriched with activities that develop and promote the use of independent learning through research, reading and writing, basic and advanced numeracy, provided by the teacher and technology interaction +/- 90 minutes per day maximum; (3) Middle School organized to develop and promote exploration through independent problem solving, self recognition of deficiencies in academic preparation, motivation to learn, and enhanced use of

technology applications and solutions leading to higher levels of academic achievement provided by the teacher and technology interaction of +/- 3 hours per day maximum; (4) Senior High School organized to scaffold learning deficits to bring students to acceptable and higher levels of skill and propel them forward in mastering the 21st Century Skills needed post high school through advanced study, taking A-G required UC approved subjects, advanced placement opportunities, career pathways, facilitated by the teacher, the on-line school and utilization of enriching technology applications as needed throughout the day to work independently and complete asynchronous and synchronous assignments; (4) Out Of School Youth WIOA programs to reach out to disengaged youth and provide new learning opportunities tailored to the needs of disenfranchised and withdrawn youth who are interested in reclaiming their education through workforce education, led by specialized teachers and counselors resulting in career pathway certification, pre-employment skill development, remediation of academic skills, and high school diploma requirement completion.

EARLY ELEMENTARY K-3 SAMPLE ACTIVITIES:

- ✓ Parent/Learning Coach logs into On-Line School
- ✓ On-line school serves up lessons for the day and scheduled activities including those activities to be supported by the Learning Coach
- ✓ Learning Coach and pupil read together the assignments and the daily schedule
- ✓ Pupil and learning coach organize the physical materials for the day's lessons and begin typical early elementary activities in three to four subject areas of concentration involving perceptual-motor development, reading individually out loud, listening, reading together out loud, and basic numeracy skill development
- ✓ Pupil and Learning Coach attend periodic synchronous sessions via the electronic classroom
- ✓ Pupil participates independently in technology supported learning games served up by the on-line school
- ✓ Teacher verifies attendance (3-5 hours required daily)
- ✓ Teacher and Learning Coach review daily progress and modify on-line schools menu as needed to maximize the learning potential of the student

UPPER ELEMENTARY 4-6 SAMPLE ACTIVITIES:

- ✓ Parent/Learning Coach and Student logs into On-Line School
- ✓ On-line school serves up lessons for the day and scheduled activities including those activities to be supported by the Learning Coach and Teacher
- ✓ Learning Coach and pupil read together the assignments and the daily schedule
- ✓ Pupil and learning coach organize the physical materials for the day's lessons and begin typical upper elementary activities in four to five subject areas of concentration involving perceptual-motor development, reading individually out loud, listening, reading together out loud, and basic numeracy skill development in addition to science, language development, and foreign language study if assigned.
- ✓ Pupil is introduced to age appropriate novels and other readings and assigned reading assignments from a reading list of relevant novels
- ✓ Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil

- ✓ Grade 6 students are introduced to numeracy skills common in the middle school curriculum and using technology to electronically submit writing assignments to the teacher
- ✓ Pupil may attend learning center program in a physical location up to three hours per week
- ✓ Teacher verifies attendance (4-6 hours required daily)
- ✓ Teacher and Learning Coach review daily progress and modify on-line schools menu as needed to maximize the learning potential of the student

MIDDLE SCHOOL 7-8 SAMPLE ACTIVITIES:

- ✓ Parent/Learning Coach and Student logs into On-Line School
- ✓ On-line school serves up lessons for the day and scheduled activities including those activities to be supported by off line activities and the organization of science experiments to be done in concert with the on-line science curriculum
- ✓ Parent/Learning Coach reviews the days lessons and activities with the student
- ✓ Five subject areas are prepared for the day's learning activities
- ✓ Pupil attends synchronous learning sessions present under the direction of the teacher
- ✓ Pupils interact with others online in the development of group projects and assignments that require peer collaboration to complete
- ✓ Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil
- ✓ Pupils work independently on skill and knowledge attainment assignments
- ✓ Pupils review expected outcomes for the day
- ✓ Pupils take quizzes and end of unit exams to measure skill mastery and attainment based on the lessons for the day
- ✓ Student electronically submits all required written assignments to the teacher
- ✓ Teacher verifies attendance (4-6 hours required daily)
- ✓ Teacher, Student and Learning Coach review daily progress and modify on-line schools menu as needed to maximize the learning potential of the student
- ✓ Parent/Guardian logs into Parent/Guardian on-line school account to review progress and request assistance if needed
- ✓ Teacher meets face to face with parent/guardian and pupil every 30 days to review monthly progress, complete required documentation, and provide academic counseling or referrals to appropriate agencies for services as needed

SENIOR HIGH SCHOOL 9-12 SAMPLE ACTIVITIES:

- ✓ Student logs into On-Line School
- ✓ On-line school serves up lessons for the day and scheduled activities including those activities to be supported by off line activities and the organization of science experiments, readings, written assignments, and synchronous activities to be done in concert with the on-line curriculum
- ✓ Student reviews the days lessons and activities with the Parent/Learning Coach
- ✓ Pupils review expected outcomes for the day
- ✓ Five subject areas are prepared for the day's learning activities
- ✓ Pupil attends synchronous learning sessions present under the direction of the teacher
- ✓ Pupils interact with others online in the development of group projects and assignments that require peer collaboration to complete

- ✓ Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil
- ✓ Pupils take quizzes and end of unit exams to measure skill mastery and attainment based on the lessons for the day
- ✓ Student electronically submits all required written assignments to the teacher
- ✓ Teacher verifies attendance (4-6 hours required daily)
- ✓ Teacher, Student and Learning Coach review daily progress and modify on-line school menu as needed to maximize the learning potential of the student
- ✓ Students may participate in interest clubs, student government, and intramural sports
- ✓ Pupils participate in community support activities
- ✓ Parent/Guardian logs into Parent/Guardian on-line school account to review progress and request assistance if needed
- ✓ Teacher meets face to face with parent/guardian and pupil every 30 days to review monthly progress, complete required documentation, and provide academic counseling or referrals to appropriate agencies for services as needed

OUT OF SCHOOL YOUTH SAMPLE ACTIVITIES:

Workforce, Investment and Opportunity Act students are students that struggle to educationally fit in a traditional educational environment. These students often have dropped out of school for a period of time. They often do not see the value of traditional classroom education and they are looking for alternative programs that provide more hands-on internship programs, as well as programs that provide innovative educational approach.

- ✓ Student logs into On-Line School
- ✓ On-line school serves up lessons for the day which includes career pathway integrated assignments, pre-employment skill development, financial literacy, credit recovery, and specific skill training
- ✓ Teacher verifies attendance through electronic log in, email, or telephone communication (≥ 4 hours/day)
- ✓ Pupils review expected outcomes for the day
- ✓ Pupils work independently on skill and knowledge attainment assignments
- ✓ Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil
- ✓ Teacher and Student review daily progress and modify on-line school menu as needed to maximize the learning potential of the student
- ✓ Teacher meets face to face with student weekly to review monthly progress, complete required documentation, and provide academic counseling or referrals to appropriate agencies for services as needed
- ✓ Student attends skill training, work-based learning, or employment

Eligible youth shall meet the following requirements when enrolled. The WIOA Service Provider will provide certification of eligibility and a certified copy of eligibility will be provided to the charter school when referral to the Charter School is made.

In general to be eligible to participate in activities carried out under WIOA subpart 29 U.S. Code Section 3164 during any program year an individual shall, at the time the eligibility determination is made, be an out-of-school youth or an in-school youth.

In this subchapter, the term “out-of-school youth” means an individual who is—

1. Not attending any school (as defined under State law)
2. Not younger than age 16 or older than age 24
3. One or more of the following:
 - A school dropout
 - A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
 - A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—
 - Basic skills deficient; or
 - An English language learner.
 - An individual who is subject to the juvenile or adult justice system
 - A homeless individual, a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under, or in an out-of-home placement.
 - An individual who is pregnant or parenting.
 - A youth who is an individual with a disability.
 - A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

In this section, the term “in-school youth” means an individual who is—

1. Attending school (as defined by State law);
2. Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;
3. A low-income individual; and
4. One or more of the following:
 - Basic skills deficient
 - An English language learner
 - An offender.
 - A homeless individual, a homeless child or youth, a runaway, in foster care or has ¹ aged out of the foster care system, a child eligible for assistance, or in an out-of-home placement.
 - Pregnant or parenting.
 - A youth who is an individual with a disability.
 - An individual who requires additional assistance to complete an educational program or to secure or hold employment.

Some students receive and execute assignments early in the morning on the same rhythm of a traditional school, but many more find their productivity is best in the afternoon or evenings. At the Charter School, students learn at the times convenient to their schedules. Though students have the flexibility to choose the time frame in which they study, they are required to demonstrate work on at least one subject each school day. Students may seek teacher support and answers to questions

either through email, by telephone or by logging on to an Blackboard Collaborate™ session where any number of students meet in a “virtual classroom.”

Students complete and turn in assignments regularly through the online course, take tests and quizzes, and also submit papers, essays and fieldwork assessments. A student’s progress and grades are posted on a secure, private site so that both student and parents are always aware of their current status.

Students will work with the teacher and parent to agree upon the order in which the assignments will be worked on to ensure all coursework is completed in a semester. Some students may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

Attached in the appendix, please find a proposed school calendar.

Plan for Students who are Academically Low Achieving

Students who are academically low achieving will be identified by Charter School teachers through ongoing progress and attendance reports, placement tests, course assessments, standardized test results, and parent and student observation. The Charter School will utilize strategies to improve student success such as curriculum modification, parent education, and advisory mentorship.

The Charter School will identify students who are performing below or above grade level, or those students otherwise having issues that are impacting the Student academically, and utilize a Student Success Team (“SST”) process to develop a plan to address their individual needs. Once students are identified, parents are notified and brought into the process and participate at all stages of the process outlined below.

A SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. A SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level, students who have experienced emotional trauma, or have behavioral, or language concerns.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people will 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.

The Charter School’s 12 SST meeting steps will include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed

9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of a SST plan and follow up, if the problem continues, revisions to the plan will be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

All students will be assigned to a teacher in a virtual homeroom. The homeroom teacher meets with their assigned students as a group and individually by on-line meetings and telephonic meetings to discuss student support needs and progress. For, the low achiever, the homeroom teacher assists in the coordination of support services. This adds another layer of support for students. A Student Services Coordinator will be focusing on follow up with students based on data from the Learning Management System, and based on referrals from teachers. Specific strategies will be developed for individual students through joint work with teachers, the student, parents, and other appropriate staff.

Plan for Students who are Academically High Achieving

Students who are academically high achieving will be identified by teachers of the Charter School through ongoing progress and attendance reports, placement tests, course tests, standardized test results, and parent and teacher observation. High achievers are able to move through self-paced course pacing guides while still under the supervision of a highly qualified, credentialed teacher. These guides include challenge activities for high achieving students, which allow the student to complete a more in-depth study or to move more quickly through the curriculum allowing for differentiated instruction.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement strategies for serving English Learners that are research based, supported by Charter School resource, and evaluated annually for effectiveness.

An Intervention Specialist with experience working with English Language Learner experience and experience providing low-economic or struggling students will be provided in the program. Students also will be assigned Academic Coaches who work with students to encourage them and help them stay on track in their academic progress. The Intervention Specialist and the Academic Coaches provide additional support in addition to the assigned teachers. In addition, students will have access to counseling support. Many students in this demographic of students will greatly benefit from the Workforce Investment and Opportunity Act program need additional educational support. All of these support specialists will assist students who have often struggled in traditional education, and provide several layers of additional educational support.

Home Language Survey:

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

CELDT Testing:

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. Once California transitions to the English Language Proficiency Assessments for California (ELPAC), the ELPAC will be the test used to determine proficiency levels of students instead of the CELDT.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act and the Every Student Succeeds Act for annual English proficiency testing.

English Learner Instructional Strategies and Curriculum:

Courses are available for English Learners that will include an option for students to listen to the text on the screen in addition to reading it themselves. This strategy increases student comprehension of the material while supporting their English language skills. English Learners will be able to receive the same level of individual support as all k through 12 students to meet any designated student needs.

EL students will receive additional English Language Development assistance from a teacher carrying appropriate credentials to serve EL students. This assistance will include academic support in vocabulary development and comprehension either outside of the student's core courses, or in working with the core course instructor(s) to insure the students receive the support they need to increase their English language development and be successful in their courses.

Reclassification Procedures:

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the CELDT;
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the Charter School's reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- Teachers will measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage will use the Student Oral Language Observation Matrix.

Plan for Serving Students with Disabilities

The Charter School will 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 in Education Improvement Act (“IDEIA”).

The Charter School will 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. It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School 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.

The Charter School will be solely responsible for its compliance with Section 504 and the ADA. Any facilities to be utilized by the School shall be accessible for all students with disabilities.

The Charter School shall seek local educational agency (“LEA”) status and membership in a special education local plan area (“SELPA”) in accordance with Education Code Section 47641(a). As an LEA, the Charter School shall be solely responsible for IDEIA and State special education law compliance, including but not limited to child find; identification and referral; assessment, arranging IEP meetings; IEP development, and implementation; interim placement; placement off campus as required by IEP; and defense or prosecution of complaints in accordance with policies and procedures of the SELPA in which the Charter School is a member.

