

*Charter for the Establishment of the*

**Village Charter School**

*A California Public Charter School*

*Submitted to*

***Windsor***  
***Unified School District***

***April 20, 2010***

**TABLE OF CONTENTS**

**Table of Contents of Legal Requirements ..... 4**  
**Charter for the Establishment of the Village Charter School ..... 5**  
**Affirmations/Assurances..... 6**

**I. Introduction..... 8**  
    Background..... 8  
    Founding Group..... 8  
    VCS Administrative Personnel..... 9  
    Consultants the charter school proposes to engage ..... 9

**II. Educational Program..... 10**  
    Mission ..... 11  
    Values ..... 11  
    Goals..... 11  
    Whom the School is Attempting to Educate..... 11  
    What It Means to Be an Educated Person in the 21<sup>st</sup> Century ..... 12  
    How Learning Best Occurs..... 13  
    Implementation of Educational Program/Curriculum ..... 13  
    Curriculum..... 17  
    Grade Level Curriculum..... 18  
    Academics ..... 17  
    Class Description ..... 21  
    Materials ..... 22  
    Professional Development..... 22  
    Plan for Students Who Are Academically Low Achieving ..... 23  
    Plan for Students Who Are Academically High Achieving ..... 24  
    Plan for English Learners ..... 24  
    Serving Students with Disabilities..... 24

**III. Measurable Student Outcomes and Other Uses of Data ..... 27**  
    Measurable Student Outcomes & Methods of Measurement ..... 27  
    Use and Reporting of Data ..... 28  
    Measurable Student Outcomes for Academic Areas ..... 30  
    Benchmark Goals for Academic Areas ..... 31  
    Actual Performance in Academic Areas Based on 2009 STAR..... 32  
    Measurable Student Outcomes for Process Skills ..... 33  
    Measurable Student Outcomes for Multicultural Studies..... 34

**IV. Governance Structure ..... 35**  
    Nonprofit Public Benefit Corporation ..... 35  
    Board of Directors ..... 35  
    Administrative Coordinator ..... 37  
    Finance Director ..... 38  
    Parent Teacher Student Association (PTSA)..... 38  
    Parent Involvement..... 38

**V. Human Resources ..... 40**  
    Qualifications of School Employees ..... 40  
    Recruiting Qualified Teachers..... 41

Weekly Professional Development and Meetings .....	41
Retirement Benefits .....	41
Employee Representation .....	41
Rights of School District Employees.....	41
Health and Safety.....	41
Dispute Resolution .....	42
<b>VI. Admissions, Attendance and Suspension/Expulsion Policies .....</b>	<b>43</b>
Student Admissions Policies and Procedures .....	43
Non-Discrimination .....	44
Public School Attendance Alternatives .....	44
Suspension and Expulsion Procedures .....	44
<b>VII. Reporting and Accountability.....</b>	<b>46</b>
Budgets and Cash Flow .....	46
Financial Reporting .....	46
Insurance.....	46
Administrative Services.....	46
Facilities.....	47
Annual Independent Fiscal Audits.....	48
Closure Protocol .....	48
<b>VIII. Impact on the District.....</b>	<b>50</b>
<b>IX. Conclusion .....</b>	<b>51</b>
<b>X. Appendices.....</b>	<b>49</b>
A. “A Day in the Life” Narrative.....	49
B. Rubric Samples .....	52
Language Arts, Math, and Science for Grades K, 3, 5 and 7	
C. Sample Report Card.....	69
D. Organizational Chart.....	72
E. Suspension and Expulsion Policy and Procedures .....	73
F. Teacher Signatures .....	81
G. Budget Information.....	83
Cash Flow .....	
Operating Budget.....	

**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.

- 1. Admissions Requirements ..... 43
- 2. Affirmations/Assurances..... 6
- 3. Attendance Alternatives..... 45
- 4. Dispute Resolution..... 42
- 5. Educational Program..... 10
- 6. Employee Qualifications..... 40
- 7. Employee Rights to Return..... 40
- 8. Governance Structure of School ..... 35
- 9. Health and Safety Procedures ..... 41
- 10. Impact Statement ..... 50
- 11. Independent Fiscal Audit ..... 48
- 12. Labor Relations..... 40
- 13. Measurable Student Outcomes ..... 26
- 14. Means to Achieve Racial/Ethnic Balance Reflective of District ..... 44
- 15. Methods to Assess Student Progress towards Meeting Outcomes..... 26
- 16. Pupil Suspension and Expulsion..... 45
- 17. Retirement System..... 40
- 18. School Closure ..... 48
- 19. Signatures..... 82

***Charter for the Establishment of the Village Charter School from July 1, 2010 to June 30, 2015.  
A California Public Charter School***

*Whereas the Windsor Unified School District received a valid charter petition on **October 16, 2009** duly signed by authorized teachers and submitted pursuant to Education Code Section 47605, and*

*Whereas the Windsor Unified School District, after holding a public hearing on **October 16, 2009** and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition;*

*Resolved that the Windsor Unified School District hereby approves and grants this charter petition by a vote of \_\_\_ to \_\_\_ on **May 4, 2010** for a term of five years.*

*Be it further resolved that this charter constitutes a binding contract upon the Windsor Unified District Board of Education and the Village Charter School.*

***Witnessed:***

\_\_\_\_\_ (name)  
*Windsor Unified School District Board of Education*

***School Location***

This charter authorizes the operation of the Village Charter School, a charter which shall operate at one site within the geographic boundaries of Windsor Unified School District, as authorized pursuant to Education Code Section 47605.

## AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Alexandra Jacobs, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named **Village Charter School** to be authorized by the **Windsor Unified School District** is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Village Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Village 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 lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- 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. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the Village Charter School including but not limited to:
  - The Village Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - The Village Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  - The Village Charter School shall comply with any jurisdictional limitations to locations of its facilities.
  - The Village Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - The Village Charter School shall comply with all applicable portions of the No Child Left Behind Act.
  - The Village Charter School shall comply with the Public Records Act.
  - The Village Charter School shall comply with the Family Educational Rights and Privacy Act.
  - The Village Charter School shall meet or exceed the legally required minimum of school days.

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**Alexandra Jacobs, Lead Petitioner**

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**Date**

## I. INTRODUCTION

### **BACKGROUND**

For the past 10 years, Village Charter School (VCS) has been educating children in Santa Rosa, demonstrating academic excellence, operational integrity, and effective community involvement. VCS was chartered by Twin Ridges Elementary School District in Spring 1999, through November 12, 2007, then was granted a 3 year charter with Windsor Unified School District effective July 1, 2007. VCS now seeks to renew our charter authorization with the Windsor Unified School District for a five year period. The school community is united in purpose and committed to a collaborative effort, dedicating itself to renewing a successful charter and working effectively with the District.

### **FOUNDING GROUP**

#### **Village Charter School Faculty:**

##### **Malika Harville**

Malika Harville earned her BA in Environmental Education and California Teaching Credential from Sonoma State University. She also has a Multiple Subject California Credential (CLAD with Special emphasis in English and ESL) and is certified in Gesell Institute Developmental Assessments. Prior to joining VCS in 2002, Ms. Harville taught preschool for twelve years and worked for ten years at a Montessori school as an aide and summer school teacher. In recent years Ms. Harville has completed additional coursework in developmental growth and readiness. She is a lover of the outdoors and activities involving the natural world, and enjoys bringing her interests into her K-1 classroom to help students explore and learn about nature.

##### **Bonnie Barnum**

Bonnie Barnum earned her BA and California Teaching Credential from California State University, Los Angeles, and also has a Multiple Subject California Credential (BCLAD with Special Authorization in English and ESL). She is Spanish bi-lingual. Ms. Barnum has been at VCS since its inception in 1999. Prior to VCS, she worked for fifteen years in the Los Angeles Unified School District including eight years teaching bilingual Spanish classes, and developing her own multicultural program for students. In addition to her grades 1-3 class at VCS, Ms. Barnum leads whole-school multicultural music and dance, many festivals, and outreach performances. She is an accomplished musician, and plays guitar, accordion, harp, and saz with her class. She enjoys bringing the joy of music and a love of learning to her students.

##### **Elsie Batten**

Elise Batten earned her BA and California Teaching Credential from California State University, Hayward. She joined VCS in 2000, teaching the grades 3-4 class, before becoming VCS's grades 1-8 "one room schoolhouse" teacher in 2004. Ms. Batten draws on a broad range of experiences from her 30 years as a teacher, having taught grades K-8 and Special Education, including teaching in a one-room schoolhouse (K-8) in Kirkwood, California, for eight years. She was also Coordinator of a program for Gifted and Talented students. As the grades 2-6 class teacher at VCS she enjoys facilitating learning at many levels, and empowering the children to help one another and develop their potentials. Her special interests include indigenous cultures and theater, and her class writes and presents at least one play each year.

## **VCS ADMINISTRATIVE PERSONNEL**

### **Administrative Coordinator**

Rebecca Ivanoff earned her B.A. in psychology from the University of California, Davis and holds a CA teachers credential. Prior to taking the position of Administrative Coordinator for the Village Charter School, Ms. Ivanoff taught at Ursuline High School for 16 years and served on VCS governing board for 4 years. At Ursuline, she taught a variety of subjects, including science, psychology, communications, P.E., and cultural geography. Ms. Ivanoff also served for 7 years as president of the Ursuline Faculty/Staff Organization which was responsible for all contract negotiation and acted as liaison between faculty, staff, board and administration. Ms. Ivanoff's daughter is in her 5<sup>th</sup> year as a student at the Village Charter School.

### **Finance Director**

Elaine Lombard-Henry earned her B.A. degree from the University of Massachusetts-Boston. Ms. Lombard-Henry has 30 years experience in non-profit fiscal management. She moved to California in 2003 from New York City where she had worked in the non-profit sector for 7 years. In addition to her work as a financial manager, Ms. Lombard-Henry runs an online store for children's organic clothing and toys, is a doula, a mother of 5 and has 6 grandchildren.

## **CONSULTANTS THE CHARTER SCHOOL PROPOSES TO ENGAGE:**

### **California Charter School Association**

The California Charter Schools Association (CCSA) is the membership and professional organization serving charter schools in California. VCS maintains an active membership and consults with CCSA as needed.

### **Legal Counsel**

#### **Middleton, Young & Minney, LLP**

MYM's attorneys dedicate their practice exclusively to education law with an emphasis on charter school issues. The firm's attorneys provide legal counsel to over 250 charter schools, school districts, and county offices of education as well as businesses and organizations providing support services to local educational entities within the state. Their expertise includes special education and the developmental phase of charter schools, including the charter petition process and negotiation of legal and fiscal agreements between a charter school and authorizers, policy development, governance, facilities, non-classroom legal compliance, revocation and audit defense, student discipline and dispute resolution.

## II. EDUCATIONAL PROGRAM

*Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> 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)*

The Village Charter School (VCS) provides an educational choice and opportunity for families and children from kindergarten through sixth grade, with plans to expand through 8<sup>th</sup> grade by the 2011-2012 academic year. The multicultural curriculum offers a unique and inspiring approach to learning while meeting California State Content Standards and Frameworks. Through this approach, the growing student develops his or her intellectual faculties, artistic and practical utility, and appreciation and compassion for self, humanity, and nature. High-quality developmental teaching methods and structures are strengthened by the active involvement of a diverse community of teachers and families. The participatory/project-based curriculum brings as much of the world as possible into the classroom, thereby promoting respect, responsibility, and confidence needed to develop an inner understanding and outer behavior consistent with citizenship in a diverse natural and multicultural world. From this, children’s sense of affinity for and commitment to their community and world will help them become responsible citizens and enlightened stewards of humanity.

The VCS educational program enlightens the whole child physically, emotionally, socially, and academically, and helps students develop as individuals who are lifelong learners, able to impart meaning to their lives, and pursue actions that benefit their community and society.

### **MISSION**

The Village Charter School is dedicated to providing a quality education in a positive and respectful multiage environment that inspires a love of learning. World cultures are explored, our connection to nature is honored, and character development is nurtured as the child becomes a socially responsible member of the world community. Our school is a place where the intellectual, artistic, and humanitarian promise of each student is cultivated and celebrated.

### **VALUES**

VCS develops and maintains a diverse school community that fosters respect and cooperation. We provide a rich, well-rounded, developmentally and age-appropriate learning environment. We guide and stimulate thinking, embrace and nourish feelings, strengthen the body, encourage and accept creativity, and promote environmental and social responsibility.

### **GOALS**

See Academic and Personal Goals for an Educated Person in the 21<sup>st</sup> Century, page 11.

### **WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE:**

The Village Charter School currently educates 63 students, with plans to expand to 75 for the 2010-2011 school year. VCS students come from throughout Sonoma County including Penngrove, Healdsburg, Guerneville and Santa Rosa. For current student demographic information, see “Non-Discrimination,” page 42. VCS is committed to maintaining a diverse community.

Parents may choose the Village Charter School for a variety of reasons including:

- A desire to participate in a multicultural program with developmental and hands-on experiential educational methodology
- Parent commitment and involvement in children's education
- Parent commitment to lifelong learning
- An interest in supporting an integral relationship between education, individual development, and service to local and global communities
- Acceptance of diverse personal philosophical beliefs and values
- A belief that their child's needs can best be met through an alternative educational approach
- The attention/support given to the individual social and emotional needs of the students
- Small school and limited class size
- Environmentally conscious educational program

### **WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY:**

The purpose of the Village Charter School is to support the development of students who will achieve academic and personal habits and attitudes desired of an educated person in the 21<sup>st</sup> century – a lifelong learner who has developed competence, self-motivation, confidence, and responsibility. Each student's capacities should unfold uniquely, not according to a uniform timeframe.

#### **Academic Goals for an Educated Person in the 21<sup>st</sup> Century Include:**

- Literacy
- Ability to communicate clearly, both orally and in writing
- Ability to communicate in more than one language
- Understanding of the scientific process and the various scientific disciplines
- Knowledge of history
- Ecological sensitivity and naturalist intelligence
- Ability to think creatively, analytically, and logically
- Ability to appreciate and participate in the visual and performing arts
- Ability to use technology as a tool
- Ability to observe, gather, organize, analyze, and synthesize information
- Ability to critically assess data
- Understanding of the mathematical process including application

#### **Personal Goals for an Educated Person in the 21<sup>st</sup> Century Include:**

- Concentration, focus, and perseverance
- Capacity and skills for engaging in peaceful conflict resolution
- Ability to work cooperatively with others
- Adaptability and mental flexibility
- A strong sense of connection to and responsibility for the world
- Ability to value relationships, and have respect for others and for authority
- Ability to honor differences including cultural, ideological, and philosophical
- Ability to solve problems by analyzing issues from multiple perspectives
- Resourcefulness, confidence, and motivation
- Enthusiasm, a sense of wonder, and curiosity
- A passion for lifelong learning
- Clearly developed emotional intelligence
- Self respect, self control and self actualization
- Ability to communicate with respect and compassion

- Ability to be thoughtful, compassionate, loving members of one's family and communities
- Respect for the environment

### **HOW LEARNING BEST OCCURS**

The Village Charter School believes that learning best occurs when the teaching methods and structures include:

- A cohesive, thematic approach
- Acknowledgement of and respect for each child's developmental stage
- Passionate teachers who instill a deep joy and love of learning
- Experiential, hands-on, interactive, project-based learning approaches
- Daily small group instruction (teacher-student ratio as low as 1:5)
- Small class size, limited to twenty students per class for all grades
- A qualified, dedicated staff committed to the values of the school
- A safe place where students have the confidence to take risks
- A nature-based extension of the classroom
- Integration of the arts throughout the curricula. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities and positive attitudes towards community in students who are educated in an arts-integrated curricula (Catteral, 1998; Seidel, 1999; Heath 1998)
- Multiage classrooms where students benefit from interactions with other age groups
- Frequent field trips and periodic overnight trips to deepen and enhance the educational experience in the current unit of study
- Academic development in an environment that supports the unfolding of emotional and social aspects of the individual child
- A curriculum designed to foster attitudes and habits that promote responsibility and confidence
- Academic components framed within an artistic, creative, and imaginative context
- An approach that strives to increase capacities for self-motivated learning as opposed to an information-based model
- A partnership between home and school where parents are deeply involved in a variety of aspects of their child's education and school decision making
- Staff who are attentive to each child's personal development and rhythm
- Limited media exposure
- Nutritious lunch and snacks
- A cooperative, non-competitive environment where each child's uniqueness is honored
- Educational experiences both in and out of the classroom setting that engage the child intellectually, emotionally, socially, and physically

### **IMPLEMENTATION OF EDUCATIONAL PROGRAM/CURRICULUM**

The Village Charter School delivers a quality education utilizing developmental teaching and an integrated, thematic instructional approach. The program is enriched and vitalized by a multicultural curriculum, multiage classes, nature-based and experiential learning opportunities, festivals, community service, and parent participation. The VCS approach is community-oriented and values healthy emotional, social, and physical development. Students develop conflict resolution and life skills, and in the safe, nurturing and encouraging learning environment, a lifelong learning culture is created where children practice effective and collaborative lifelong learning skills. The multi-age model provides stability, continuity, and comfort. It is within this overarching framework that VCS students become fulfilled, creative, and productive individuals.

### Developmental Teaching Methods

The VCS faculty embraces a developmental teaching approach. A child's developmental age tells where the child is functioning – where their eyes, hands, nervous system, mind and body are as a whole. At VCS, each child is recognized as unique and as having his or her own rate of development, which are considered and respected. At each developmental age, a child is ready for certain new skills. VCS teachers meet students at their individual stage of development, allowing children to learn new skills easily and enjoy success, without undue stress. The teachers provide rich content to the whole group and tailor it to the needs of individuals in small group settings. Daily small group work allows teachers to adapt to the specific needs of children at different developmental stages and learning styles. VCS class size is limited to twenty students for all grades. Small group student-teacher ratios are as low as 5:1. Multiage groups, project-based learning, parent/community-based learning, and IEPs are also used. Parents and instructional assistants provide daily support to teachers.

### Integrated Thematic Instruction

Instruction at VCS is integrated and thematic. Academic subjects, multicultural content, and artistic expression are integrated throughout the curriculum by means of biography, storytelling, history, crafts, games, art, music, plays, festivals, and seasonal celebrations. Multiple learning modalities are integrated into daily lessons to create a learning atmosphere that is supportive, challenging, and meaningful to each student. Lessons and activities blend cognitive, auditory, kinesthetic, visual, and tactile approaches to address students' dominant learning styles. Daily, weekly and seasonal rhythms provide consistent structure to the educational process.

### Multiage Classes

Currently all VCS classes are multiage, consisting of two or more grade levels per class. The multiage structure provides valuable educational benefits. Students can stay with the same teacher for two or more years, allowing teachers to work more deeply with students, helping them to develop their abilities. Multiage classes also provide continuity and give the child a feeling of community and commitment. In the multiage setting, an intimate, extended family feeling develops, and students are less likely to define themselves through peer pressure. There is less competition than in a same-age class, experience and wisdom are valued, democratic values and practices are promoted, and a responsible, nurturing style of leadership evolves. Research on cross-age interaction, peer tutoring, and cooperative learning indicates that an age range of greater than one year can provide a level of intellectual stimulation that supports the development of both intellectual and academic competence. This sort of learning environment is also likely to generate greater social benefits than same-age groups (Katz et al., 1990).