Until such time as the Charter School achieves SELPA membership as a LEA, the Charter School shall be categorized as a “public school” within the District in conformity with Education Code Section 47641(b). During that time, the Charter School shall comply with a Memorandum of Understanding (“MOU”) between the District and the Charter School which addresses the delineation of duties between the District and the Charter School, which shall strictly limit the duties and responsibilities of the District *solely* to the provision of reimbursement to the Charter School for special education services provided by the Charter School up to the amount of State and Federal special education funding received by the District on behalf of Charter School students and representation as a school of the District in the SELPA for funding purposes. All other duties and responsibilities under the IDEIA and the Education Code relating to eligible special education students shall be specifically assigned to the Charter School and shall be handled by the Charter School in accordance with applicable law and District and SELPA policy and procedure including but not limited to child find; identification and referral; assessment, arranging IEP meetings; IEP development, and implementation; interim placement; placement off campus as required by IEP; and defense or prosecution of complaints. The Charter School shall hold harmless, indemnify, and defend the District against any and all complaints, due process claims, suits, requests for reimbursement, compensatory education, damages, whether via judgment or settlement, arising out of or relating to the actions or omissions of the Charter School, its employees, or contractors in providing special education and/or related services to Charter School students. To the extent the Charter School is indemnified by any contractor, the Charter School shall ensure that such indemnification equally applies to the District. The District shall be named an additional insured on any insurance coverage carried by the Charter School.

The Charter School agrees that it shall comply with any notice requirements requested by the Charter School to ensure the District that the Charter School is meeting its obligations under applicable State and Federal law, District and SELPA policy.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability will, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of 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 Principal or their designee of the Charter School, and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, such as the teacher, evaluators, and any other person deemed necessary, the meaning of the evaluation data, placement options, and accommodations. The Section 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 IDEIA, those evaluations may will be used to help determine eligibility under Section 504. The Section 504 team will evaluate the nature of the student's disability and the impact upon the student's education shall carry out the student evaluation. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The Section 504 team may also consider the following information in its evaluation:

- a.** Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b.** 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.
- c.** 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 notice of the procedural safeguards available to them. If during the evaluation, the Section 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, the Section 504 team will make a referral for special education assessment.

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") at the Charter School. The 504 team shall determine which Charter School staff member is responsible for providing services

and/or accommodations under the plan. In identifying necessary accommodations and services to develop 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 and services that may be necessary to allow the disabled student access to the Charter School. The Charter School understands it is entire responsible for compliance with Section 504, including by way of implementing 504 Plans.

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 the 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. The student's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities.

Notifications shall include a statement of their rights to: examine relevant records, have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel, have the right to file a Uniform Complaint pursuant to school policy, and seek review in federal court if the parents/guardians disagree with the hearing decision.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The Section 504 Policy and Procedures shall outline the alternative dispute resolution process and the hearing process to deal with any such complaints. Pursuant to Education Code 51745(c), a student with special needs will not be enrolled unless the student's Individualized Education Program (IEP) provides independent study is an appropriate educational setting.

Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES (LCAP PLAN PRIORITIES)	
State Priority #1. 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))	
Annual Goals to Achieve Priority #1	Actions to Achieve Annual Goals
<p>-100% of teachers are appropriately assigned by the end of the first year of operation.</p> <p>-100% of students have tools needed to access the curriculum</p>	<p>-Credential verification through California Credentialing Commission or other credentialing agency</p> <p>-Monitor regular progress through check ins to curriculum and follow up with any students that have not accessed the program on a weekly basis</p>
State Priority #2: Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.	
Annual Goals to Achieve Priority #2	Actions to Achieve Annual Goals
<p>-90% of lessons are Common Core based</p> <p>-10% of our EL students will be reclassified</p>	<p>-Review Common Core standards with all staff</p> <p>-Create Common Core resource and tools reference list</p> <p>-Principals or designee will review all lessons to ensure Common Core and ELL strategies are in place</p> <p>-Supply professional development to staff regarding EL strategies such as SDAIE and Project Glad</p> <p>-Track EL learners' academic progress through regular assessments/reports</p> <p>-Send out newsletters and reference materials to parents in multiple languages</p>
State Priority #3: Parent involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.	
Annual Goals to Achieve Priority #3	Actions to Achieve Annual Goals
<p>20% of parents will attend community events</p> <p>20% of parents will attend Parent/Teacher conferences</p>	<p>-Parent surveys will be sent annually regarding school program satisfaction and recommendations</p> <p>- Principals or designee will work with stakeholders and parents to organize and publicize school wide events</p> <p>-Offer parent interest based events such as book clubs, Parent University on subjects such as Helping with Homework, Understanding My Child's IEP or 504, Cooking Healthy for Young Children, etc.</p> <p>-Create parent groups for English Learners and other sub-groups</p> <p>- Send out information and newsletters and via website</p>

State Priority #4: Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (SBAC, CAASPP, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Annual Goals to Achieve Priority #4	Actions to Achieve Annual Goals
<p>-65% of students in grades 2-11 will show one year of growth on the Smarter Balance Assessment Consortium and CAASPP assessments by third year of operation</p> <p>-65% of students in grades 2-11 will show one level of growth in Math on the Smarter Balance Assessment Consortium by third year of operation</p> <p>-65% of our EL learners will show one level of growth on the CELDT</p> <p>-20% of our EL learners will be reclassified</p> <p>-75% of students in grades 9-12 will enroll in and complete A-G approved courses</p> <p>-65% of students taking the AP exam will receive a score of 3 or higher by the third year of operation</p> <p>-65% of graduating students will either be enrolled in a 2 or 4 year college, vocational courses, or the Armed Forces upon graduation</p>	<p>-Implementation of study skills courses and groups by winter of first semester of operation</p> <p>-Creation and implementation of pacing guides</p> <p>-Regular monitoring of student progress reports as generated by curriculum based program</p> <p>-Intervention remedies to those students assessing below grade level</p> <p>-Curriculum based measurement assessments to determine progress and rate of improvement</p> <p>-Parent meetings regarding university requirements</p> <p>-Assign senior counselor to ensure appropriate course schedule</p> <p>-Educate teachers and families as to the differences between CST and SBAC</p> <p>-Hold professional developments on EL Strategies and differentiated instruction</p> <p>-Principals will monitor teachers' use of office hours, one on one meetings, and progress reporting</p> <p>-Offer counseling to those students choosing not to pursue a 4 year college</p> <p>-Hold college fairs for students and families</p>
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
Annual Goals to Achieve Priority #5	Actions to Achieve Annual Goals
<p>-95% attendance rate</p> <p>-less than 10% of students will be chronically</p>	<p>-Monitor daily attendance</p> <p>-Teachers will follow up through emails and</p>

<p>absent -80% of seniors will graduate on time -0% of our students will drop out of middle school -less than 2% of our seniors will drop out in high school</p>	<p>phone calls to those absent for more than 2 days -Create Student Attendance Review Board for those chronically absent -Have meetings for parents educating them on the impact of absenteeism on academic achievement -Provide senior support through Senior Counselor/Advisor -Create Senior Parent group</p>
<p>State Priority #6. School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<p>Annual Goals to Achieve Priority #6</p>	<p>Actions to Achieve Annual Goals</p>
<p>-less than 2% of students will be suspended or expelled - 90% of parents, staff, and students will positively respond to school safety and connectedness.</p>	<p>-Review with parents and students “Student Handbook” and activities that would result in expulsion or suspension -Build collaborative relationships with families to support appropriate behavior -Survey staff, students, and parents regarding overall program and school satisfaction</p>
<p>State Priority #7. 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.</p> <p>“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<p>Annual Goals to Achieve Priority #7</p>	<p>Actions to Achieve Annual Goals</p>
<p>-All students will be enrolled in and have access to appropriate broad courses of study -Elementary and secondary advisors will ensure that students are enrolled in appropriate classes to encompass the “Broad Course” criteria</p>	<p>-Class choices will be monitored by teachers and grade level advisors -Chart of available and applicable classes will be made available to parents -Learning coaches/parent teachers will work with homeroom teachers in ensuring that students are enrolled in a graduation plan</p>
<p>State Priority #8: Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
<p>Annual Goals to Achieve Priority #8</p>	<p>Actions to Achieve Annual Goals</p>

-100% of students wanting to go to a UC/CSU school will be enrolled in appropriate classes -100% of students will take appropriate courses for current grade level	- Advisor will monitor course of study for those wanting to attend UC/CSU schools - Learning coaches/parent teachers will be educated on appropriate course of study trajectory - Homeroom teachers will monitor broad course schedules
65% of economically disadvantaged students, English learner, homeless and foster youth will demonstrate 1 to 1.25 years of growth on standardized benchmark tests	CASSPP , CELDT and SBAC annual benchmark assessments. CELDT will only be used to chart progress of EL designated students
65% Latino, African American Asian, white, and pacific islander will demonstrate 1 to 1.25 years of growth on standardized benchmark tests	CASSPP , CELDT and SBAC annual benchmark assessments. CELDT will only be used to chart progress of EL designated students

Transferability of Courses

Upon charter approval, the Charter School plans to request affiliation with the Western Association of Schools and Colleges, (WASC). Once such a request is made, a review visit can be scheduled after the Charter School has been in operation for at least twelve months.

The Charter School will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis. A state-certified high school diploma will be issued to all students who meet the Charter School's graduation requirements:

High School Graduation Requirements

Subject	Number of Courses
English	3 Year-Long Courses
Math	2 Year-Long Courses (through Algebra I)
Science	2 Year-Long Courses
Social Studies	3 Year-Long Courses
Visual and Performing Arts or Foreign Language or Career Technical Education	1 Year-Long Course
Physical Education	2 Year-Long Courses
Electives	9 Year-Long Courses
TOTAL	22 Year-Long Courses (220 Credits)

Career and Workforce Development

At the State and Federal level it has been realized the strength of the national and State economy is dependent upon a well-prepared and academically proficient workforce. California is strengthening Career and Technical Education Programs under the CD Perkins Act and educational requirements have been included in the Federal Workforce Innovation Opportunities Act (WIOA). Rise Academy Solano is poised to support the effort to serve in school and out of school youth who wish to enhance their academic and job skill preparation through an organized program of study leading to 21st Century Skill certification and preparation in a Career Pathway that leads to post high school training and professional preparation in a desired career field.

In school youth ages 14 to 18 will choose from a variety of career pathways supported by curricular offering that develop needed academic and employment skills as students complete high school graduation requirements. Additionally, students may dual enroll in Community College Classes to augment their basic high school studies and also receive college credit taken at the community college level while enrolled in the high school program.

Under California Education Code 47605.1 charter schools may serve out of school youth ages 16-24 as long as the charter school is offering services associated with a workforce preparation program such as the Workforce Innovation Opportunity Act, Jobs For The Future, California Conservation Corp, Job Corp or incarcerated youth. Under this provision, Rise Academy Solano will create associations with workforce preparation providers to provide out of school youth 16-24 years of age with remediation, credit recovery, career pathway training, pre-employment skills, and high school diploma acquisition as an outreach to students that have not fared well in the traditional education system.

Under state exemptions (Education Code 47605.1 (g)) these services may be provided in learning locations that range beyond the geographical boundary restrictions normally imposed on non-classroom based charter schools. Through collaboration with statewide workforce development programs the Charter School may provide services at locations where eligible youth are located or housed.

The Charter School provides a unique opportunity for these youth by providing anytime/anywhere-learning opportunities of high quality, supervised by California Certificated Teachers with sound subject and pedagogical expertise.

The following are examples of program certifications' that students can earn by completing course work.

- ✓ **Heath Science**
- ✓ **Business Management and Administration**
- ✓ **Manufacturing**
- ✓ **Information Technology**

The Charter School Career and Technical Education (Fuel Education©)

The economy has changed and so has the way we can prepare students for their future. Traditional vocational training for a few has evolved into career and technical education (CTE) for all students. The new economy beckons with high-skill, high-demand jobs for students right out of school as well as for college graduates. With our approach, students can leave with a diploma in an industry-recognized certification. They'll be equipped with the knowledge and skills they need, whether they're looking to launch a career right after graduation or planning to pursue postsecondary studies. We support the individual and career achievement of students through a rigorous process of career exploration, development, preparation, and credentialing.

Career Clusters

The curriculum brings a comprehensive approach with several of the most critical, high-demand Career Clusters in the CTE world today. Together these clusters comprise industries that represent key cornerstones of our economy.

The Charter School provides curriculum that supports student in four career clusters. Each Career Cluster includes three separate, clearly defined pathways for students to follow toward certification providing a total of 12 career pathways:

BUSINESS MANAGEMENT AND ADMINISTRATION

1. Administrative Support (Microsoft ® Office Certification)
2. Business Information Management (Accounting)
3. General Management

HEALTH SCIENCE

4. Pharmacy Technician
5. Nursing
6. Medical Assisting

INFORMATION TECHNOLOGY

7. Information Support and Services
8. Programming and Software Support
9. Web and Digital Communications

MANUFACTURING

10. Manufacturing Process Development
11. Manufacturing Production
12. Health, Safety, and Environmental Assurance

CAREER EXPLORATION

Through a host of exercises and resources, students will learn more about themselves, explore their options, and match them to related careers; research job fields, specific careers, and colleges; prepare resumes; and connect school work to real life.