Students work on grade-level, standards-based curriculum within the multiage setting. This is supported by an infrastructure which provides for students to move to different teachers for particular subject matter, instructional assistants in each classroom to provide support while students are practicing learned skills and rigorous planning by the teachers to guarantee that student's grade-level instruction is delivered.

### Nature-Based and Experiential Learning Opportunities

The nature-based curriculum and everyday rhythms and routines at VCS create a sense of joy, a respect for the dignity of all forms of life, and a responsibility for self and community. Environmental studies are an integral part of the VCS educational program. Students study ecosystems - how plants, animals, earth and weather all work together to create a sustainable environment. Students learn their place in the natural world as members, caretakers and protectors. Students hike, garden, and explore. Reading and writing programs come together in poetry, in science and inventive writing journals, and preparing foods from the harvest. Composting and recycling promote environmentally responsible living. Celebrating the earth and its natural rhythms and elements supports a sense of belonging to community, reinforces the idea that our actions have meaning, and promotes responsibility and protection of all living things.

Frequent field trips enhance the educational experience at VCS and provide valuable opportunities to learn in a hands-on and experiential way. To expand and inspire the classroom study of California history, students visit such places as Fort Ross, the Petrified Forest, the Jesse Peter Museum, the Miwok Village on Pt. Reyes and Angel Island. A trip to the Grist Mill in Napa further informs studies of pioneer life and grains of the world, where, accompanied by a guest fiddler, the children sing and perform the square dances they've learned at school. Weekly hiking trips at the Pepperwood nature preserve and elsewhere provide physical challenge, opportunities for scientific observation, and an inspiring environment for authentic writing. Students enjoy visits to Turtle Pond at the Pepperwood preserve where they learn about and observe the biodiversity and seasonal changes at this vernal pond. Students travel to Real Goods in Hopland to enhance the study of alternative energy sources. To augment their studies of world culture and foods, students take lunch trips to local restaurants where they are warmly welcomed and treated to special information and demonstrations. In celebration of the season and local harvest, classes visit apple orchards where they pick and press apples. They visit tide pools to learn about local marine life. Additional trips include The Exploratorium, Academy of Science and the Wells Fargo Center for the Arts.

### Festivals

A lively calendar of diverse seasonal and cultural festivals enriches the program at VCS and provides an opportunity for the entire school community to come together in joyous celebration. Festivals integrate the curriculum and include planning and participation by the entire school community – students, teachers and parents. Festivals include potluck feasts and performances by the classes, including song, dance, and often a recitation or play. The excitement and community feeling generated by these festivals bring families and students together. Festivals vary somewhat each year, depending on VCS families and curriculum. The year often includes: Harvest Festival, Día de Los Muertos, Winter Solstice, Wise and the Noble, Martin Luther King Jr. Day, Cesar Chavez Day, May Day and Divali.

### Community Service

In order to give each child a sense of his or her place in the community and to promote public service and the value of volunteerism, VCS finds ways for students to establish relationships in the local community, to break down barriers and engage in charitable work. Students sing for a local senior living community and initiate class-based charitable projects. Helping children develop the experience of human society as an aspect of oneself gives our students the compassion and skills needed to make responsible decisions and take meaningful action in their lifelong roles as citizens of the world. Teachers and parents will work together to integrate into the curriculum developmentally appropriate service learning for older students.

### Parent Participation

Parents are involved with all aspects of school life and are vital to the health of the school community and the richness of the curriculum. A significant body of research (Henderson & Berla, 1994; Olmstead & Rubin, 1983) indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes. Increased attendance, fewer discipline problems and higher aspirations also have been correlated with an increase in parent involvement. See "Parent Involvement," page 30.

### Conflict Resolution and Life Skills

VCS promotes and seeks to instill in students 16 fundamental life skills including: responsibility, flexibility, curiosity, organization, cooperation, integrity, self-worth, effort, caring, initiative, perseverance, common sense, patience, friendship, problem-solving, and sense of humor. VCS is committed to creating a safe culture that nourishes the character development of each child, while helping students become socially and personally responsible members of their school, their families and community. VCS develops students' communicative and problem solving skills by presenting conflict resolution practices as part of the curriculum. Students practice Aikido, a non-violent martial art, weekly. Basic respect for each other, materials and the environment are emphasized at VCS. Students are treated

with respect and learn to respect others. Self-confidence is fostered through a cooperative, non-competitive learning environment, where each child's uniqueness is honored. Awareness and shared recognition of the children's accomplishments, display of student work, performances, and many success experiences promote a positive self-esteem.

### Lifelong Learning Skills

VCS teachers and curriculum promote essential transferable skills, a passion for learning, and the personal traits that support them. The educational environment creates a lifelong learning culture, where positive attitudes toward learning, reading, writing, speaking and listening are developed. Critical thinking skills (enabling skills, processes, and operations) are developed and practiced, and students are encouraged to reflect upon experiences and evaluate results. Personal skills, such as initiative, responsibility, and risk taking are also explored and developed. To encourage these principles and skills, teachers draw on children's literature, as well as engage students in cooking, making books, keeping journals, planning and implementing projects, hypothesizing about results or consequences, exploring and observing nature, and camping. Students work alone and in groups. They develop competence in research strategies and independent learning skills through projects that encourage interviews with knowledgeable people, frequent library visits, and familiarity with reference tools, technology, and materials, such as encyclopedias, dictionaries, and the Internet.

## CURRICULUM

The Village Charter School curriculum addresses the California State Content Standards and Frameworks. VCS teachers have identified key standards by grade level. Assessments and benchmarks are developed to ensure that these key standards are delivered by teachers and mastered by students on a regular basis. Samples of the standards are included as Appendix B.

In addition to standards-based curriculum, the Village Charter School's curriculum leads the child through a wealth of current and traditional stories, legends, songs, crafts, folk tales, plays, histories, experimentation, questioning and discussion, infused with seasonal festival celebrations drawing from a rich variety of global cultures,. As the students mature, they are introduced to tools by which the complexities of their relationship to our earth and universe, past and present, and to themselves and each other can be explored, articulated, shared, analyzed, integrated, and better understood. Through this discovery, each student learns to become socially responsible.

The community-based focus of the VCS occurs in multiage groups both in the classroom and in all-school activities such as school plays and festivals. Older students serve as models and mentors for younger ones. Students engage with one another to learn and practice conflict resolution skills and communication skills, and to develop a strong sense of belonging to and participating actively in the larger community. Please see "A Day in the Life" of a Village Charter School Student, Appendix A.

## ACADEMICS

### History/Social Studies

The multicultural integrated approach at VCS feeds into a rich history and social studies program. Students study human cultures all over the world including the world of the past and the ecosystems cultures are based in. Much of the VCS curriculum is drawn from (though not limited to) the cultural heritage of the students. Reading, writing, art, music and cooking programs all take on additional life and meaning as they are inspired and guided by the study of the world and our place in it.

### Science

Science is taught in the lower grades through observation and experience of our natural environment. Through nature studies, gardening, and environmentally-conscious practices, the children develop reverence and a sense of guardianship for the earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, calls upon the children to observe carefully, ponder, discuss, and write up scientific observations, and encourages students to then draw their own conclusions. Through this process, rigorous, independent thinking and sound judgment are trained.

### Reading

Children read and hear stories from a variety of perspectives. Printed songs, poetry and quotations are present in the lower grades, where a changing selection of thematic picture books is available for children to read. Students explore folklore and mythology from the different cultures studied. The social studies, science and music curricula all help determine the literature studied. The approach is both original and individualized while maintaining a high academic standard. All teachers read aloud as part of the daily activities.

### Writing

The VCS writing program is described as "roots to wings." In the early grades, students' roots go deep as children become grounded in fundamental skills with phonemes and sight words in regular spelling activities. Children practice creative spelling while they learn to express their thoughts and ideas in journals. As their skills develop, they take wing and soar, practicing many writing styles, such as

descriptive and expository writing, Haiku, and free verse.

### Language

Children are taught in English, but learn about languages from all over the world and sing songs, count and learn some vocabulary from parts of the world they are studying.

### Mathematics

VCS students learn math through direct instruction based on grade-level standards as well as through projects and in nature (such as identifying patterns, tessellation, counting acorns and measuring animal tracks). The math curriculum and its subsequent delivery are extremely student-driven. We have moved away from a text-book oriented curriculum, understanding that it is more important to address the students' fluency in computational and procedural skills rather than the need to be on a particular chapter at a specific time. We employ many supplementary materials to enhance the students' abilities to use logical, mathematical reasoning to solve problems; support or refute hypotheses; and to learn new mathematical skills, terms, signs, symbols and models. We explicitly teach in both skill-homogeneous and heterogeneous, small-groups formats developed to enhance our students' abilities to apply mathematics to everyday life situations and make connections between mathematics and the other academic disciplines. We strive to provide our students with the opportunities and abilities to access and enjoy mathematics while appreciating its importance for future endeavors. Symmetry is revealed through the creation of mandalas; geometry is illuminated through origami. Math is practiced in the planning and measuring of fabric for hand-quilted pillows, by constructing an art gallery, and cooking. Counting money is mastered while raising money to purchase gift animals through Heifer Project for poor families in countries of study. The older children practice different mathematical principles during the planning and implementation of a gardening project requiring calculations for plot layout, soil and seed quantities, germination rates, and income and expenses.

### Visual & Performing Arts

Creative arts are an integral part of the VCS educational program. Music is intrinsic to our studies of the world, and students learn how to express themselves in song, dance, drama and visual arts. They learn how this has been done historically and currently in different cultures. They participate in poetry readings and performances. Painting, pastel, sculpture, other mixed media, cooking and crafts support and enhance the study of nature, culture and community.

## GRADE LEVEL CURRICULUM

### Kindergarten

**Language Arts** – concepts about print, introduction of phonics, vocabulary concept and development, comprehension strategies, penmanship and sentence structure

**Mathematics** – quality of numbers, measurement, geometry, data collection

**History/Social Studies** – multicultural stories and visitors, world geography, exploring and valuing world cultures and continents

**Science** – liquids and solids, plants and animals, habitats, ecosystems, scientific inquiry method with hands-on experiments

**Visual and Performing Arts** – watercolor, pastel and collage, class plays, songs, dance, musical percussion instruments

**Physical Education** – rhythmical movement, dance, obstacle course, jump rope, organized games requiring balance and traveling challenges

### **Grade 1**

**Language Arts** – exposure to various world languages, world folk tales, poetry recitation, memorizing songs (in print), phonetic introduction, common word families, vocabulary instruction, comprehension strategies, reading fluency, penmanship and sentence structure, write brief narratives

**Mathematics** – operations of arithmetic; understand symbols +, -, =, >, <; place value to hundreds place; counting by 2's, 5's, and 10's; money; time; geometry; measurement; recognize, describe and copy patterns

**History/Social Studies** – multicultural stories; learning about people's lives, cultures, religions, homes, ways of life, food, celebrations, and family structures; world agriculture and processing grains, (i.e. planting, threshing, grinding wheat and baking bread)

**Science**-nature walks, gardening, observing and recording seasonal changes.

**Visual and Performing Arts** – daily singing and poetry recitation, world music and songs, multicultural dance, painting, modeling, world textiles and handwork (i.e. sewing, quilting, weaving), form drawing and cultural design, painting and mixed media

**Physical Education** – daily music and movement, rhythm sticks, multicultural dances, beanbag skills, weekly Aikido

### **Grade 2**

**Language Arts** – exposure to various world languages, world folk tales, read and recite poetry, read Aesop's fables, read and spell from common word families and Dolch sight word lists, introduce nouns and verbs, introduce plural nouns, antonyms, synonyms, homophones, read fluently with appropriate expression, write friendly letters, narrative and creative writing

**Mathematics** – practice four operations of arithmetic, numbers and place value to 1,000, expanded notation, up to 3-digit sums and differences, story problems, counting by 2's, 3's, and 5's, beginning multiplication tables, fractions, money, graphs and charts, time, recognize and extend patterns, symmetry

**History/Social Studies** – multicultural stories; geography, biographies, learning about people's lives, cultures, religions, homes, ways of life, food, celebrations, and family structures; grains of the world

**Science** – gardening, nature and garden observations, plant reports, conduct simple science experiments

**Visual and Performing Arts** – daily poetry reciting and singing, world music and songs, multicultural dance, festival and community performances, painting, modeling, world textiles and handwork (i.e. weaving, quilting, dying with natural fibers), form drawing and cultural design, painting and mixed media

**Physical Education** – weekly Aikido, music and movement, rhythm sticks, multicultural dances

### **Grade 3**

**Language Arts** – folk tales from around the world, creation myths and nature stories, biographies, poetry recitation, cursive handwriting, sentence structure, continue narrative and creative writing, grammar, phonics review, poetry

**Mathematics** – number sense, arithmetic operations, introduce fractions, problem solving strategies, basic measuring

**History/Social Studies** – creating a sense of place, including child's home and habitat and homes around the world, North American geography

**Science**- gardening, nature, plants, animals, life-cycles, world habitats, ecosystems, energy and matter, investigation and experimentation

**Visual and Performing Arts** – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork

**Physical Education** – daily cooperative outdoor games, weekly hikes, weekly Aikido

#### **Grade 4**

**Language Arts** – continue biography studies with research component about “Wise and Noble” people of the world culminating with oral presentations, California history and mythology, creative and narrative writing, sequential paragraphing, grammar, punctuation, poetry

**Mathematics** – continue arithmetic operations, fractions and decimals, perimeter and area, exploring strategies, graphing

**History/Social Studies** – study of early California including its indigenous roots, origin stories, local geography and native animal lore

**Science** – matter and energy, food webs, local geology, shaping of the earth, solar system

**Visual and Performing Arts** – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork

**Physical Education** – daily cooperative outdoor games, weekly hikes, weekly Aikido

#### **Grade 5**

**Language Arts** – reading and writing related to the social studies theme, word origins, essay writing, research, responding to literature in discussion and writing, dictionary work, grammar and punctuation, poetry

**Mathematics** – continue arithmetic operations using larger numbers, fractions and decimals, percents, variables in simple expressions, volume, area, problem solving strategies

**History/Social Studies** – study of indigenous cultures, forming of our nation, introduce U.S. Constitution, the westward movement

**Science** – watersheds, weather, water cycles, respiration, transpiration, investigations and experimentation

**Visual and Performing Arts** – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork

**Physical Education** – daily cooperative outdoor games, weekly hikes, weekly Aikido

#### **Grade 6**

**Language Arts** – reading and writing related to the History/Social Studies curriculum. Emphasis on research and factual writing, continue spelling skills with focus on academic vocabulary words throughout the subjects, poetry

**Mathematics** – whole numbers and fractions, positive/negative explorations, ratios, proportions, percentages, probability

**History/Social Studies** – study of the structures and development of ancient cultures around the world

**Science**-introduce plate tectonics, earth energy, continue study of watersheds, stream ecology, wetlands, ecosystems, niche communities

**Visual and Performing Arts** – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork

**Physical Education** – daily cooperative outdoor games, weekly hikes, weekly Aikido

#### **Grade 7**

**Language Arts** – listen to, read and recite ballads, poems, and legends from around the world, continue composition writing, narrative and expository writing, poetry, grammar, spelling and editing skills

**Mathematics** – factoring, Pythagorean theorem, conversions between different units of measurement, fractions, decimals, and percents, ratio and proportion

**History/Social Studies** –Renaissance period including the Scientific Revolution, and civilizations of Islam in the Middle Ages

**Science**-evolution of life, earth’s geologic history, genetics

**Visual and Performing Arts** – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork

**Physical Education** – daily cooperative outdoor games, weekly hikes, weekly Aikido

### **Grade 8**

**Language Arts** – reading and responding to classic and contemporary literature, storytelling, word origins, continue narrative and expository essay writing, poetry, practice grammar, spelling, and editing skills

**Mathematics** – Algebra 1: algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Geometry: construct formal, logical arguments and proofs in geometric settings and problems

**History/Social Studies** – American Revolution and the U.S. Constitution

**Science** – chemistry, periodic table, atoms and molecules, astronomy

**Visual and Performing Arts** – artistic expression in dance, music drama and visual art will relate to theme chosen for the year, daily music with teacher or music teacher, drumming, international songs, instruments of the world, handwork

**Physical Education** – daily cooperative outdoor games, weekly hikes, weekly Aikido

### **CLASS DESCRIPTIONS**

Classes will be added annually as VCS grows to include a middle school. VCS students reap the benefits of multi-age education: lack of competition, family atmosphere, and no limits to individual learning. The children learn quickly that they do not have to compete with one another, because of their different ages; instead they learn that they each have something to share, and are respected for their own knowledge. In the family atmosphere, life skills and conflict resolution are important parts of the learning.

Academically, without a class of peers, each child is given the chance to reach as far as he/she can. Older children firmly establish their learning by turning around and teaching the skills they just learned to younger students, who not only receive encouragement and appreciation for who they are, but also can look ahead to where they're going, through the models of the older children. This creates a natural experience of learning, different from learning just from a teacher, and children are very receptive to it. For a glimpse into each of the classes, as they have traditionally been organized, brief descriptions follow.

#### **Kindergarten**

The VCS kindergarten offers an optional two-year developmental program. It is a child-centered environment, where each child is given the opportunity to reconstruct the world around them through play, social interaction, group activities, and self-chosen projects. Children engage in cooking, dancing, gardening, singing, music, rhythmical gestures, movement, and play performances. The kindergarten curriculum is designed to enhance the young child's physical development, including motor skills, social/emotional development, language development, and sensory development. The harmonious daily rhythms strengthen the child's sense of security, self-confidence, imagination, and creativity and encourage self-motivated academic challenges. Nature activities, festivals and seasonal rhythms connect the child to the world and nurture a sense of caring for the environment and for others. VCS believes that kindergarten is not yet a time to expose the child to academic pressures; rather it's a time to preserve childhood, allowing the child to unfold in his or her own unique time. The kindergartners' play *is* their work, and it is the teacher's job to recognize when the child is moving from one developmental stage to another and support the child in new ways. Embedded in the program, students work on grade level standards through an enriched, child-centered program.

### **Grades 1, 2, 3**

Students explore world cultures of the past and present, including religions, festivals, heroes, legends, literature, food, music, dance, art, textiles and handwork. Each day begins with music. While the teacher plays one of her many instruments, children learn songs from and about the region of study, often in the native language. Over the course of the year they will learn by memory over one hundred songs and poems, the print versions of which are used on charts and in language arts lessons. Each month, the class learns about a new country or culture, which becomes the theme that is then woven throughout all class activities. The teacher reads aloud from book selections that relate to the theme and the free reading book collection changes each month to reflect the place, its people, wildlife and habitats, customs, arts and legends. For example, while studying America's pioneer days, students practice a spinning wheel, write with quill and ink, learn square dancing, hear American tall tales, read stories by Laura Ingalls Wilder, and visit the Grist Mill in Napa where they grind wheat for baking. The study of Greece introduces ancient mythology, etymology, dance, plants and foods. India brings stories of the Hindu gods, celebration of Divali, lunch at an Indian restaurant, study of Mahatma Gandhi, letters to an Indian family in Bombay, and math with mandalas. The children experience the joy of giving and helping to improve another's life while learning to count money. Several times a year they raise money (first nickels, then dimes, then quarters, etc.) to send an animal or flock to a family in the country of study. By exposure to many cultures, the children gain flexibility and an appreciation for the diversity of humankind. The teacher facilitates the learning environment by creating centers relating to language arts, math science, social studies and art. The integration of community and world issues can be found woven throughout the curriculum. The students are encouraged to become part of the bigger community around them as they participate in school-wide cultural festivals and seasonal celebrations. See Appendix A for "A Day in the Life" description of this classroom.