BUSINESS SKILLS DEVELOPMENT

Students develop critical, non-academic, "soft" skills enabling them to thrive and succeed as professionals in the workplace. These include teamwork, interpersonal skills, leadership skills, and other attributes they'll need to navigate the working world.

CERTIFICATION EXAM PREPARATION

The finishing touch to our end-to-end approach—students receive advanced preparation for industry certification exams. We'll guide students so they're thoroughly prepared to succeed on the ACT® National Career Readiness Certificate® (NCRC®) exam, National Occupational Competency Testing Institute® (NOCTI®) exams, and numerous other advanced certification exams for specific pathways.

RESPECTED CAREER CREDENTIALS

Every one of our pathways leads students to widely recognized industry certifications that can help launch them into an exciting future. Just a few of these are:

- ✓ A*S*K and Microsoft Office certifications in business
- ✓ Certified Nursing Assistant (CNA) and Certified Pharmacy Technician (CPhT) in health science
- ✓ CompTIA® and Adobe® certifications, as well as programming language portfolios, in information technology
- ✓ NIMS Computer Numerical Control (CNC) Machine Operator Certification
- ✓ MSSC Certified Production Technician Certification (CPT™) in manufacturing

CAREER AND STUDENT SUPPORT ORGANIZATIONS

Through our partnerships we provide students the opportunity and support so that students can receive the benefits of a structured program of citizenship, leadership, employability, and skills training. Students can participate in activities, instruction, projects, and statewide and national competitions organized through student organizations such as VICA, DECA, FFA, etc.

Administrative Support Career Pathway Credentialing

ADVANCED CREDENTIAL

A*S*K Business Institute
Fundamental Business
Concepts Certification

BASE CREDENTIAL

Microsoft Office Specialist (MOS)
Certification Exams
National Occupational
Competency Testing Institute
(NOCTI) Business Information Processing Exam

COURSES

- Business and Healthcare Explorations
- Marketing I
- General Accounting I
- General Accounting II
- Entrepreneurship I
- Microsoft Word® with Certification Preparation
- Microsoft PowerPoint® with Certification Preparation
- Microsoft Excel® with Certification Preparation

- Microsoft Access® with Certification Preparation

Business Info Management (Accounting) Career Pathway Credentialing

ADVANCED CREDENTIAL

A*S*K Business Institute Finance Certification

BASE CREDENTIAL

National Occupational Competency Testing Institute (NOCTI) Financial and Managerial Accounting Exam

COURSES

- Business and Healthcare Explorations
- Marketing I
- General Accounting I
- General Accounting II
- Entrepreneurship I

Available in Fall 2017:

- Advanced Accounting I
- Advanced Accounting II

General Management Career Pathway Credentialing

ADVANCED CREDENTIAL

A*S*K Business Institute
Entrepreneurship/Management Certification

BASE CREDENTIAL

National Occupational
Competency Testing Institute
(NOCTI) General Management Exam

COURSES

- Business and Healthcare Explorations
- Marketing I
- General Accounting I
- General Accounting II
- Entrepreneurship I
- Entrepreneurship II

Pharmacy Technician Career Pathway Credentialing

ADVANCED CREDENTIAL

Pharmacy Technician (CPhT) Certification

BASE CREDENTIAL

No base credential, continue to prepare for CPhT

COURSES

- Business and Healthcare Explorations
 - Health Science II
 - Introduction to Medical Terminology
 - Anatomy and Physiology I
 - Anatomy and Physiology II
- Available in Spring 2017:*
- Pharmacy Technician I
 - Pharmacy Technician II with Pharmacy Technician (CPhT) Certification Preparation

Nursing Career Pathway Credentialing

ADVANCED CREDENTIAL

Certified Nursing Assistant (CNA) Certification

BASE CREDENTIAL

National Occupational Competency Testing Institute (NOCTI) Health Assisting Exam

COURSES

- Business and Healthcare Explorations
- Health Science II
- Introduction to Medical Terminology
- Anatomy and Physiology I
- Anatomy and Physiology II
- Nursing Assistant I
- Nursing Assistant II
- Nursing Assistant III with Certified Nursing Assistant(CNA) Certification Preparation

Medical Assisting Career Pathway Credentialing

ADVANCED CREDENTIAL

Certified Medical Assistant (CMA) Certification

BASE CREDENTIAL

National Occupational Competency Testing Institute (NOCTI) Medical Assisting Exam

COURSES

- Business and Healthcare Explorations
- Health Science II
- Introduction to Medical Terminology
- Anatomy and Physiology I
- Anatomy and Physiology II
- Medical Assistant I
- Medical Assistant II
- Medical Assistant III with Certified Medical Assistant (CMA) Certification Preparation

Information Support and Services Career Pathway Credentialing

ADVANCED CREDENTIAL

CompTIA A+, Network+, & Security+ Certifications

BASE CREDENTIAL

National Occupational Competency Testing Institute (NOCTI) Information Support and Services Exam

COURSES

- IT and Manufacturing Explorations
- A+ Computer Management I
- A+ Computer Management II with A+ Certification Preparation
- Network+ Guide to Networks I
- Network+ Guide to Networks II with Network+ Certification Preparation
- Security+ I (optional)
- Security+ II with Security+ Certification Preparation

Programming and Software Support Career Pathway Credentialing

PROJECT PORTFOLIO

Java® Project Portfolio

BASE CREDENTIAL

National Occupational Competency Testing Institute (NOCTI) Computer Programming Exam

COURSES

- IT and Manufacturing Explorations
- Introduction to Computer Science
- Programming Logic and Design
- Java Programming I
- Java Programming II

Web and Digital Communications Career Pathway Credentialing

ADVANCED CREDENTIAL

Adobe Certified Associate (ACA) Certifications

BASE CREDENTIAL

National Occupational Competency Testing Institute (NOCTI) Web Design Exam

COURSES

- IT and Manufacturing Explorations
- Digital Arts I
- Digital Arts II
- Adobe Photoshop® with Adobe Certification Preparation
- Adobe Illustrator® with Adobe Certification Preparation

- Adobe InDesign® with Adobe Certification Preparation
- Adobe Dreamweaver® with Adobe Certification Preparation

Manufacturing Process Development Career Pathway Certification

ADVANCED CREDENTIAL

Manufacturing Skill Standards Council (MSSC) Certified Production Technician Certification

BASE CREDENTIAL

National Occupational Competency Testing Institute (NOCTI) Manufacturing Technology Exam

COURSES

- IT and Manufacturing Explorations
- Fundamentals of Manufacturing
- Manufacturing Systems
- Manufacturing Product Development
- Lean Manufacturing and Automation
- Manufacturing Process Development I
- Manufacturing Process Development II

Manufacturing Production Career Pathway Certification

ADVANCED CREDENTIAL

National Institute for Metalworking Skills (NIMS) CNC Machine Operator Certification

BASE CREDENTIAL

National Occupational Competency Testing Institute (NOCTI) Precision Machining Exam

COURSES

- IT and Manufacturing Explorations
- Fundamentals of Manufacturing
- Manufacturing Systems
- Manufacturing Product Development
- Lean Manufacturing and Automation
- Advanced Manufacturing Applications I
- Advanced Manufacturing Applications II

Health, Safety, and Environment Career Pathway Credentialing

ADVANCED CREDENTIAL

MSSC Certified Production Technician Certification

BASE CREDENTIAL

No base credential, continue to prepare for MSSC

COURSES

- IT and Manufacturing Explorations
- Fundamentals of Manufacturing
- Manufacturing Systems

Available in Fall 2017:

- Advanced Manufacturing Topics I
- Advanced Manufacturing Topics II
- Health and Safety/Environmental Safety

Review of Pathways Career Opportunities in Workforce

Technology

- Traditionally the most popular CTE cluster—more than 96 percent of public high schools with a CTE program offer courses in this cluster. *

Health Science

- One of the largest sectors of the U.S. economy at 17 percent of GDP*
- Expected fastest growing occupation in U.S. through 2020 by 31 percent*
- 5 million job openings projected between 2012 and 2022*

Information Technology

- The fastest growing Career Cluster through 2018*
- IT jobs pay more than double the national average*
- More than 500,000 job openings nationwide in early 2014*

Manufacturing

- Provides about one in six private-sector jobs*
- Accounts for 12 percent of GDP*
- 3.5 million manufacturing jobs will need to be filled by 2025*

The Charter School provides students the training, development, and certification needed for students to be successful in career and technical fields that can provide a pathway to a sustainable career. Students have many options to choose from within the program to fit their unique interests and they can begin the process of learning in an online format in comfortable surroundings. With the additional leadership, counseling, and career support that students will be provided, students will quickly see a clear pathway to a brighter future as a productive member of their community.

MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

I. 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)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. California Education Code Section 47605(b)(5)(C)

Measurable Student Outcomes

The goal of the Charter School is to create a school that motivates and assists all students in becoming self-motivated, competent, lifelong learners. The Charter School will ensure alignment of its curriculum with State Content Standards in order to ensure success for all students in meeting the requirements of state-required standardized tests. These standards will serve as a guide in developing school goals and in making decisions regarding expenditures of resources, allotment of budget, staff development, program priorities, and policy decisions.

The Charter School shall pursue the following measurable student outcomes:

OUTCOME	METHOD OF MEASUREMENT
The Charter School shall make Adequate Yearly Progress (AYP) as defined by the No Child Left Behind Act	Annual AYP determination
The Charter School shall meet or exceed a 95% rate attendance rate.	Period two (2) attendance count.
The Charter School shall meet API/AYP targets (and comply with the state’s requirements for Smarter Balanced and new accountability as it’s developed)	Annual Academic Performance Index determination, SBAC
The Charter School shall receive an average score of “satisfied” or “very-satisfied” on annual Parent satisfaction surveys	Annual Parent satisfaction surveys
The Charter School shall exceed the State-wide average scores on benchmark testing in ELA and Math as broken down into reportable	California benchmark testing scores available
The Charter School students shall increase scores from pre and post testing by an average of one grade level proficiency.	Pre and Post testing scores available
The Charter School shall have 65% of its students who have been enrolled since 6th grade passing the high school graduation assessment (when adopted)	SBAC assessments

School-Wide Outcomes

Using the data analysis techniques discussed below, the Charter School will review student performance data to reflect upon and make ongoing improvements as necessary to its educational program and to these stated outcomes, and to further break these school wide outcomes into shorter term benchmarks.

Methods of Assessment

The effective use of assessment is critical to the learning process. At the Charter School, several types of assessments are used, including practice quizzes, short answer and essay questions, multiple choice and objective exams. All instruction is designed with regular evaluation of student work. Assignments and examinations measure student performance in each course. Charter School teachers perform systematic reviews of student work that include reviews of assignments, evaluation of progress and evaluations of completed work (quality and quantity). Charter School homeroom teachers serving as the supervising teacher for purposes of independent study, working closely with parents and/or concerned adults, have the first responsibility for measuring and monitoring student progress and performance.

The Charter School utilizes the following assessments:

- Embedded Assessment* of students' work will include, but is not limited to, a review of assignments; evaluation of student work products, projects, and special assignments, and locally administered evaluations of student work. Scheduled summative assessments will also be performed at the end of a unit, course, or sequence of lessons. The chapter test, final exam, final draft of a writing project, presentations, and senior exhibition are all examples of summative assessments.
- State Standardized Testing*. The Charter School shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and 60851 or any other pupil assessments applicable to pupils in non-charter public schools. Charter school shall comply with SBAC and new state requirements once established
- California High School Exit Exam* will be administered in accordance with State law. Charter school shall comply with new state requirements once established
- Criterion-based Testing* shows progress in a specific subject and is often included as part of a curriculum package. The Charter School will use pre- and post-course assessments to track student progress on the core content of the curriculum.
- End of Course Exams* Successful completion of end-of-course assessments, regardless of type, will be required of all students wishing to obtain a Charter School diploma. Every student is required to display an understanding and working knowledge of the essential knowledge and skills taught in each course. In all cases, measures to ensure secure testing and confidentiality of records and transmission of tests and related information will be implemented.

Use and Reporting of Data

1. **Report of Individual Student Progress**
Monthly meetings, as required in each student's Master Agreement, will be scheduled between the student, parent, and teacher to report student progress and to provide assignments for the next learning period. Parents and students will be routinely informed of student progress through these regularly scheduled meetings. Progress reports will be provided to families regularly and meetings will be followed up with a written summary.

The homeroom teacher in tailoring the student's education program and updating the master agreement as necessary will utilize individualized student evaluation data.

2. Use of Achievement Data to Improve Upon Charter School Programs

- Staff will receive data on student achievement regularly. Staff will review and utilize the data to help monitor and improve the Charter School's education program. Program success will be a major topic of discussion at regular staff meetings and in regular program review evaluations.
- The Charter School will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations. In addition, the Charter School will arrange for the services of an independent evaluator to review achievement data and to make program recommendations.
- The Charter School also will survey parents on an annual basis to get valuable program feedback to be used to make program improvements.
- The Charter School will utilize a combination of assessment tools to review the educational program on an ongoing basis and to suggest improvements in areas of low performance for all identified student populations.
- A Parent Satisfaction survey will be provided electronically to all parents in May of each school year. The survey will be developed specifically to assess parent input on effectiveness of all aspects of the charter school from their perspective, related to their experience. The results of this survey will be reviewed in June of the school year along with information on program effectiveness from other assessments of effectiveness such as student engagement reports, test results, student success to identify the key program areas that will require modification for the coming school year. Feedback will be given to parents to indicate specifically how their survey suggestions were used.