### **Grades 2-6 "One-Room School"**

The curriculum presented in the 2-6 multiage class is rich, deep and integrated. Each year, a new or revolving History/Social Studies theme determines the focus for stories, songs, and field trips. Last year's focus on California included indigenous creation stories. The students listened to these stories, told by the teacher and older students, and later chose one to explore more deeply through making a diorama which they presented as a storyteller, by heart. During weekly hikes in nature, the class engaged in discussions and journal writings about how the various lands of California informed their cultures. The diorama myths were later incorporated into the end-of-the-year class play, *Coyote Dreams*, for which the script was written with student input, props were created with community help, and the program was planned and drawn by students. With the presentation of the play to the parents and school, student learning culminated in an expressive, celebratory way.

### **MATERIALS**

Materials selected by VCS faculty are in alignment with California State Content Standards and may include book sets for literature circles, read-alouds, journals, experiments, classroom libraries, homemade books, cooking materials, charts (visuals), *Zoo Phonics*, *Spectrum Phonics*, *Write 2000*, classroom sets of math manipulatives, Marilyn Burns and Marci Cook math materials, *Math Their Way*, *Math A Way of Thinking*, research materials as needed for projects, computer Internet access, *Interact* simulations, *Foss* science kits (such as *Measurement*, *Levers and Pulleys*, *Mixtures and Solutions*, *Liquids and Solids*), and State-approved textbooks.

### **PROFESSIONAL DEVELOPMENT**

Village Charter School leadership provides professional development opportunities that advance the effectiveness of teaching and learning. Faculty have attended courses/conferences such as Public School Institute, BTSA, California Math Conference, California Kindergarten Conference, the Gesell Institute of

Child Development, Occidental Arts & Ecology Center (School Garden Program), Rudolph Steiner College, and Proprioceptive Development.

### **PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING**

The Village Charter School is committed to working with students who are achieving below grade level to help them achieve at expected levels. Using standardized test results, classroom observations, and coursework, VCS will identify students who are performing below or above grade level, or those students otherwise having behavior issues, and utilize a Student Success Team (SST) process to develop a plan to address their individual needs. The SST process uses a systematic problem solving approach to assist students with concerns that are interfering with success. An 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. The 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 and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern about a student can refer that student to an 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 may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to bring out the best in the people involved.

The SST process will identify strengths, areas of concern, goals, objective, evaluation and timeline for addressing the needs of low-achieving student. Student progress will be monitored and documented every three weeks.

Strategies include utilizing our comprehensive support services such as placing the student in differentiated instruction or appropriate flexible ability group, customizing student's individual work with assignments and materials particular to the goals and objectives in the SST, providing additional tutoring during, before and after school, pulling students in for additional tutoring, customizing homework to meet student SST objectives, and communicating progress with students, teachers, and parents.

After implementation of an SST and follow up, if the problem continues, revisions to the plan may be discussed.

The Village Charter School twelve SST meeting steps shall include:

1. Team members introduce themselves and their roles. The team consists of the parents/guardians of the student, the resource specialist, the classroom teacher and the administrative coordinator.
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 address the situation/challenges are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions. Actions are usually modifications to instructional strategies plus a plan to support the student's learning at home
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded

12. Follow-up date is set to monitor that actions have been completed and to re-check student's progress. An SST may lead to a recommendation for further assessment and to the development of an Individualized Education Program for the student.

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

### **PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING**

VCS is also committed to serving those students who are performing above grade level and needing additional challenge. Our class size and staffing model (20:1 and an instructional assistant in the classroom at least 4.5 hours per day) allow for individualized attention to provide extension activities to challenge these students. These students have the opportunity to extend their learning beyond the basic curriculum and inquire deeply into any area of the curriculum with the support of their teacher.

### **PLAN FOR ENGLISH LEARNERS**

VCS shall comply with all applicable federal laws in regard to services and the education of English Language Learner (ELL) students. VCS shall develop, implement and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall:

- Identify students who need assistance using the Home Language Survey.
- Administer the CELDT to students identified as English Learners.
- Develop an instructional program including periodic assessments and benchmarks, which, in the view of experts in the field and the expertise of the VCS teachers, has a reasonable chance for success. The program will move students through the levels of English proficiency at a rapid rate (at least one level of growth per year). Create a schedule for direct instruction in English Language Development from a teacher with ELL Authorization and ensure that the rest of the curriculum is sheltered to provide full access for all English Learners.
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly. Professional development will be provided for certificated and classified staff as necessary.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students.
- Assess the success of the program and modify it where needed.
- Notify parents of VCS' responsibility for CELDT testing and results within thirty days of the school's receipt and the use of CELDT testing to fulfill requirements under the NCLB Act for annual English proficiency testing.

### **SERVING STUDENTS WITH DISABILITIES**

#### **Overview**

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

VCS shall be categorized as a "public school" within the District in conformity with Education Code Section 47641(b). For the purpose of Special Education, VCS shall comply with a Memorandum of Understanding (MOU) between the District and the Charter School related to the delineation of duties between the District and VCS.

VCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all Special Education Local Plan Area (SELPA) policies and procedures; and shall utilize appropriate SELPA forms.

VCS shall be solely responsible for its compliance with Section 504 and the ADA

### **Student Success Team**

The Student Success Team process was described previously in the Educational Program section of this document.

### **Section 504 of the Rehabilitation Act**

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504

team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

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

### **Services for Students under the IDEIA**

The Village Charter School shall to provide special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA), Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (SELPA). VCS shall remain, by default, a public school of the District for purposes of special education pursuant to Education Code Section 47641(b). VCS reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(b) either on its own or with a grouping of charter school LEA's as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. VCS will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out, identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. VCS will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between VCS and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as VCS functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then VCS would anticipate that a Memorandum of Understanding (MOU) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School. We envision an ideal relationship for special education to follow the language and intent of Education Code Section 47646 and 20 U.S.C. 1413 as follows:

- The District retains the special education funds for the students of the Charter School;
- The District provides services to the students of the Charter School in the same manner as other students of the District;
- The Charter School pays the District a pro-rata share of the overall District encroachment for special education.

### **III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA**

*Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. -- California Education Code Section 47605(b)(5)(B)*

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

The Village Charter School is committed to creating a school that motivates and assists all students in attaining the skills, knowledge and attitudes needed to succeed in life, as well as meeting proficiency on state academic standards. VCS will ensure alignment of the curriculum in order to ensure success for all students in meeting the requirements of state-mandated standardized testing. These standards will serve as a reference in developing school goals and in making decisions regarding expenditure of resources, allotment of budget, staff development, program priorities, and policy decisions.

These two essential elements are addressed jointly in this section. Of the sixteen essential elements required by California Education Code, these two are too entwined to separate.

#### **MEASURABLE STUDENT OUTCOMES & METHODS OF MEASUREMENT**

VCS will use various types and combinations of assessments to accurately determine if students are meeting the school’s stated performance standards and their own individual potential. All assessment methods are appropriate developmentally and according to subject matter, skills, knowledge, and attitudes. Methods of assessment will be primarily based on standardized tests and standards-based rubrics (for rubric samples, please refer to Appendix B) and will include student work, teacher observation and evaluation, student demonstration, community service, multicultural festival projects, and self-assessed portfolios. Our assessment strategies will reflect VCS's commitment to:

- Promote an individualized approach to education
- Assess students in both academic and non-academic areas
- Provide broad, in-depth assessments to assist VCS families
- Recognize students’ individual strengths and weaknesses
- Avoid labeling students
- Create a non-competitive environment for our students

School-wide outcomes will be measured as follows:

<b><u>OUTCOME</u></b>	<b><u>METHOD(S) OF MEASUREMENT</u></b>
State Content Standards	CST, CAT6, internal and external assessments, teacher records, work samples, portfolios
Standardized Testing Growth	CST, CAT6, CELDT
Attendance	Attendance records
Academic Performance Index (API) Growth Target	API Score
Adequate Yearly Progress	As measured by state in accordance with NCLB.

VCS students will make progress on or attain “academic mastery” in all of the core academic areas according to the benchmark goals chart on page 29. “Academic mastery” is defined as proficient or above on STAR and at mastery or above on locally-developed assessments. Progress towards “Mastery” for special needs and English Learners will be defined according to their Individualized Education Plans and English proficiency levels as appropriate. Assessments are listed in the charts below.

State Content Standards – VCS is dedicated to documenting student achievement of the state content standards each year in its core subjects in the order in which students are presented with the courses through state-mandated pupil assessments.

State Standardized Testing – It is the goal of VCS that its students will show measurable growth each academic year, as evidenced by scores on the standardized testing.

Attendance – It is the goal of VCS to strive to equal or exceed the District average for student attendance.

Academic Performance Index – It is the goal of VCS to meet its Academic Performance Index growth targets on an annual basis.

Adequate Yearly Progress – It is the goal of VCS to make adequate yearly progress (AYP) as defined by the No Child Left Behind Act (NCLB).