3. Performance Report

The Charter School will compile and provide to the District Board of Education an annual performance report. This report will include the following data:

- a. Summary of school progress toward the goals and outcomes discussed above.
- b. A summary of major decisions and policies established by the Charter School Board during the year.
- c. Data on the level of parent involvement in the Charter School's governance (and other aspects of the school, if applicable), and summary data from an annual parent and student satisfaction survey.
- d. Data regarding the number of staff working at the Charter School and their qualifications, proof of required credentialing, background clearance, and tuberculosis clearance.
- e. A copy of the Charter School's health and safety policies and/or a summary of any major changes to those policies during the year.
- f. Information demonstrating whether the Charter School implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- g. An overview of the Charter School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended.
- h. Analyses of the Charter School's internal and external dispute mechanisms, including any data on the number and resolution of disputes and complaints.

- i. Other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.

Pursuant to Education Code Section 47604.3, the Charter School will promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District. The Charter School will automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m). The Charter School recognizes the right of the District to conduct random inspections of the Charter School pursuant to Education Code Section 47607.

GOVERNANCE STRUCTURE

I. 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 parental involvement—California Education Code Section 47605 (b)(5)(D)

Non-Profit Public Benefit Corporation

The Charter School will be operated as Rise Academy Solano under THE ACADEMIES OF SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS, a California public benefit nonprofit corporation.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Attached, as an appendix, please find the Articles of Incorporation and Corporate Bylaws for the Charter School, and conflicts code.

Board of Directors

The Charter School is governed by a corporate Board of Directors who shall be elected, serve, and govern the Charter School in accordance with their adopted corporate bylaws, which shall be maintained to align with the terms of this charter and applicable law. Rise Academy Solano Charter School will have at least five, but no more than seven board members on the governing board. At least one board member will serve as education representative and be appointed from a pool of non-conflicted education representatives. Board members may serve two consecutive four-year terms. New board members that replace an existing board member will be voted and approved by the existing board members.

In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Board of Directors and be an education representative. The district will notify the school in writing if it determines a representative is not needed and waives its right to hold a board position.

The Charter School board will have 3-5 members, for a three-year term, with no term limitations.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Approval of the annual school budget, calendar, major fundraising events, and grant writing;
- Approval of discipline, dismissal and expulsions
- Approval of bylaws, resolutions, and policies and procedures of school operation
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law
- Long-term strategic planning for the Charter School;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance;

- Monitoring the performance of the Charter School and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring the fiscal solvency of the Charter School;
- Participation in the Charter School’s independent fiscal audit;
- Participation in the Charter School’s performance report to the District;
- Participation as necessary in student expulsion matters; and Increasing public awareness of the Charter School
- Fundraising efforts

The Charter School will update the District of changes to the Charter School Board of Directors.

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

Board Meetings

The Charter School board will meet at least four times yearly pursuant to a calendar set at its annual organizational meeting in September and shall set additional special board meetings as necessary and in accordance with the Brown Act.

A Board Chairman, who will be elected annually by the Board in accordance with Corporations Code Section 5213 at the annual organizational meeting of the school year each September, will head the Board of Directors meetings.¹

“As long as quorum exists as defined by the corporate bylaws, and as permitted by law, measures voted on by the Board of Directors may be passed with a simple majority of present members.”
 Sometimes the law requires more than a majority vote, e.g. if the board wanted to add an item to the agenda the Board may utilize a majority of Board members in attendance to carry out the motion.

Board Training

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest rules.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Charter School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Charter School Chief Executive Officer (CEO)

The CEO will be the leader of the school. The CEO will report directly to the board, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the Charter School.

- Provide leadership to the Charter School
- Attend meetings at the District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties;
- Supervise all employees of the Charter School; make recommendations to the Board of Directors regarding the hiring of all Charter school employees;
- Provide performance evaluations of all Charter School employees at least once annually; Prepare proposals of policies for adoption by the Board of Directors; Provide comments and recommendations regarding policies presented by others to the Board;
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other school matters;
- Communicate with the Charter School's legal counsel;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Write applications for grants;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues periodically upon request;
- Provide all legally required financial reports to the District;
- Compliance with the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board of Directors;
- Provide assistance and coordination in the implementation of curriculum;
- Oversee parent/student/teacher relations;
- Attend IEP meetings as required by law;
- Oversee student disciplinary matters;
- Coordinate and/or supervising the coordination of the administration of Standardized Testing;
- Plan and coordinate student orientation;
- Attend all Charter School Board meetings and attend as necessary District Board meetings;
- Site safety;
- Foster an amicable relationship between District and the Charter School and facilitate a sharing of resources between both entities;
- Establish a Communication Model to facilitate communication among all the groups within the Charter School, between the Charter School and the District, and between the Charter School and the community at large;
- Graduations;
- Develop the Charter School annual performance report and SARC;
- Present performance report to the Charter School Board and, upon review by the Charter School Board, present report to the District Board and the District Superintendent; and
- Facilitate open house events.

The above duties may be delegated or contracted as approved by the Board to another employee of the Charter School or to an appropriate third party provider as allowed by applicable law. As described in the attached budget, it is the intention of the Charter School, barring any State funding obstacles, to augment administration to include a Principal in the operations of the Charter School.

Parent Participation in Governance

The Charter School will ensure parents have an opportunity to participate in governance of the Charter School, through involvement in the Charter School Advisory Council.

The Parent Advisory Council shall be composed of parents who have children currently enrolled in the Charter School. The Advisory Council shall meet regularly and shall make recommendations to the COO for agreed upon aspects of operation. The COO or their designee shall attend Advisory Council meetings and shall report Advisory Council recommendations to the Board of Directors.

HUMAN RESOURCES

I. HUMAN RESOURCES

Qualifications of School Employees

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

In accordance with Charter School health and safety policies, described below, all employees shall be fingerprinted and backgrounds checked and receive background clearance and tuberculosis clearance prior to commencing employment with the Charter School.

The Charter School's key staff members will meet the following qualifications:

Chief Executive Qualifications

The Charter School's CEO will be the instructional leader at the school and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition.

Required knowledge, skills, and abilities:

- Understanding of distance learning methodology, measurement and implementation
- Understanding of employee evaluation in a corporate / non-profit setting
- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in operating not / for profit business
- A record of success in building community partnerships and fundraising
- Entrepreneurial passion
- Knowledge of school / non-profit management

Required educational level:

- Master's Degree required

Chief Operating Officer (Principal) Qualifications

The Charter School's COO will be the instructional leader at the school and will be responsible for helping the school and students achieve the outcomes outlined in this charter petition. The COO will have the following qualifications:

Required knowledge, skills, and abilities:

- Understanding of distance learning methodology, measurement and implementation
- Understanding of teacher evaluation in an online school
- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Entrepreneurial passion
- Knowledge of school management

Required educational level:

- Master's Degree required

Credentialing:

- California Commission on Teacher Credentialing School administrative credential preferred.

Required experience:

- 7 plus years teaching and administrative experience
- Experience in performance assessment
- Experience in school management

Teacher Qualifications

Required knowledge, skills, and abilities:

Candidates are evaluated using these standards:

- Committed to students and learning
- Experience teaching in an online environment
- Highly Qualified under applicable requirements of the No Child Left Behind Act
- Technologically knowledgeable Skilled in management of learning Reflective in their practice Community-oriented

Required educational level / credentialing:

Charter School teachers will be required to 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, in accordance with Education Code section 47605(l), and shall meet applicable “highly qualified” requirements required by the No Child Left Behind Act. Teachers shall be appropriately assigned within their credential area.

Student to teacher ratio will be in accordance with Education Code Section 51745.6. The Charter School will maintain auditable files of teacher credentials in compliance with applicable law.

Teacher Recruitment:

The Charter School will develop a comprehensive teacher recruitment policy to attract highly-qualified, credentialed teachers. The Charter School recruitment strategies for employing highly qualified teachers include using established teacher credentialing services, such as EdJoin, Monster.com, and college employment fairs, among other generally acceptable strategies.

Professional Development:

Professional development will be provided on an ongoing basis and will be built into the school calendar Professional development workshop days will include:

- Regular meetings to implement and design as needed current and instructional strategies that address the needs of our targeted student population.
- A comprehensive monthly staff meeting.
- Other designated professional development days scheduled throughout the school year.

Professional development needs will be assessed through analysis of student assessment data, annual parent surveys, and formal staff discussions on recommended modifications to the educational program.

Compensation 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 Employee's Retirement System, or federal social security. —California Education Code Section 47605 (b) (5) (K)

The Charter School will structure its employee compensation plan in a manner that will attract candidates with the necessary skills and experience.

The Charter School employees may participate in either the State Teacher Retirement System (“STRS”) as applicable to the position, social security or a private retirement system with 401k or 403b opportunities for staff. All employees except for those participating in STRS or a similar retirement plan shall participate in the Social Security system. The Charter School shall seek reporting services from the District or County pursuant to 47611.3, in exchange for the actual costs of such services.

The CEO shall coordinate and ensure appropriate participation in applicable retirement programs.

Employee Representation

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 Charter School shall be deemed the exclusive public school employer of the Charter School teachers, staff and other employees of the Charter School for purposes of the Educational Employment Relations Act.

Rights of School District Employees

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—California Education Code Section 47605 (b)(5)(M)

Persons employed by the Charter School are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at the Charter School and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. The Charter School shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Health and Safety

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)

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures in consultation with its insurance carriers and risk management

experts to implement the above policies. A full draft will be provided to the District for review at least 30 days prior to operation. .

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

1. 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 not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The COO of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of all employees. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

2. Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. “All mandated reporters shall receive training on child abuse detection and reporting within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 .”

3. TB Testing

Employees will be tested for tuberculosis prior to commencing employment as required by Education Code Section 49406.

4. Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

5. Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

6. Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis in accordance with Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

7. Diabetes

Beginning in the 2016-17 school year, the Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

- a. A description of type 2 diabetes.

- b. A description of the risk factors and warning signs associated with type 2 diabetes.
- c. 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.
- d. A description of treatments and prevention of methods of type 2 diabetes.
- e. A description of the different types of diabetes screening tests available.

8. Emergency Preparedness

The Charter School shall adhere to Emergency Preparedness Handbook drafted specifically to the needs of any resource centers in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If utilizing facilities that were previously used as a 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. The emergency preparedness guide shall be developed and submitted to the District prior to of beginning operation.

9. Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish 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).

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

10. Drug Free/Alcohol Free/Smoke Free Environment

Any facilities operated by the Charter School shall function as a drug, alcohol and tobacco free work place.

11. 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.

12. Technology Safety Policies

The Charter School has developed technology safety policies which address: privacy on student computers; liability for service interruptions and information; internet usage guidelines; accuracy of information; enforcement of the instructional technology policy and guidelines.

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—California Education Code Section 47605 (b) (5) (N)

Disputes between the Charter School and the Charter-Granting Agency:

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

2. In the event of a dispute between the Charter School and the District, the employees of the Charter School agrees to first frame the issue in written format and refer the issue to the Superintendent of the District and CEO of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code 47607, the matter shall be handled in accordance with Education Code Section 47607 and shall not be subject to this dispute resolution process.
3. The Charter School CEO and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than thirty (60) business days from receipt of the statement.
4. If this meeting fails to resolve the dispute, the Superintendent and the CEO shall meet to jointly identify and agree upon a neutral third party mediator. The Superintendent and CEO shall develop the format of the mediation session jointly. Mediation shall be held within ninety (90) business days of receipt of the dispute statement. The costs of the mediator shall be split between the District and the Charter School. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by the District and the Charter School. The CEO and Superintendent may assign a designee(s) for participation herein.
5. If the dispute remains unresolved after mediation, both the Charter School and the District shall be deemed to have exhausted their administrative remedies, thus, allowing either Party to pursue any further available legal remedy under the law.

**STUDENT ADMISSIONS,
ATTENDANCE, AND
SUSPENSION/EXPULSION POLICIES**

I. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures

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

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor 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). The Charter School shall comply with all applicable legally required minimum and maximum age requirements.

Upon admission to the Charter School, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Execution of a master agreement as required by independent study law; and
- Completion of Technology Use and Parent Permission Forms.

All students who wish to attend the School shall be admitted, subject only to capacity. Admission to the Charter School shall not be determined by the place of residence of the student or his or her parent in the State, except as provided in Education Code Section 47605(d) (2) and Education Code 51747.3(b).

If the number of students who wish to attend the school exceeds the school's capacity, admission, except for existing students of the Charter School, shall be determined by a public random drawing. In the case of a public random drawing, the following will be given preference for admission to the school:

1. Existing students enrolled in the School;
2. Siblings of existing students enrolled in the School.
3. Children of school staff; and
4. Students who reside in the District.

Students seeking admission to the charter school's Workforce Innovation and Opportunity Act, must meet eligibility requirements to participate in the program.

All applications drawn after reaching capacity will be placed on a wait-list, in order in which they are drawn.

Non-Discrimination

Governing Law: The means by which the school will achieve 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 (b)(5)(G)

The Charter School will implement a student recruiting strategy that includes but is not necessarily limited to the following elements or strategies designed to achieve a racial and ethnic balance among students that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district.
- Student recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted student populations to recruit students from the various racial and ethnic groups represented in the district.

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)

No student will be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's 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.

Suspension/Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In preparing this policy, the Charter School has reviewed other suspension and expulsion policies, as well as the Education Code. When the policy is violated, it may be necessary to suspend or expel a student from the Charter School. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and as required by the District, approved as material revisions to the charter in accordance with Education Code Section 47607. Although many of the students of the Charter School work from home, this policy is written broadly to apply as needed to the Charter School students at school-sponsored activities or at school facilities.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student & Parent Information Packet that is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and 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 force that is reasonable and necessary to protect the employee, students, staff or other persons or otherwise comply with legal requirements regarding restraints.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the CEO's office.

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 Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("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. Charter School will follow all applicable federal and state laws, including the IDEIA, Section 504, implementing regulations and implementing state law and regulations, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to:

1. A school activity,
2. School attendance, or
3. A Charter School sponsored event.

A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

1. While on school grounds;
2. Travelling to or from school;
3. During, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Students shall be immediately suspended pursuant to this policy and shall be recommended for expulsion if the COO or designee determines that a student has

committed any of the following acts while participating in an officially sanctioned school activity:

- a. If it is determined by the Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.
- b. Students may be suspended or expelled for any of the following acts when it is determined the pupil:
- c. Caused, attempted to cause, or threatened to cause physical injury to another person.
- d. Willfully used force of violence upon the person of another, except self-defense.
- e. 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 CEO or designee's concurrence.
- f. 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.
- g. 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.
- h. Committed or attempted to commit robbery or extortion.
- i. Caused or attempted to cause damage to school property or private property.
- j. Stole or attempted to steal school property or private property.
- k. 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.
- l. Committed an obscene act or engaged in habitual profanity or vulgarity.
- m. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- n. 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.
- o. Knowingly received stolen school property or private property.
- p. 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.
- q. 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.
- r. 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.
- s. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - t. 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.
 - u. 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 district property, or the personal property of the person threatened or his or her immediate family.
 - v. 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.
 - w. 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.
 - x. 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.
 - y. This section shall apply to pupils in any of grades 4 to 12, inclusive. 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.

C. Suspension/Expulsion Procedures

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspensions

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the COO or the COO'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 COO. The conference may be omitted if the COO 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.

2. Notices to Parents/Guardians

At the time of suspension, the COO 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 Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the COO or COO'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. The COO or designee upon either of the following determinations will make this determination: 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.

Expulsions:

Authority to Expel: A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board 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 Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsions shall be initiated according to the following 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 COO 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 Governing 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 specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter 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.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a 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, only the Governing Board, administrative panel, or the hearing officer may present the testimony of the witness at the hearing in the form of sworn declarations that shall be examined. 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 a notice within five days of his/her scheduled testimony, (b) have up to two (2) 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 Charter 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 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 Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing 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 accused 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 Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The CEO or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing 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 or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. The CEO or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:
 - i. The student's name
 - ii. The specific expellable offense committed by the student

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

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.

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Governing Board following a meeting with the CEO and 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. The CEO shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA before discipline of any student with a disability or any student who the Charter School or SELPA would be deemed to have knowledge had a disability

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year and Students whose cumulative suspensions constitute a change in placement under the IDEA 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 or 504 Plan; 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 for up to 45 days.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the

IEP or Section 504 Team shall review all relevant information in the student's file, including the child's IEP or 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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:

- a) 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;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral

intervention plan, and modify it, as necessary, to address the behavior;
and

- c) Return the child to the placement from which the child was removed, unless the parent 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 and 504 Appeals

The parent of a child who qualifies under the IDEIA 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. The parent of a child with a 504 plan who disagrees with any decision regarding the placement or the manifestation determination may utilize the dispute resolution process and hearing procedures as outlined in the 504 policies and procedure. The Charter School shall be solely responsible for its representation at hearing and the related costs of this process and as described herein, shall fully indemnify the District for the same. 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 CEO 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:

- a) 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;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 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 IEP team shall determine the student's interim alternative educational setting.

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:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to 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.
- b) The parent has requested an evaluation of the child.
- c) 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 CEO 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.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

I. FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

CMO Role

A3 Education under contract to the 501(c)(3) independent board will provide services which will include but not be limited to the following: curriculum, staffing, oversight, financial support and accounting, HR services, insurance, and state compliance accounting, financial and programmatic compliance supervision and educational leadership/staff development. A3 Education may provide any other services required as determined by the schools governing board.

Budgets

Budgets and Cash Flow

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)

Attached as an appendix, please find the following documents:

1. A projected first year budget including startup costs
2. Cash flow and financial projections for the first three years of operation

Financial Reporting

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

1. Cash flow projections for the program and its growth will be provided for the first three years of the program.
2. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
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 District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from 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.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance using recommendations from the District insurers. The District Board of Education shall be named as an additional insured on all policies of the Charter School and to the extent the Charter School is named as an additional insured pursuant to a contract between the Charter School and a service provider, the Charter School shall ensure the extension of the “additionally insured” to the District as well. Prior to opening, the Charter School shall provide evidence of the above insurance coverage to the District.

The Charter School shall hold harmless, defend, and indemnify the District, its Board members, officers and employees, from and against any and all actions, claims, damages, demands, and liabilities, regardless of forum, which relate to or arise out of any acts, debts, obligations, errors, or omissions of the School, its Board members, officers, employees, vendors, affiliates or agents. To the extent the Charter School is indemnified in a contract between a service provider and the Charter School, the Charter School shall ensure the extension of the indemnification to the District as well.

Administrative Services

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

The CEO will assume the lead responsibility for administering the Charter School under the policies adopted by the Charter School’s Board of Directors. The Charter School will contract with an appropriate third-party for all “back-office” administrative services, including but not limited to financial management, personnel, and instructional program development.

Facilities

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

Rise Academy Solano Charter School will locate its offices within the district boundaries of San Juan School District after approval of the petition and before the July 1, 2017 start date of the charter. The school offices will provide a location for students to come and get tutoring support and the offices will serve as a location for community partners to come and see the innovative aspects of the educational program.

Charter School facilities shall comply with the California Building Standards Code and will comply with all ADA requirements., with locations determined by the geographic distribution of our students and subject to Education Code Section 47605.1(c).

Transportation

No transportation to and from school will be provided for students by the Charter School except as required by law for students with disabilities.

Independent Fiscal Audit

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)*

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office 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.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The CEO, along with the audit committee, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

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

Closure Protocol

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 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 the Charter 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 the CEO as the person responsible to conduct all school closure related activities.

The Board of Directors will promptly notify parents staff, and students of the Charter School, the District, the Solano County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System)

Teachers' Retirement System, federal social security, and the California Department of Education will be notified 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 the 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 Board's decision to close the 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, the School will provide parents, students and the District 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 District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the 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, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The 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 District 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 School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the School, 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 School, remain the sole property of the non-profit public benefit corporation 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 which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public educational purpose. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. 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 School.

As the School 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 the appendices, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

IMPACT ON THE DISTRICT

I. IMPACT ON THE DISTRICT

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

Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Charter School on the District.

Civil Liability

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 23701d. The specific purposes for which the corporation is organized are for the operation of California public charter schools 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. As stated above in the Governance section, the charter school Articles of Incorporation and bylaws are attached as an appendix. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School has indemnified the District for the actions of the Charter School under this charter. Any indemnification or additionally insured "assurance" made by a Charter School contractor on behalf of the Charter School shall also extend to the District.

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

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

The Board of Directors of the charter school will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

I. CONCLUSION

By approving this charter, the District 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 following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval. The Charter School shall be considered approved as of the date of charter approval. The term of the charter shall be from July 1, 2017 to June 30, 2022. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605, 52052(e)(4) and Education 47607 as applicable.

Appendices

X. Appendices

Petition Signatures (Teachers)

5-Year Budget Projection

SB 740 Expenditure Compliance

Budget Narrative

Secretary of State Non-profit Filing

On-line Course and Credit

School Calendar

Conflict of Interest Policy

504 Rise Academy Solano Board Policies

504 Parent Rights

504 Administrative Regulations

Rise Academy Solano Board Bylaws

Independent Study Policies

Sample Outreach Flyer

**Rise Academy Solano
Five Year Budget Projection**

	FY18	FY19	FY20	FY21	FY22
Enrollment	650	970	1,250	1,605	1,900
Fund Balance, Beginning	0	256,761	679,797	1,234,191	1,982,202
REVENUES					
LCFF	5,281,105	8,030,398	10,650,705	14,298,045	17,498,916
EPA	110,500	164,900	212,500	272,850	323,000
Special Education		519,435	550,375	859,478	1,017,450
Lottery		155,831	200,813	257,843	305,235
Mandated Cost Grant		11,640	15,221	18,801	22,382
Total Revenues	5,391,605	8,882,204	11,629,614	15,707,017	19,166,983
EXPENDITURES					
INSTRUCTION					
Classroom Teachers	1,561,600	2,499,638	3,114,071	4,009,234	5,007,956
Specialty Teachers/Counselors	126,250	227,250	316,635	334,050	360,774
Student support/Classified		43,988	136,581	188,482	195,079
Retirement	243,557	443,937	621,987	787,437	973,351
Payroll Taxes	49,792	84,468	105,235	125,367	164,132
Health Insurance	241,500	459,000	454,875	861,000	1,023,000
Workers Compensation	42,196	69,272	89,182	108,582	139,095
Professional Development	20,000	48,700	42,500	66,300	96,000
Special Education	414,375	517,969	595,664	744,580	930,725
Travel	42,000	50,000	61,250	99,000	127,550
Textbooks & Instructional Supplies	1,755,000	2,592,325	3,648,385	5,004,900	5,934,236
Student Activities/Field Trips	16,250	17,063	17,916	22,395	25,000
Student Assessment	7,000	8,000	8,500	10,000	14,000
Software	260,000	436,500	512,500	882,750	1,140,000
IT Services	16,250	29,500	28,000	35,000	35,000
Contracted Services-Educational Consultants	53,916	245,859	325,896	437,127	623,767
Total Instruction	4,849,686	7,773,469	10,079,177	13,716,204	16,789,665
SCHOOL ADMINISTRATION					
Principal/Director	40,000	60,000	84,400	84,400	168,800
Admin Support	0	35,397	36,990	36,990	78,990
Retirement	5,772	9,768	15,302	15,302	30,603
Payroll Taxes	1,180	5,009	5,874	5,874	12,207
Workers Compensation	1,000	2,385	3,035	3,035	6,195
Health Insurance	3,500	14,875	19,000	31,500	33,000
Legal Fees	5,000	12,000	15,000	30,000	35,000
Contracted Services - Audit	7,000	7,350	10,000	18,500	20,000
Business Services	134,790	245,859	325,896	437,127	534,657
Insurance-General	7,000	15,000	18,000	25,000	20,000
Disrict Fees-Oversight	53,916	163,906	325,896	367,714	356,438
Student Information System	6,500	24,250	31,250	64,200	96,850
Communications	18,000	47,000	50,700	56,860	58,250
Adminstration Other	1,500	42,900	54,700	66,300	13,600
Total School Administration	285,158	685,699	996,043	1,242,802	1,464,590
Total Expenditures	5,134,844	8,459,168	11,075,220	14,959,006	18,254,256
Excess Revenues over Expenditures	256,761	423,036	554,394	748,011	912,727
FUND ENDING BALANCE	256,761	679,797	1,234,191	1,982,202	2,894,929
Required 5% Reserve	256,742	422,958	553,761	747,950	912,713
Reserve Met	yes	yes	yes	yes	yes

Calculation for 80-40 percentages					
	FY18	FY19	FY20	FY21	FY22
Percent of instructional expenses to State revenues:	89.95%	87.52%	86.67%	87.33%	87.60%
Percentage of credentialed salaries to State revenues:					
Certificated Credentialed Salaries	1,601,600	2,499,638	3,430,706	4,423,284	5,368,730
Retirement	243,557	443,937	621,987	801,941	973,351
Paryoll Taxes	49,792	84,468	105,235	127,727	164,132
Workers Compensation	42,196	69,272	89,182	110,582	139,095
Health Insurance	241500	459,000	454,875	871,000	1,023,000
Total	2,178,645	3,556,315	4,701,985	6,334,534	7,668,308
Total Percentage of Certificated Salaries to Revenues					
	40.41%	40.04%	40.43%	40.33%	40.01%

Rise Academy Solano

BUDGET SUMMARY

The most recent FCMAT LCFF calculator was used to arrive at the revenue projections. There may be small differences in total revenue amounts in the budget due to rounding numbers but nothing material.

Enrollment and ADA:

The budget was based on an estimated enrollment of 650 for the first year, 970 for the second year, 1,250 for the third year, 1,605 for the fourth and 1,900 for the fifth year. A projected 85% of enrollment was used to calculate the Actual Daily Attendance resulting in 552.5, 824.50, 1,062.5, 1,364.25, and 1,615 respectively.

The Unduplicated Pupil Count was projected taking into consideration the demographics surrounding the Solano County Office of Education.