### **USE AND REPORTING OF DATA**

The Administrative Coordinator will collect and review individual student achievement data to inform a continuous cycle of school improvement. S/he will also seek input from parents, students and faculty in the monitoring and evaluation of the educational program on a regular basis. Parents and guardians will receive data on student achievements at least quarterly, at conferences and on report cards. Teachers will review achievement data on a monthly basis, analyzing it and working collaboratively to address any identified deficits. Additional correspondence will be provided when necessary. VCS will compile and provide to the District an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed in the first table below.
- An analysis of whether student performance is meeting the goals specified in the first table below in conjunction with the district or contracting for resources from an independent data analysis company (i.e., Edusoft, Dataworks or PowerSchool).
- A summary of major decisions and policies established by the Board of Directors during the year.
- Data on the level of parent involvement at VCS.
- Data regarding the number of employees working at the school and their qualifications.
- A copy of VCS's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating that VCS has implemented the means listed in the Charter to try to achieve a racially and ethnically balanced student population.
- An overview of VCS admissions practices during the year and data regarding the number of students enrolled the number on waiting lists, and the number of students expelled and/or suspended.
- Analyses of the effectiveness of the VCS internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of VCS relative to compliance with the terms of the Charter generally.

The Charter School and District will jointly develop the content, evaluation criteria, timelines and process for the annual performance report. VCS will use the information compiled in the performance report to evaluate and improve upon its educational programming as necessary.

**MEASURABLE STUDENT OUTCOMES FOR ACADEMIC AREAS**

LEGEND	MEASURABLE STUDENT OUTCOMES	TEACHING METHODS	ASSESSMENT METHODS
<p><u>Teaching Methods:</u></p> <p>CL-Cooperative Learning  DGL-Differentiated Grade-Level Group  DI-Direct Instruction  GL-Grade-Level Group  IEP-Individualized Education Plan  MAG-Multiage Group  MI-Multiple Intelligences  PB-Project Based  P/CB-Parent/Community Based</p> <p><u>Assessment Methods:</u></p> <p>OE-Teacher Observation Evaluation  P-Portfolio  R-Grade-Level Standards-Based Rubrics  SD-Student Demonstration  ST-Standardized Test</p>	<p><b><u>Language Arts:</u></b> Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.</p>	<p>CL, DGL, DI, GL, MAG, MI, PB, P/CB, IEP</p>	<p>OE, P, R, SD, ST</p>
	<p><b><u>Mathematics:</u></b> Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, and geometry.</p>	<p>CL, DGL, DI, GL, MAG, PB, MI P/CB, IEP</p>	<p>OE, P, R, SD, ST</p>
	<p><b><u>History/Social Studies:</u></b> Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures. Students will learn to apply information, concepts and perspectives in research of global history; deliberate on public issues; understand the foundation of representative government; and those events of the past that inform the present.</p>	<p>CL, DGL, MAG, MI, PB, P/CB, IEP</p>	<p>OE, P, R, SD, ST (8)</p>
	<p><b><u>Science:</u></b> Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, physiology, ecology, astronomy, and earth sciences.</p>	<p>CL, DGL, DI, MAG, MI, PB, P/CB, IEP</p>	<p>OE, P, R, SD, ST (5 &amp; 8)</p>
	<p><b><u>Visual and Performing Arts:</u></b> Students will be presented with opportunities to participate in a variety of activities: fine arts, dance, drama and music. Students will learn about art from various historical, cultural and ethnic expressions, and the role of the artist in providing expression to the community and the world.</p>	<p>CL, DGL, MAG, MI, PB, P/CB, IEP</p>	<p>OE, P, R, SD,</p>
	<p><b><u>Physical Education:</u></b> Students will develop healthy lifelong habits and a balanced approach to physical fitness, nutrition, emotional stability and positive social interactions. A variety of activities such as Aikido, dance, movement, jump rope, ball games, cooperative games, laps, and obstacle course, will be offered to develop physical and social health.</p>	<p>CL, DGL, MAG, MI, PB, P/CB, IEP</p>	<p>OE, P, R, SD, ST</p>

**BENCHMARK GOALS FOR ACADEMIC AREAS**

INDICATOR	K	1	2	3	4	5	6	7	8
CST/in LA and Math			60% of students at Basic or above	60% of students at Basic or above	60% of students at Proficient or above	60% of students at Proficient or above	70% of students at Proficient or above	70% of students at Proficient or above	80% of students at Proficient or above
CST/History									80% of students at Proficient or above
CST/Science					60% of students at Proficient or above				80% of students at Proficient or above
VCS Rubrics	50% of students at developing or mastery by the end of the 1 <sup>st</sup> trimester 70% of students at developing or mastery by the end of the 2 <sup>nd</sup> trimester 90% of students at developing or mastery by the end of the 3 <sup>rd</sup> trimester								
CELDT	At least one level's growth in Overall CELDT each year.								
PE Test						75% of students scoring in the healthy fitness zone		75% of students scoring in the healthy fitness zone	

**ACTUAL PERFORMANCE IN ACADEMIC AREAS BASED ON 2009 STAR**

INDICATOR	K	1	2	3	4	5	6	7	8
CST/LA	N/A	N/A	72% of students at Basic or Proficient	50% of students at Proficient or Advanced	100% of students at Basic or above	100% of students at Basic or above	100% of students at Advanced		
CST/ Math	N/A	N/A	63% of students at Basic or above	50% of students at Basic or above	100% of students at Basic or above	60% of students at Basic or above	100% of students at Proficient		
CST/History									
CST/Science						100% of students at Basic or above			
PE Test						98% of students scored in the healthy fitness zone			

Village Charter School's growth target for 2008-2009 was a gain of 5 points on the API. The school attained its API growth target in that the school went from an API score of 740 in 2008 to a score of 745 in 2009 (a gain of 5 points). Moreover, VCS was ranked in decile 4 on 2008 base API which would satisfy the second criterion for academic performance.

**Notes:**

1. Standardized test data for small schools can fluctuate due to student mobility. It will be essential for thorough implementation of the VCS rubrics to ensure reliable data.
2. Students identified in the Benchmark Goals will have been enrolled at VCS for at least a full academic year prior to their data being included in the analysis (with the exception of Kindergarten).
3. At some grades, the enrollment is very small (e.g., 2 students per grade level). Data will not be reported by grade level, per the CDE practice, unless there are at least 10 students per grade level. However, it will be aggregated locally and statewide (API).
4. The school will continue to be measured by state and federal guidelines which will serve as indicators for comparing VCS with other schools.
5. These achievement results will be tested rigorously and adjusted as necessary each year.

**MEASURABLE STUDENT OUTCOMES FOR PROCESS SKILLS**

LEGEND	MEASURABLE STUDENT OUTCOMES	TEACHING METHODS	ASSESSMENT METHODS											
<p><u>Teaching Methods:</u></p> <p>CL-Cooperative Learning DGL-Differentiated Grade-Level Group DI-Direct Instruction IEP-Individualized Education Plan MAG-Multiage Group MI-Multiple Intelligences PB-Project Based P/CB-Parent/Community Based</p> <p><u>Assessment Methods:</u></p> <p>OE-Teacher Observation Evaluation P-Portfolio R-Grade-Level Standards-Based Rubrics SD-Student Demonstration SE-Self-Evaluation</p>	<p><b><u>Long-Term Learning Skills:</u></b> Students will develop skills, which enable them to pursue cross curricular/interdisciplinary skills and their own path of learning throughout their schooling and adult lives, including:</p> <ul style="list-style-type: none"> <li>• Study, summarize, and report i.e. note taking, research skills, studying strategies</li> <li>• Plan, initiate and complete a project</li> <li>• Reflect on and evaluate one’s own and others’ learning</li> <li>• Time management</li> <li>• Goal setting and achievement (short and long-term)</li> </ul>	DGL, DI, IEP, PB, MI, P/CB	OE, P, R, SD, SE											
	<p><b><u>Social/Interpersonal Skills:</u></b> Students will demonstrate:</p> <ul style="list-style-type: none"> <li>• Strong citizenship and leadership skills by planning and implementing a project in service to the school and/or greater community.</li> <li>• Participation in responsible, compassionate peer relationships, by engaging in conflict resolution strategies.</li> <li>• Collaboration and work effectively with others in cooperative groups.</li> <li>• Multicultural awareness through intercultural knowledge and abilities to appreciate and navigate in their own culture as well as cultures different than their own.</li> </ul>	CL, DGL, DI, IEP, MAG, MI, PB, P/CB	OE, SD, SE											
	<p><b><u>Operating Skills:</u></b> Students will demonstrate:</p> <ul style="list-style-type: none"> <li>• Critical thinking skills: problem solving, analyzing, and applying knowledge.</li> <li>• Knowledge of pertinent issues of health and the development of physical fitness.</li> <li>• Comprehensive communication with self and others.</li> <li>• Creative expression through various forms of the arts: e.g. music, drama, dance, and visual arts</li> </ul>	CL, DGL, DI, IEP, MAG, MI, PB, P/CB	OE, P, R, SD, SE											
	<p><b><u>Life Skills:</u></b> Students will develop these skills necessary for a healthy and successful adult life:</p> <table border="0" style="width: 100%;"> <tr> <td>• Responsibility</td> <td>• Initiative</td> <td>• Sense of self worth</td> </tr> <tr> <td>• Flexibility</td> <td>• Sense of Humor</td> <td>• Organization</td> </tr> <tr> <td>• Perseverance</td> <td>• Patience</td> <td>• Problem Solving</td> </tr> <tr> <td>• Integrity</td> <td>• Curiosity</td> <td></td> </tr> </table>	• Responsibility	• Initiative	• Sense of self worth	• Flexibility	• Sense of Humor	• Organization	• Perseverance	• Patience	• Problem Solving	• Integrity	• Curiosity		CL, DGL, DI, IEP, MAG, MI, PB, P/CB,
• Responsibility	• Initiative	• Sense of self worth												
• Flexibility	• Sense of Humor	• Organization												
• Perseverance	• Patience	• Problem Solving												
• Integrity	• Curiosity													

**MEASURABLE STUDENT OUTCOMES FOR MULTICULTURAL STUDIES**

LEGEND	MEASURABLE STUDENT OUTCOMES	TEACHING METHODS	ASSESSMENT METHODS
<p><u>Teaching Methods:</u></p> <p>CL-Cooperative Learning            GW-Group Work            MCS-Multicultural Community Speakers            PB-Project Based            P/CB-Parent/Community Based</p> <p><u>Assessment Methods:</u></p> <p>CS-Community Service            MFP-Multicultural Festival Project            OE-Teacher Observation Evaluation            P-Portfolio            R-Rubrics            SD-Student Demonstration            SE-Self-Evaluation</p>	<p><b><u>Multicultural Language Arts:</u></b> Students will learn about a variety of myths, legends, fables and stories of diverse people and cultures in multiple forms of expression, i.e., listening, reading, speaking, writing and presentations. They will engage in in-depth study/comparisons of contrasting cultures, time periods and social identifications.</p>	<p>CL, GW, MCS, PB, P/CB</p>	<p>CS, MFP, OE, P, R, SD, SE</p>
	<p><b><u>Textiles, Food, Farming:</u></b> Students will develop abilities to create handwork items (weavings, cultural designs, crafts) and will practice mathematical processes and concepts. Students will learn about foods, domestic culture, and farming methods (old and new) and innovative techniques.</p>	<p>CL, GW, MCS, PB, P/CB</p>	<p>CS, MFP, OE, P, SD, SE</p>
	<p><b><u>History, Geography, Festivals:</u></b> Students will understand and apply historical, cultural, and geographical knowledge of our diverse world, ancient and modern. Local and global connections will be made through communications (i.e. letter writing, pen pals) and global projects. Students will study various wise and noble people from around the world.</p>	<p>CL, GW, MCS, PB, P/CB</p>	<p>CS, MFP, OE, P, R, SD, SE</p>
	<p><b><u>Arts/Physical Education:</u></b> Students will be presented with unique and different ways to participate in a variety of activities, such as fine arts, performing arts, music, cooperative games, Aikido, nature hikes and activities.</p>	<p>CL, GW, MCS, PB, P/CB</p>	<p>CS, MFP, OE, P, R, SD, SE</p>
	<p><b><u>Science:</u></b> Students will utilize scientific research and inquiry methods to understand and apply different branches of science from a multicultural perspective.</p>	<p>CL, GW, MCS, PB, P/CB</p>	<p>CS, MFP, OE, P, R, SD, SE</p>

## IV. 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)*

### **NONPROFIT PUBLIC BENEFIT CORPORATION**

The Village Charter School will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this Charter.

VCS 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 VCS, operated by a California nonprofit 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.

VCS will provide the Articles of Incorporation and Corporate Bylaws to the District prior to commencement of instruction under the new Charter.

### **BOARD OF DIRECTORS**

The Village Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The number of directors shall be no less than seven (7) and no more than eleven (11) unless changed by amendment to these bylaws.

The Board will consist of the following constituents: Up to one (1) community member, one (1) staff member, and nine (9) members consisting of parents, community members, or staff with the provision that staff are precluded from have more than 50% Board representation. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school shall be entitled to a single representative seated on the Board of Directors.

#### **Election of Community and Parent Board Members**

Community and parent representatives will be elected by a simple majority vote of the Board. The community and parent members of the Board cannot also be employees of the Charter School. The Charter School shall seek community members with expertise in areas critical to school success, including but not limited to, education, school finance, fundraising, facilities, government, business and law.

#### **Election of Employee Board Members**

Employee Board members will be elected by a simple majority of all the employees (both full and part time) of the Charter School. At least one (1) employee member shall be a certificated teacher. No teacher serving as a Charter School administrator (principal) can be elected to the Board. Board members who are also Charter School employees will not participate in personnel decisions relating to themselves or other employees.

### **Board Member Terms and Elections**

Board elections will be held in January. Special elections will be called whenever necessary to fill a vacant Board seat. Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. No Board member may serve more than three (3) consecutive terms. After serving three (3) consecutive terms, an individual must take one (1) year off before running for election again.

### **Board Duties**

The Board of Directors of the Village Charter School will meet regularly, at least once a month and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Administrative Coordinator
- Hire, promote, discipline and dismiss all employees of VCS after consideration of a recommendation by the Administrative Coordinator of the Charter School.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of the Charter School. These will include effective human resource policies for career growth and compensation of the staff.
- Approve and monitor VCS's annual budget and budget revisions.
- Act as the fiscal agent, including the receipt of funds for the operation of VCS in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School.
- Contract with and oversee an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out of state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve Charter amendments as necessary and submit material revisions as necessary for District consideration.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with the purposes for which the School is established. In addition, they will comply with the provisions of the Brown Act.

The Charter School shall adopt a conflicts code which shall comply with the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations<sup>1</sup>.

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<sup>1</sup> It is the understanding of petitioners that the State Board of Education is developing charter school specific conflicts of interest regulations.

The Board may execute any powers delegated by law to it, shall discharge any duty imposed by law upon it, and may delegate to an employee of VCS any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Such delegation will:

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

The VCS Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

### **ADMINISTRATIVE COORDINATOR**

The Administrative Coordinator (AC) will be the leader of the school. The Administrative Coordinator will ensure that the curriculum is implemented in order to maximize student - learning experiences. The AC must report directly to the VCS Board of Directors, and s/he is responsible for the orderly operation of the school and the supervision of all employees of the school.

The Administrative Coordinator performs assigned tasks directed from the VCS Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the VCS Board of Directors
- Monitor school finances to ensure financial stability in conjunction with the Finance Director
- Stay abreast of school laws and regulations
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the School
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school by enrolled students, in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the Charter and/or VCS Board of Directors and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote and publish the Charter School's program in the community, promote positive public relations and interact effectively with media
- Encourage and support teachers in on-going professional development

- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues monthly or as otherwise agreed
- Provide all necessary financial reports as required for proper ADA reporting
- Develop the School annual performance report and SARC
- Manage student discipline, and as necessary participate in the suspension and expulsion process
- Participate in special education meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the School or other employee, or to a third party provider.

### **FINANCE DIRECTOR**

The Finance Director will communicate directly with the Administrative Coordinator and to the School and District Board of Trustees through its Superintendent or designee. Responsibilities may include, but will not be limited to:

- Coordinating budget planning activities with the Board of Directors and developing expenditure review and control procedures to ensure a cost effective operational mode
- Approval of all purchase orders, pay warrants, and requisitions and upon approval, forward on for processing
- Maintain up-to-date financial records
- Staying abreast of school laws and regulations
- Providing leadership for securing additional school funding through expanded enrollment for the 07/08 school year, and diversified funding activities
- Attending meetings with the District CFO on fiscal oversight issues periodically;
- Providing all legally required financial reports to the District
- Making budget line-item revisions when necessary and reporting changes regularly to the Board of Directors
- Development and administration of the budget in accordance with generally accepted accounting principles
- Presentation of a quarterly financial report to the Board of Directors
- Presenting performance audit to the Board of Directors and upon review of the Board, presenting audit to the District Board of Trustees and the District Superintendent
- Present fiscal audit to the VCS Board of Directors and after review by the Board of Directors present audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education

### **PARENT TEACHER STUDENT ASSOCIATION (PTSA)**

The PTSA will be the support body of the school and consists of VCS parents, teachers and students. The PTSA advises the VCS on any and all matters related to strengthening of the VCS community. PTSA Committees will meet on an as-needed basis throughout the year, and committee chairs will meet a minimum of six (6) times each school year. The PTSA Committee Chairs shall report committee activities to the Board for approval. PTSA Committees are Outreach, Festivals, and Hospitality.

### **PARENT INVOLVEMENT**

The Village Charter School is a cooperative organization where parents and staff work together to ensure the success of our students. Parents are integrated into all aspects of the school's operation, and their

participation, both inside and outside the classrooms, is essential in creating and implementing the School's educational program and maintaining its supportive environment. There are many ways for parents to share their time and talents with the school and they are strongly encouraged to do so. The expectation is that each family contribute fifty hours per school year to include both in-school and committee participation.

In the classroom, parent aides assist the teachers as needed, working with small groups and individuals to ensure all children get the help and attention they need to succeed. Parents perform daily classroom cleaning jobs and assist with field trip research, scheduling and chaperoning. In addition to classroom assistance, the school relies on parent volunteers to perform many non-classroom jobs such as school maintenance and improvement, clerical duties, festival planning, newsletter production, fundraising, and outreach. Parents attend parent-teacher conferences, parent meetings, and meetings of the Board of Directors (as members or observers). Parents are strongly encouraged to support the school financially through the monthly Parent Support Pledge (PSP), and to contribute four or more hours of classroom support each month, in addition to non-classroom service. No student will be turned away due to parent/guardian inability to participate in classroom support or non-classroom service.

### **501 (C) (3)**

Village Charter School holds 501(c)(3) status with the Internal Revenue Service (Tax ID # 260642896). Further, Village Charter School already works with a supporting organization, the Santa Rosa Village Charter School Foundation, a recognized 501(c)(3). Village Charter School Board members hold a majority of the seats on the Foundation's Board.

Attached as Appendix C, please find an Organizational Chart.

## **V. 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)*

All requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials, as necessary.

The educators employed by the Village Charter School will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. VCS will comply with applicable law to ensure that teachers are properly assigned to teach within the restrictions of their credential excepting flexibility provided under Education Code Section 47605(I). VCS will use the District's process to monitor the status of teacher credentials. The District has the right to monitor credentialing under the Charter Schools Act and is welcome to review credentials at any time. VCS teachers will teach the core academic classes of mathematics, language arts, science and history/social studies. They will also be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. Other qualifications may be further specified by the VCS Board of Directors.