Revenues

Revenues were based on the LCFF calculator amounts per ADA in each grade span. The In-lieu taxes were not calculated. The In-Lieu tax amount per ADA provided by the district will be calculated and added to the budget which will reduce the LCFF by the same amount.

Because Lottery funds are calculated on prior year annual ADA, the amount was budgeted beginning in the second year of operation. The most recent CDE lottery projections were used for the calculation.

Mandated Cost Grant funds were also calculated beginning with the second year of operation because the State uses prior year ADA numbers for allocations.

SB740 Requirement

Expenditures have been identified as Instructional or School Administration to provide a clear picture on what is spent on direct services to students and to assure compliance with SB740. SB740 requires that an On-line/virtual Charter School spend at least 80% of total State revenues on direct or support of instruction to students. It also requires that credential Certificated employees and their benefits total at least 40% of total State revenues.

Instructional Expenditures

At a minimum, 1:25 teacher student ratio was used to assure compliance with Education Code regulations for independent study in grades K through 6 and 12 ½ to 1 for students ages 16 through 24.

The first year one Director/Principal is budgeted. Additional student support staff is added and increased in the subsequent years as enrollment increases.

The health benefit amount that Charters allocate for each full time employee varies. Rise Academy Solano has budgeted \$7,000 per employee for employee only health benefits and increases by \$500 per year in the subsequent years. STRS (State Teachers Retirement System) rates are based on projections provided by School Services of California.

The budget amounts for Books & Supplies are based on \$3,100 per enrolled student for the first year and increased by approximately, 6.6% the second year, 7.4% the third year, 6.8% the fourth and 8.3% fifth year. Amounts for IT Services and software will be used to provide services to the students.

Travel will be used to attend meetings and for professional development costs. It needs to be noted that staff will attend any professional development that may be provided by the County Superintendent of Schools at minimal cost resulting in savings to the school.

Special Education expenditures will be adjusted based on the number of special education students and their needs. The amounts were based on a per enrolled student and are as follows: \$637.5, \$533, \$476.53, \$463.91, and \$489.85 respectively.

School Administration Expenditures

Amounts budgeted in this section are the necessary amounts for the operation of the school. The first year there is one Director/Principal budgeted and beginning the second year clerical support staff has been added. General insurance, audit, student information system, business and oversight fees are also included in the budget.

In each of the five years, the ending balance meets the 5% reserve recommended for the Charter School.

Budgets

The original budget is submitted for approval by June 30th of each year for the subsequent fiscal year unless this is the first year of operation in which case the original budget is submitted at the time the Charter Petition is submitted for approval. There are two budget interim reports during the fiscal year, one in December and the second in March. These interim reports are required by the State Department and will give interested parties an update of revenues and expenditures based on new enrollment and attendance numbers.

The last budget of the year is prepared after the end of the fiscal year and is the Unaudited actual to close the year.

3964742

ARTS-PB-501(c)(3) Articles of Incorporation of a Nonprofit Public Benefit Corporation

To form a nonprofit public benefit corporation in California, you can fill out this form or prepare your own document, and submit for filing along with:

- A \$30 filing fee.
- A separate, non-refundable \$15 service fee also must be included, if you drop off the completed form or document.

Important! California nonprofit corporations are not automatically exempt from paying California franchise tax or income tax each year. A separate application is required in order to obtain tax exempt status. For more information, go to https://www.ftb.ca.gov/businesses/exempt_organizations or call the California Franchise Tax Board at (916) 845-4171.

Note: Before submitting this form, you should consult with a private attorney for advice about your specific business needs.

FILED
Secretary of State
State of California
NOV 21 2016

This Space For Office Use Only

For questions about this form, go to www.sos.ca.gov/business/be/filing-tips.htm

Corporate Name (List the proposed corporate name. Go to www.sos.ca.gov/business/be/name-availability.htm for general corporate name requirements and restrictions.)

① The name of the corporation is Rise Academy Charter School

Corporate Purpose (Item 2a: Check one or both boxes. Item 2b: The specific purpose of the corporation must be listed if you are organizing for "public" purposes, or if you intend to apply for tax-exempt status in California.)

- ② a. This corporation is a nonprofit **Public Benefit Corporation** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for: public purposes. charitable purposes.
- b. The specific purpose of this corporation is to operate a charter school.

Service of Process (List a California resident or an active 1505 corporation in California that agrees to be your initial agent to accept service of process in case your corporation is sued. You may list any adult who lives in California. You may not list your own corporation as the agent. Do not list an address if the agent is a 1505 corporation as the address for service of process is already on file.)

③ a. Darrin Erb
Agent's Name

b. 216 Via Glenova Cathedral City CA 92234
Agent's Street Address (if agent is not a corporation) - Do not list a P.O. Box City (no abbreviations) State Zip

Corporate Addresses

④ a. 3300 Irvine Blvd, Suite 330, Newport Beach CA 92660
Initial Street Address of Corporation- Do not list a P.O. Box City (no abbreviations) State Zip

b. _____
Initial Mailing Address of Corporation, if different from 4a City (no abbreviations) State Zip

Additional Statements (The following statements are required to obtain tax exemption from the Internal Revenue Service or the California Franchise Tax Board under Internal Revenue Code section 501(c)(3). Note: Corporations seeking other types of tax exemptions should not use this form.)

- ⑤ a. This corporation is organized and operated exclusively for the purposes set forth in Article 2a hereof within the meaning of Internal Revenue Code section 501(c)(3).
- b. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.
- c. The property of this corporation is irrevocably dedicated to the purposes in Article 2a hereof and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.
- d. Upon the dissolution or winding up of this corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, educational and/or religious purposes and which has established its tax-exempt status under Internal Revenue Code section 501(c)(3).

This form must be signed by each incorporator. If you need more space, attach extra pages that are 1-sided and on standard letter-sized paper (8 1/2" x 11"). All attachments are made part of these articles of incorporation.

DC
Incorporator - Sign here

Darrin Erb
Print your name here

Make check/money order payable to: Secretary of State
Upon filing, we will return one (1) uncertified copy of your filed document for free, and will certify the copy upon request and payment of a \$5 certification fee.

By Mail
Secretary of State
Business Entities, P.O. Box 944260
Sacramento, CA 94244-2600

Drop-Off
Secretary of State
1500 11th Street, 3rd Floor
Sacramento, CA 95814

High School Course List

	ONE	TWO	THREE	FOUR	FIVE	SIX
ENGLISH						
AP English Language and Composition						•
AP English Literature and Composition						•
American Literature	•	•	•			
British and World Literature	•	•	•			
Creative Writing						•
English Foundations I						•
English Foundations II						•
Grammar and Composition						•
Journalism*						•
Literary Analysis and Composition I	•	•	•			
Literary Analysis and Composition II	•	•	•			
Public Speaking*						•
MATH						
AP Calculus AB						•
AP Calculus BC						•
AP Statistics						•
Algebra I	•	•	•			
Algebra II	•	•	•			
Calculus		•				
Consumer Math	•					
Continuing Algebra	•					
Developmental Algebra	•					
Geometry	•	•	•			
Integrated Math		•				
Integrated Mathematics I		•				
Integrated Mathematics II		•				
Integrated Mathematics III		•				
Math Foundations I						•
Math Foundations II						•
Personal Finance*						•
Practical Math	•					
Pre-Algebra	•	•				
Pre-Calculus/Trigonometry		•				
Probability and Statistics*		•				
SCIENCE						
AP Biology						•
AP Environmental Science						•
Biology ①	•	•	•			
Chemistry ①	•	•	•			
Earth Science ①	•	•	•			
Environmental Science*						•
Forensic Science* ①						•
Physical Science ①	•	•	•			
Physics ①		•	•			
HISTORY and SOCIAL SCIENCES						
AP Macroeconomics*						•
AP Microeconomics*						•
AP Psychology*						•
AP U.S. Government and Politics*						•
AP World History						•
Anthropology*						•
Civics*						•
Contemporary World Issues						•
Economics*						•
Family and Consumer Science*						•
Geography		•				
Modern U.S. History	•	•	•			
Modern World Studies	•	•	•			
Psychology*						•
U.S. and Global Economics*	•	•				
U.S. Government and Politics*	•	•				
U.S. History	•	•	•			
World History	•	•	•			
WORLD LANGUAGES						
AP French Language and Culture ①						•
AP Spanish Language and Culture ①						•
French I ①②						•
French II ①②						•
French III ①						•
French IV						•
German I ①						•
German II ①						•
German III						•
German IV						•
Japanese I						•
Japanese II						•
Latin I ①						•
Latin II ①						•
Mandarin (Chinese) I ①②						•
Mandarin (Chinese) II ①②						•
Spanish I ①②						•
Spanish II ①②						•
Spanish III ①						•
Spanish IV						•
ADDITIONAL ELECTIVES						
Accounting						•
Achieving Your Career and College Goals*						•
Fine Art						•
Introduction to Entrepreneurship I*						•
Introduction to Entrepreneurship II*						•
Introduction to Marketing I*						•
Introduction to Marketing II*						•
Life Skills*						•
Music Appreciation						•
Nutrition and Wellness*						•
Physical Education						•
Reaching Your Academic Potential*						•
Service Learning*						•
Skills for Health*						•
TECHNOLOGY and COMPUTER SCIENCE						
3D Art I: Modeling*						•
3D Art II: Animation*						•
Audio Engineering*						•
C++ Programming*						•
Computer Fundamentals						•
Computer Literacy*						•
Computer Science*						•
Digital Arts I*						•
Digital Arts II*						•
Digital Photography*						•
Engineering Design/CAD*						•
Game Design*						•
Green Design and Technology*						•
Image Design and Editing*						•
Programming I: VB.NET*						•
Programming II: Java*						•
Web Design*						•

① = new course

② = includes virtual labs

① = Middlebury Interactive Languages course

② = choice of Middlebury original credit course (Competency) or FUELd Online Courses world language offering

③ = choice of Middlebury original credit course (Fluency) available

* = one-semester course

All courses, unless otherwise noted, are two semesters.

Course lists are subject to change.

Key	
	First/Last Day Classes
	Holidays/No School
	No School

July 2016						
S	M	T	W	Th	F	S
					1	2
3	6	7	8	9	10	11
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 New Year's Day
 3 School Re-Opens
 16 M.L. King Day
 (20)

First Day of School
 (13)

AUGUST 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

17-20 Presidents Break
 (18)

5 Labor Day
 (21)

SEPTEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

(23)

(21)

OCTOBER 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10-14 Spring Break
 (15)

11 Veterans Day
 24-25 Thanksgiving Break
 (19)

NOVEMBER 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

10 Last Day of School
 (8)

Dec 24-Jan 2 Winter Break
(17)

DECEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Conflict of Interest Policy

Purpose:

The purpose of the conflict of interest policy is to protect RISE ACADEMY SOLANO interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of RISE ACADEMY SOLANO or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions:

1. Interested Person-

Any director, principal officer, key employee or member of a committee with board of director-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest-

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which RISE ACADEMY SOLANO has a transaction or arrangement.
- b. A compensation arrangement with RISE ACADEMY SOLANO or with any entity or individual with which RISE ACADEMY SOLANO has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which RISE ACADEMY SOLANO is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Procedures:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board meeting but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the board of directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the board of directors shall determine whether RISE ACADEMY SOLANO can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in RISE ACADEMY SOLANO best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board of directors has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board of directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action and/or up to immediate termination.

Records of Proceeding:

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Annual Statements:

Each board member, executive director, and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands RISE ACADEMY SOLANO is a non-profit and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure RISE ACADEMY SOLANO operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews, shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to RISE ACADEMY SOLANO written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit.

When conducting the periodic reviews as provided for in Article VII, RISE ACADEMY SOLANO may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of directors of its responsibility for ensuring periodic reviews are conducted.

RISE ACADEMY SOLANO: Conflict of Interest Verification/Signature

I, _____, Board Member/Director/Officer of RISE ACADEMY SOLANO hereby certify that as of the date that this certification is made and except as fully described in the signed statement attached hereto:

1. That I do not have and am aware that it is impermissible for me to have a financially beneficial relationship resulting in excess benefit transaction with any competitor, client, supplier or subordinate of RISE ACADEMY SOLANO which impairs my ability to exercise good judgment on behalf of RISE ACADEMY SOLANO, creating an actual or potential conflict of interest. I understand this includes family relationship by virtue of blood (i.e. grandparents, parents, brothers, sisters and children), marriage (including common-law marriage, if recognized by the State), or adoption with any officer, director, board member or partner.
2. That I have not and will not receive any compensation from the parties mentioned above for any services as an officer, board member or authorized agent or otherwise.
3. That if any of the types of relationships or situations described above should arise, I will immediately and fully disclose (not to exceed 10 business days) the relevant circumstances to an immediate supervisor or any other appropriate supervisor, for a determination as to whether a potential or actual conflict exists.
4. That if an actual or potential conflict is determined, RISE ACADEMY SOLANO may take whatever corrective action appears appropriate according to the circumstances and that failure to disclose facts shall constitute grounds for disciplinary action and/or up to termination.
5. That I have received and fully read RISE ACADEMY SOLANO Conflict of Interest Policy. I understand RISE ACADEMY SOLANO Conflict of Interest Policy and

accept and agree to comply with the information contained within RISE ACADEMY SOLANO Conflict of Interest Policy

6. I understand RISE ACADEMY SOLANO is a non-profit organization and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish on or more of its tax-exempt purposes.

Print Name

Sign Name and Date

**IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION
504
SECTION 504 POLICIES**

Board Policy # _____

Date Approved: _____

The Board of Directors of RISE ACADEMY SOLANO Charter School recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”).

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If RISE ACADEMY SOLANO does not assess a student after a parent has requested an assessment, RISE ACADEMY SOLANO shall provide notice of the parent’s/guardian’s procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. RISE ACADEMY SOLANO shall periodically review the student's progress and placement.

RISE ACADEMY SOLANO will implement this policy through its corresponding Administrative Regulations.

RISE ACADEMY SOLANO

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT (Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe

they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact Crystal Lewis, 504 Coordinator, c/o RISE ACADEMY SOLANO, with any questions regarding the information contained herein.

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

SECTION 504 ADMINISTRATIVE REGULATIONS

Board Policy # _____

Date Approved: _____

A. Definitions

1. **Academic Setting** – the regular, educational environment operated at the Academy of Arts and Sciences (the “Charter School”)
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as mental retardation, organic

brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Special Education Director, Crystal Lewis, shall serve as the Charter School’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at 559-759-9054
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
 - (A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;
 - (B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
 - (C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student’s parents/guardians and other persons knowledgeable about the student (such as the student’s regular education teachers), the student’s school history, the student’s individual needs (such as a person knowledgeable about the student’s disabling condition), the meaning of evaluation data, the options for placement and

services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. 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; and
 - c. Tests are selected and administered so as to best 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 (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student

receives a free, appropriate public education (“FAPE”).

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student’s disability and the regular or special education and/or related aids and services needed. The Plan will specify how who will provide to the disabled student and the special education and/or related aids and services. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student’s teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student’s cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student’s needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student’s identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student’s needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student’s Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Crystal Lewis, 504 Coordinator c/o RISE ACADEMY SOLANO. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. The Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within Solano County SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the

Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

- Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
 7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
 8. The parent/guardian and the Charter School shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

By-Laws

Of

Rise Academy Solano Charter Schools
(a California Non-profit Public Benefit Corporation)

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**AMENDED AND RESTATED
BYLAWS
OF
THE ACADEMIES OF SCIENCE TECHNOLOGY
ENGINEERING ARTS AND MATHEMATICS
(A California Non-profit Public Benefit Corporation)**

NAME.

The name of this corporation is: **Rise Academy Solano Charter School**

PRINCIPAL OFFICE OF THE CORPORATION

The principal office for the transaction of the activities and affairs of this corporation is to be determined, or such other place as the Board of Directors (the “Board”) may designate from time to time.

OTHER OFFICES OF THE CORPORATION

The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

GENERAL AND SPECIFIC PURPOSES

The purpose of this corporation is to create, manage, operate, guide, direct and promote The Academies of Science, Technology, Engineering, Arts, and Mathematics d/b/a RISE ACADEMY SOLANO (“RISE ACADEMY SOLANO”) Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by:

A corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or

A corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of

statements) any political campaign on behalf of or in opposition to any candidate for public office.

CONSTRUCTION AND DEFINITIONS

CONSTRUCTION AND DEFINITIONS

Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

DEDICATION OF ASSETS

DEDICATION OF ASSETS

This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the RISE ACADEMY SOLANO Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

CORPORATIONS WITHOUT MEMBERS

CORPORATIONS WITHOUT MEMBERS

This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

BOARD OF DIRECTORS

GENERAL POWERS.

Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any

limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees (Article VII, Section 21), however composed, provided that all corporate powers shall be exercised under the ultimate direction of the Board.

SPECIFIC POWERS.

Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

Subject to any applicable contractual or other legal requirements, appoint and remove, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

DESIGNATED DIRECTORS AND TERMS

The authorized number of directors shall be not less than three (3), nor more than five (5), as set by resolution of the Board, unless changed by amendment to these bylaws. The qualifications for directors are generally the ability to attend Board meetings, a willingness to actively support and promote RISE ACADEMY SOLANO, and a dedication to its educational philosophy and goals. In addition, directors should demonstrate leadership, initiative and a high level of professionalism. Directors must be able to work effectively as a member of a team and to put aside all personal agendas so that the best interests of the school as a whole are put foremost. It is in the best interests of the school that directors include persons who can represent the interests of the following constituencies:

Employees and educators: No more than one director may be a current employee of RISE ACADEMY SOLANO. Up to two of these directors may

be nominated by the RISE ACADEMY SOLANO' teachers; one may be nominated by the student body.

Parents: Not more than 25% of the directors may be selected from among the parents (or guardians) of RISE ACADEMY SOLANO students. No more than one of these may be the parent of a "traveling student".

Community representatives: Up to three directors may be selected from the RISE ACADEMY SOLANO community, except that parents of RISE ACADEMY SOLANO students shall count towards the maximum number of allowable parent representatives.

A person selected by the Palm Springs Unified School District may be permitted to serve as a member, but shall not be counted towards a quorum.

Directors shall be chosen at an annual meeting as specified in Section 15 of this Article VII.

RESTRICTION ON INTERESTED PERSONS AS DIRECTORS

No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is

Any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation

DIRECTORS' TERM

Each director shall hold office for 3-year terms or until a successor director has been designated and qualified. In order to provide continuity of leadership, directors' terms shall be staggered in such manner, as the Board deems appropriate.

NOMINATIONS BY COMMITTEE

The Board of Directors may appoint a Nominating Committee. If so appointed, the Nominating Committee shall designate qualified candidates for any election to the Board of Directors, according to the composition criteria set forth in Section 3 of this Article VII. The Nominating Committee shall make its report to the Board at least seven (7) days before the date of the election or at such other time as the Board of Directors may set. The Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates designated by the Nominating Committee. The Nominating Committee may also

solicit and designate qualified candidates for election to Standing Committees as set forth in Section 21 of this Article VII.

USE OF CORPORATE FUNDS TO SUPPORT NOMINEE

If more people have been nominated for director than can be elected, no Corporation funds may be expended to support a nominee.

EVENTS CAUSING VACANCIES ON BOARD

A vacancy or vacancies on the Board of Directors shall occur in the event of

- ✓ The death or resignation of any director
- ✓ The removal of a director with or without cause, by resolution of the Board as noted below; the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3
- ✓ The increase of the authorized number of directors
- ✓ Failure to meet the qualifications established by these bylaws

Any director may be removed, with or without cause, by a two thirds vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 13. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Any director who does not attend three successive Board meetings will automatically be removed from the Board without Board resolution unless:

The director requests a leave of absence for a limited period of time, and the leave is approved by the directors at a regular or special meeting (if such leave is granted, the number of Board members will be reduced by one in determining whether a quorum is or is not present),

The director suffers from an illness or disability that prevents him or her from attending meetings and the Board by resolution waives the automatic removal procedure of this subsection; or

The Board by resolution of the majority of Board members must agree before a director who has missed three meetings may be reinstated.

RESIGNATION OF DIRECTORS

Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.

Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

VACANCIES FILLED BY BOARD.

Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by

The unanimous consent of the directors then in office,

The affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or

A sole remaining director

NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.

Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

PLACE OF BOARD OF DIRECTORS MEETINGS.

Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT

Conference telephone, video screen communication, or other communications equipment may hold any Board of Directors meeting. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

Each member participating in the meeting can communicate concurrently with all other members.

Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the Corporation.

The Board of Directors has adopted and implemented a means of verifying both of the following:

A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors' meeting.

All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

ANNUAL AND REGULAR MEETINGS

Regular meetings of the Board of Directors shall be held on a quarterly basis as scheduled and authorized by the members of said Board. Advance notice of any such meetings shall be posted in a conspicuous location on RISE ACADEMY SOLANO' primary campus no later than three (3) days prior to any such meeting. The Board of Directors shall hold an annual meeting for purposes of organization, election of officers, and transaction of other business. The Board may hold regular, special and emergency meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

AUTHORITY TO CALL SPECIAL MEETINGS

The Chairman of the Board or a majority of the directors may call special and emergency meetings of the Board of Directors for any purpose at any time.

NOTICE OF SPECIAL OR EMERGENCY MEETINGS

Notice of the time and place of special or emergency meetings shall be given to each director by

- ✓ Personal delivery of written notice;
- ✓ First-class mail, postage prepaid;
- ✓ Telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the

director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director;

- ✓ Telegram
- ✓ Facsimile
- ✓ Electronic mail
- ✓ Other electronic means

All such notices shall be given or sent to the director's address or telephone number as shown on the Corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called. Notice of the time and place of special or emergency meetings shall be given to all media who have provided timely written notice to RISE ACADEMY SOLANO. The notice shall state the time of the meeting and the place, if the place is other than the Corporation's principal office and the business to be transacted at the meeting. All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

QUORUM

A majority of the number of directors actively serving (not to include vacant positions and nonvoting directors in the calculation of a quorum) shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to

- ✓ Approval of contracts or transactions in which a director has a direct or indirect material financial interest,
- ✓ Approval of certain transactions between corporations having common directorships,
- ✓ Creation of and appointments to committees of the Board, and
- ✓ Indemnification of directors

A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

ADJOURNMENT.

A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

COMPENSATION AND REIMBURSEMENT

Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

CREATION OF POWERS OF COMMITTEES

The Board, by resolution adopted by a majority of the directors then in office, may create one or more standing and/or ad hoc committees, to serve at the pleasure of the Board. These committees may include the following:

The Nominating Committee;

The Finance Committee;

The Educational Program Committee;

The Policy Committee; and

The Compensation Committee

Authorized committees that shall exercise the authority of the Board shall consist of two or more directors. Authorized committees that do not exercise the authority of the Board, may consist of any individuals recommended by the Nominating Committee and approved by the Board or, in the absence of a Nominating Committee, by the Board itself. Initial and subsequent appointments to committees of the Board shall be made from a slate of candidates designated by the Nominating Committee or, in the absence of a Nominating Committee, by the Board itself, and representing stakeholders appropriate for the subject matter of the committee. The Board of Directors shall approve all committee appointments. Committees shall report to the Board on a periodic basis. Subject to the approval of the Board, each committee shall establish its own bylaws to address, among other matters, purpose, committee membership, meetings, and duties. Committees of the Board of Directors shall have all the authority to the extent provided in the Board of Directors' resolution establishing the committee, except that committee actions potentially involving substantial liability or major policy decisions, as determined by the President or the Board, shall be approved by the Board and no committee may:

- ✓ Fill vacancies on the Board of Directors or any committee of the Board;
- ✓ Fix compensation of the directors for serving on the Board of Directors or on any committee;
- ✓ Amend or repeal bylaws or adopt new bylaws;
- ✓ Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- ✓ Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- ✓ Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- ✓ Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

MEETINGS AND ACTION OF COMMITTEES

Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, and other Board of Directors' actions, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

NON-LIABILITY OF DIRECTORS

No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS

RISE ACADEMY SOLANO and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

OFFICERS OF THE CORPORATION

OFFICES HELD

The officers of this corporation shall be a president, a secretary, and a chief financial officer. The Corporation, at the Board's direction, may also have a chairman of the board, one or more vice-presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

DUPLICATION OF OFFICE HOLDERS

The same person may hold any number of offices, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

ELECTION OF OFFICERS

The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract. Officers' terms may be staggered to provide continuity of leadership.

APPOINTMENT OF OTHER OFFICERS

The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

REMOVAL OF OFFICERS

Subject to any applicable contracts, collective bargaining requirements or other legal requirements, without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. Any other officer on whom the Board of Directors confers the power of removal may remove an officer who was not chosen by the Board of Directors.

RESIGNATION OF OFFICERS

Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

VACANCIES IN OFFICE

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

CHAIRMAN OF THE BOARD

If a chairman of the Board of Directors is elected, he or she shall preside at Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a chairman of the Board of Directors is elected, there may also be a vice-chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman, or other officer as designated by the Board, shall preside at Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

PRESIDENT

The chief executive officer of RISE ACADEMY SOLANO shall be the President. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to the President's contract of employment, the President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. In the absence of a Chairman of the Board, the President shall preside at all meetings of the Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

VICE-PRESIDENTS

If the President is absent or disabled, any vice-president or other person designated by the Board shall perform all duties of the president. When so acting, this person shall have all powers of and be subject to all restrictions on the President.

SECRETARY

The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of members of the Board of Directors, and of committees of the Board of Directors, that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such

other powers and perform such other duties as the Board of Directors or bylaws may require.

CHIEF FINANCIAL OFFICER

The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times. The Chief Financial Officer shall

Deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate;

Disburse the Corporation's funds as the Board of Directors may order;

Render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and

Have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

CONTRACTS WITH DIRECTORS AND OFFICERS

CONTRACTS WITH DIRECTORS AND OFFICERS

No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless

The material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officer, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the

Board of Directors prior to the Board's consideration of such contract or transaction;

Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors;

Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and

The Corporation for its own benefit enters into the transaction, which is fair and reasonable to the Corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it

Is approved or authorized by the Corporation in good faith and without unjustified favoritism and

Results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

LOANS TO DIRECTORS AND OFFICERS

LOANS TO DIRECTORS AND OFFICERS

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

INDEMNIFICATION

INDEMNIFICATION.

To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions,

against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

INSURANCE

INSURANCE.

This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer’s, director’s, employee’s, or agent’s status as such.

MAINTENANCE OF CORPORATE RECORDS

MAINTENANCE OF CORPORATE RECORDS

This corporation shall keep:

Adequate and correct books and records of account; and

Written minutes of the proceedings of the Board, and committees of the Board; and

Such reports and records as required by law

INSPECTION RIGHTS

DIRECTORS’ RIGHT TO INSPECT

Every director shall have the right at any reasonable time to inspect the Corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and Federal law. The director’s agent or attorney may make in person or the inspection. The right of inspection includes the right to copy and make extracts of documents as permitted by California and Federal law. This right to inspect may be circumscribed in

instances where the right to inspect conflicts with California or Federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

ACCOUNTING RECORDS AND MINUTES

On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time. The director's agent or attorney may make in person or any such inspection and copying. This right of inspection extends to the records of any subsidiary of the Corporation.

MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS

This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

REQUIRED REPORTS

ANNUAL REPORTS

The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

The principal changes in assets and liabilities, including trust funds;

The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

The Corporation's expenses or disbursements for both general and restricted purposes;

Any information required under these bylaws; and

An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS

As part of the annual report, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director a statement of any transaction or indemnification of the following kind:

Any transaction

In which the Corporation, or its parent or subsidiary, was a party,

In which an "interested person" had a direct or indirect material financial interest, and

Which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000.

For this purpose, an "interested person" is either: (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary.

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

AMENDMENT TO BYLAWS

These bylaws may be amended by a majority vote of the Board of Directors at a meeting in which a quorum is present. These bylaws may not be amended to include any provision that conflicts with law, the Articles of Incorporation, or The Academies of Science, Technology, Engineering, Arts, and Mathematics

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Rise Academy Solano Charter School, a California Non-profit Public Benefit Corporation; that these bylaws, consisting of 18 pages, are the bylaws of this corporation as adopted by the Board of Directors; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

Rise Academy Solano Independent Study Policies

Purpose and Scope

The purpose and scope of the policy is to provide a procedure and a framework for eligible students to enroll in the program utilizing Independent Study as the study mode of instruction.

General

1. Independent Study is available to all students in kindergarten through 12th grade. Independent Study students must be enrolled in RISE ACADEMY SOLANO and must live in Solano county or an adjacent county to be eligible for enrollment. EC 51748
2. Student enrollment must be continuously voluntary and a regular classroom must be offered and a seat in that classroom will always be available. EC 51747 (c) (7)
3. All students enrolled in Independent Study must sign a new Master Agreement each semester EC 51747
4. For kindergarten through 12th grade ADA purposes, total instructional FTE teacher to ADA ratio must not exceed the baseline ratio for other instructional programs in the largest school district in the service area, or 1:25. EC 51745.6
5. Class size reduction funding is not available for any student enrolled in Independent Study (20 to 1 with no funding). EC 52123
6. To receive K-12 apportionment, students who are age 19 or 20 must have been continuously enrolled in school since their 18th birthday. EC EC46300.1
7. A certificated teacher of the school must generally supervise, coordinate, and evaluate the work of each student engaged in Independent Study. Apportionment credit for independent study may be claimed only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certificated teacher. EC51747.5
8. Independent Study shall not be available to K-12 students whose residence status is based solely on their parent/guardian/caregiver's employment within district boundaries. EC 48204(f) 51747.3 (c)

9. The school will offer the following minimum attendance requirement.

Type of Program

Kindergarten	180 Minutes
Grades 1-3	240 Minutes
Grades 4-8	240 Minutes
Grades 9-12	240 Minutes

EC 46117, 46118, 46112, 46113, 46114, 46141, 46142, 46145, 46147

10. The School shall not provide students and parents/guardians with funds or items of value that are not provided to regular classroom students.
EC 51747.3 (a)

The Master Agreement

The Master Agreement must indicate the objectives or a statement that refers to the objectives being listed on the Assignment/Work Record or High School Course Description, method of study, resources available, meeting time, frequency, place, method of evaluation and indicate if there are any subsidiary papers that are a part of the Master Agreement. EC 51747 (c) (3)

The Master Agreement must have a statement that instruction may be provided for a Section 48915 (expulsion) or 48917 (suspended expulsion) students through Independent Study only if the student is offered the alternative of classroom instruction. The suspended expelled student must have the classroom option always available during the time enrolled in Independent Study. EC 51747 (c) (7)

The goals and objectives specified in the written Independent Study Agreement and Subsidiary Agreements shall be consistent with the Board's Policies, Administrative Regulations, and Procedures for curriculum and instruction. EC 51746.5, 11703 (b) (4)

One or more subject/courses may be added to the Independent Study Agreement during the semester if the student completes all of the pre-determined subjects/courses before the ending date of the agreement.

The Master Agreement will include the following:

- a. Name of pupil/student EC 51748
- b. Home Address EC 51747.3 (b)
- c. Grade level EC 51748

- d. School name EC 51748
- e. Birthday EC 46300.1
- f. Subject(s) and course value/units/credits and other measures. EC 51747 (c) (6)
- g. Objectives will be listed on Assignment/Work Record forms and in High School Course Descriptions EC 51747 (c) (2)
- h. The method of evaluation must be included in the Master Agreement. EC 51747(c) (2)
- i. Duration with beginning and ending dates. EC 51747 (c) (5)
- j. Frequency of meetings between student and teacher must be indicated. EC 51747 (c) (1)
- k. The manner of reporting/meeting one-on-one, email, mail, or fax for extenuating circumstances. EC 51747 (c) (1)
- l. Dated signatures for each student, parent/guardian/caregiver (a caregiver affidavit must be on file.)
- m. Supervising certificated teacher and other teachers who have direct responsibility for providing assistance. All signatures must be completed before ADA may be collected. The Independent Study Agreement can be started in the subjects under the control of the supervising teacher but if an “Other” teacher is involved, the school cannot take attendance/ADA for that course until the agreement is dated and signed by that “Other” assisting person. EC 51747 (c)
- n. Subsidiary contracts can be a part of the Master Agreement and will be indicated as such in the agreement.
- o. It is the policy of RISE ACADEMY SOLANO to continually verify adequate academic progress by students in our independent study program. Excessive missed assignments may be an indicator of inadequate progress. The Master Agreement requires the meeting of a minimum assignment goal or completing at least 80% of the entire assigned body of work. A process to determine if this program is in the student’s best interest has been developed and is outlined in the Missing Assignment and Inadequate Progress Policy.
- p. The Master Agreement must have a statement giving the maximum length of time, 60 days, which a student has between the time the

assignment is assigned and completed. It is expected that the credentialed teacher will meet with students every 20 days, or a school month to verify completion of work assigned to that point. Learning periods will be less than 60 days or quarterly to minimize the amount of paperwork generated by independent study procedures. Attendance will be generated every 20 days. EC 51747 (a)

- q. If circumstances justify more than the maximum assignment period, the Principal or their designee may extend the maximum length of an assignment. The reason, date, and Principal's signature will be made part of the record.
- r. Master Agreement must have a statement that Independent Study is an optional educational alternative in which no student may be required to participate and a classroom option is continuously available at the student's district of residence. EC 51747(c) (7).
- s. In the case of a suspended student pending expulsion pursuant to EC 48915 or 48917, a statement is needed that states instruction may be provided through Independent Study only if the student is offered the alternative of classroom instruction. EC 51747(c) (7).
- t. An updated Master Agreement must be submitted if changes are made in classes or coursework to be completed.
- u. Special education students (individuals with exceptional needs as defined in Ed. Code Section 56026) must have an IEP that states Independent Study is an appropriate placement.
- v. Credits earned in high school coursework will become part of the student's permanent record.

Attendance

- Independent study attendance credit is determined using the time value method, which is based on assignments given and evaluated by the certificated teacher and recorded on the Attendance Calendar and EF Attendance Sheet. EC 11703 (b) (3)
- Students must be responsible for the same amount of work as if they were in a regular classroom at their assigned level.
- Students whose work indicates to the teacher an acceptable amount of the work product has been completed will generate 1 day of attendance. A minimum day's worth of work will only count towards attendance not academic grade of a full day. Recorded attendance in

days attended should not exceed more than 6 days in one school week. Attendance should be counted in days not hours and based on the track students are enrolled in.

Credits and Grades

- i) Course work will be determined by the Master Agreement and Course Descriptions. The Educational Facilitator will be responsible for assigning the appropriate amount of work each learning period. After the teacher evaluates the assignment, an evaluation of the work will be reflected, and the appropriate attendance generated.
- ii) Sample work being kept for the auditors must have the following 4 items on each sample of work.
 - Teacher's name or initials indicating that he/she has personally evaluated the work, or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - Date of the assessment evaluation for apportionment credit
 - Notation of the assessment evaluation (number of days/hours) for apportionment credit
 - Teacher comment reflecting evaluation of the work

Things that should be evident on the representative sample: subject, student's name, date student completed assignment and academic evaluation.

- High school students must complete the high school course description in order to earn 5 semester credits. An Educational Facilitator may grant 2.5 units of credit for coursework for a quarter of the academic year and 10 units for courses 3 units and above or 5 units for below 3 units at community colleges.

Student Retention and Acceleration

Students may be accelerated beyond, or retained in, a specific grade level following each semester. Criteria for acceleration or retention shall be evaluated and authorized by the Principal or their designee. Parents must sign a consent form to be kept in the school file.

Graduation Requirements

- The student enrolled in Independent Study must complete the graduation requirements as prescribed in the charter.
- When the requirements for graduation are completed, the student will be awarded the appropriate diploma.

Reports Required

An Educational Facilitator must submit a report card to the school office at the end of each semester, or upon a student's disenrollment. The Educational Facilitator must submit bi-monthly monthly paperwork. The maximum length of time a teacher has to submit required paperwork is 30 calendar days after it is due.

Record Retention

- As required by school policy and state law, the student's bi-monthly assignment paperwork will be maintained for three years. Transcripts will be kept on file indefinitely.
- One sample of student work in each subject area for each learning period will be collected. The first month's samples will be original documents.

The Principal or designee shall determine that the prospective independent study student understands and is prepared to meet the School's requirements for independent study. Independent study entails a commitment by both the parent/guardian and the student. As the student gets older, he/she assumes a greater portion of the responsibility involved. Independent study may be offered to any student who can achieve in this type of program as well as or better than they would in the traditional classroom setting.

The Governing Board authorizes independent study as an instructional strategy by which students in grades K-12 may reach curricular objectives and fulfill graduation requirements. Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Students choosing to enroll in RISE ACADEMY SOLANO have the option to transfer to any other school or program at any time.

The School's independent study program shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students enrolled in independent study to complete the School's adopted course of study within the customary time frame.

The Principal or designee shall ensure that a written Master Agreement, as prescribed by law, exists for each participating student.

The Board recognizes that independent study may be used as an option to encourage students to remain in school. The Educational Facilitator or Academy Advisor should carefully set the duration of independent study assignments, within the limits specified by the Governing Board, in order to help identify students falling behind in their work or in danger of failing or dropping out of school.

To foster each student's success in independent study, the Governing Board establishes the following lengths of time that may elapse between the time an assignment is made and the date by which the student must substantially complete the assigned work shall be as follows: Quarterly or less than 60 days for students in grades K-12.

When circumstances justify a longer time, the Principal or designee may extend the maximum length of an assignment to a period not to exceed a semester, pursuant to a written request with justification.

When any student fails to complete 20% of independent study assignments during any given assignment period, the teacher of record will intervene. The Principal or designee may conduct an evaluation with the administrative team to determine whether it is in the student's best interest to remain in independent study. Evaluation findings shall be kept in the student's permanent record.



Students between the ages of 16 - 24 can earn a high school diploma while preparing for their future career in the workforce or advanced education.

Inspiring students to earn a high school diploma and discover valuable skills is at the core of Uplift California. In partnership with Workforce Development Programs in California the school provides the necessary academic component to earn a high school diploma while providing students counseling and experience to gain valuable workforce and career building skills.

In addition to earning a high school diploma, students will have the opportunity to prepare for basic and advanced career certifications in areas including Microsoft Office Specialist (MOS), Security+, Network+, Adobe Certified Associate (ACA), National Occupational Competency Testing Institute (NOCTI), Pharmacy Technician Certification (CPhT), Certified Medical Assistant Certification (CMA) and many others. Career pathway choices include Business Management and Administration, Health Science, Information Technology, and Manufacturing all leading to certification post program completion.

Our School Provides:

- Accelerated pacing toward completion of a high school diploma
- Career and skills training in Business Management, Health Science, Information Technology or Manufacturing
- Basic and advanced career certification preparation in addition to a high school diploma
- 100% transfer of existing high school credits applied to Uplift California diploma program progress upon enrollment
- Placement and course selection to ensure graduation requirements are met
- Access to online curriculum content and classes – all day, every day, anywhere an Internet connection exists
- Support from California licensed experienced teachers
- One-on-one teacher support and mentoring when needed
- Online textbooks, assessments and animations
- Easy to use technology

Uplift California is tuition free California Public School.

For more information, call our Uplift team at 855.748.4732

Uplift California seeks to provide a safe and equal learning opportunity for each of its students, regardless of race, color, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, gender identity, or social and family background.

Website: www.k12.com/uca