The Administrative Coordinator and Finance Director will demonstrate progressive knowledge and experience in a school environment. The Administrative Coordinator will develop a list of qualifications for each position, with the approval of the Board. Staff will be recruited through advertising in newspapers, professional journals, web sites, university listings, and word of mouth. VCS is committed to hiring staff who support the school's educational philosophy and vision. In addition, staff are sought who display a continuing passion for learning, flexibility, innovation and who strive for excellence in their chosen field.

### **RECRUITING QUALIFIED TEACHERS**

In order to deliver on our academic program, VCS will recruit and select outstanding educators with passion, subject mastery, extensive experience working in a multi-age environment, and the commitment to do whatever is necessary to ensure the uncompromising academic and social performance of our students.

- Village Charter School expects to attract applications from exceptional teachers who reflect the background and experience of its students as well as and have the subject mastery and teaching skill to achieve outstanding academic outcomes.
- The school will implement a comprehensive hiring process to select teachers ready to commit to the demands of educating all students at the highest level without excuse.
- All teachers are highly qualified as required by the No Child Left Behind Act.
- Village Charter School supports its faculty with professional development specific to their individual needs as educators.
- Teachers are closely supervised through frequent observation and assessment in the areas of content delivery, effective classroom management, and appropriate use of student achievement data to individualize or modify instruction.
- Teachers are regarded as respected professionals. They receive competitive compensation packages and have regular access to necessary instructional resources.
- Teachers benefit from common planning periods to ensure ongoing collaboration. Teachers in the early grades will plan together to link instruction to state standards and use student achievement data to constantly adapt curriculum.

### **WEEKLY PROFESSIONAL DEVELOPMENT AND MEETINGS**

Early dismissal provides a time for weekly professional development and collaborative time by the teachers. The Administrative Director attends weekly meetings and will lead professional development for the purpose of improving teaching and student learning.

### **RETIREMENT BENEFITS**

*Governing Law: The manner by which staff members of the Charter School 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)*

Employees at the Charter School shall participate in STRS, PERS or the federal Social Security system as applicable to the position. The Charter School shall inform all applicants for positions within the Charter School of the retirement system options for employees of the Charter School.

### **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 Village 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 (EERA). The Charter School recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

### **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)*

Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement of the District as aligned with the collective bargaining agreements of the District.

### **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 Village Charter School implements full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. Information is available to the District upon request.

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

### **Procedures for Background Checks**

Employees, contractors and volunteers of VCS will be required to submit to a criminal background check and complete 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 Administrative Coordinator of the School shall monitor compliance with this policy and report to the VCS Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Administrative Coordinator. The Administrative Coordinator will provide the District with notice that fingerprint reports were received and reviewed and will maintain a notation to this effect in each employee's personnel file. 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.

### **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, adopting the same policies and procedures as used by the District.

### **TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

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

### **Medication in School**

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

### **Vision, Hearing, Scoliosis**

Students will be screened for vision, hearing and scoliosis. VCS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

### **Emergency Preparedness**

The Village Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site 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 assuming a facility used prior 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 VCS.

### **Blood Borne Pathogens**

VCS 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, staff and students shall follow the latest medical protocol for disinfecting procedures.

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

Village Charter School shall function as a drug, alcohol and tobacco free workplace.

### **Facility Safety**

Village Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. VCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. VCS shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

### **Comprehensive Sexual Harassment Policies and Procedures**

VCS 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. VCS will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at VCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is considered very serious and will be addressed in accordance with the VCS sexual harassment policy, a copy of which will be provided to the District prior to commencement of instruction.

### **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)*

The Village Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. In the event of a dispute between VCS and the District, Charter School staff, employees and Board members of VCS and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and the VCS Administrative Coordinator. 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 Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

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

## **VI. ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES**

### **STUDENT ADMISSIONS POLICIES AND PROCEDURES**

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

The Village Charter School admits all students who wish to attend, up to capacity. No test or assessment is administered prior to acceptance and enrollment and no tuition is charged. The Village Charter School admits students of any race, color, national and ethnic origins to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The school does not discriminate on the basis of race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other school-administered programs.

The application process comprises the following:

- Parent/guardian attendance at a school orientation visit
- Student Enrollment Form
- Proof of Immunization
- Proof of minimum age requirements, e.g. birth certificate
- Emergency Medical Information Form
- Home Language Survey
- Parent signature of School Contract

Applications are accepted during a publicly advertised open enrollment period each Spring for a period of two weeks for enrollment the following school year. At the close of the open enrollment period each year applications are counted to determine whether any grade level has received more applications than availability. If this happens, VCS holds a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students (this includes students enrolled in the Village Charter School, approved as authorized by the District) who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed in the following priority:

1. Currently enrolled students
2. Siblings of currently enrolled students
3. Children of Village Charter School employees
4. Students who reside in the District
5. Students who reside in Sonoma County

The Village Charter School will actively recruit a diverse student population from the entire region who understand and value the School's mission and are committed to the school's instructional and operational philosophy. Admission to the School shall be open to any resident of the State of California conforming to grade K-8 age requirements. Prospective students and their parents or guardians will be informed about the School's instructional and operational philosophy and will be given a copy or summary of the School's student-related policies.

Prior to April 1, preliminary enrollment will be determined by the following process. In a public proceeding, students receiving preferences will be drawn first and admitted pending capacity. Following this, a public, random drawing of applications received during the open enrollment period that do not have preferences will be held. All students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw

order in the lottery. This wait list will allow students the option of enrollment in the case of an opening prior to or during the school year. In no circumstance will a wait list carry over to the following school year.

VCS will provide the District with all enrollment and registration materials annually.

**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 Village Charter School is currently located in Santa Rosa. A comparison of school and county data shows that, although the school is behind in representation of Latinos, student demographics exceed the county representation of several other minority groups, resulting in an overall student pool that is otherwise quite close to reflecting the District’s population.

Ethnic/Racial Group	Sonoma County Demographics (CA Dept. of Finance, 2009*)	Village Charter School (CA Dept. of Education, 2009**)
White	68%	66%
African American	2%	13%
Native American	1%	6%
Asian	3%	2%
Pacific Islander	.2%	2%
Multirace	3%	Not measured w/CBEDS data
Hispanic or Latino	23%	11 %
<p>* State of California, Department of Finance, <i>California County Race/Ethnic Population Estimates and Components of Change by Year</i>, July 1, 2000–2007. Sacramento, California, April 2009</p> <p>** State of California, Department of Education, <i>School Demographic Characteristics, 2009 Academic Performance Index (API) Growth Report</i>, using data from October 2009.</p>		

The Village Charter School embraces multiculturalism and strives to maximize diversity among the student population through outreach. Strategies include advertising (“Santa Rosa Adventure Guide,” California Parenting Institute newspaper, “Sonoma Family Life” magazine), student participation and performances at community events (Rose Parade, Martin Luther King, Jr. Festival, Race Equality Festival, Human Race), hosted information tables at community events (Wednesday Night Market, Family Expo, Human Race, and Race Equality Festival for which a school representative also serves on the planning Board), and mailings to invite the community to participate in the school’s festivals (Harvest Festival, Winter Festival of Lights, Cesar Chavez Celebration and May Festival).

Prior to the open enrollment period, the Village Charter School will schedule individual and/or group tours for the public and potential enrollees to visit VCS, learn about the educational program, and observe classes in session.

## **PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

No student may be required to attend the Village 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 AND EXPULSION PROCEDURES**

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

The Village Charter School shall provide due process to all students prior to acting to suspend or expel in accordance with an adopted Suspension and Expulsion Policy (kept current through legal briefs). Attached as Appendix D, please find the VCS Suspension and Expulsion Policy and Procedures. These procedures include:

- Grounds for Suspension and Expulsion of Students
- Enumerated Offenses
- Suspension Procedure
- Authority to Expel
- Expulsion Procedures
- Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
- Record of Hearing
- Presentation of Evidence
- Written Notice to Expel
- Disciplinary Records
- No Right to Appeal
- Expelled Pupils/Alternative Education
- Rehabilitation Plans
- Readmission

## **VII. REPORTING AND ACCOUNTABILITY**

### **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 Appendix F, please find the following documents:

- Projected first year budget including startup costs
- Cash flow and financial projections for the first five years of operation

These documents are based upon the best data available to the Village Charter School at this time.

### **FINANCIAL REPORTING**

VCS shall provide reports to the District as follows and may provide additional fiscal reports as requested by the District:

- 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 Section 47605(g) will satisfy this requirement.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the 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.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all VCS's receipts and expenditures for the preceding fiscal year.

### **INSURANCE**

Village Charter School carries general liability, workers' compensation, directors and officers liability, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District is named as an additional insured on all policies. VCS will provide annual proof of insurance coverage to the District.

### **ADMINISTRATIVE SERVICES**

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

The Village Charter School will contract for administrative and fiscal services. VCS will use the Standardized Account Code Structure (SACS) to ensure that the reporting system is compatible with the District's reporting system. VCS will also use an attendance, financial, and human resources reporting system compatible with District software for state reporting purposes. Contracts will be established with qualified and established business services providers by July 1 of each year. For contract services requiring purchases over \$10,000, VCS will require three bids. A state-approved independent auditor will conduct the VCS annual fiscal audit.

Business and administrative services will include and are not limited to:

<b>Payroll Services</b>	<ul style="list-style-type: none"> <li>• monthly payroll</li> <li>• benefits</li> <li>• retirement reporting (STRS/PERS)</li> <li>• payroll taxes</li> <li>• payables for all health benefits</li> <li>• processing and establishing 401K and 403B plans</li> </ul>
<b>Purchasing/Payables</b>	<ul style="list-style-type: none"> <li>• purchase orders</li> <li>• invoices</li> <li>• payables</li> </ul>
<b>Budgeting</b>	<ul style="list-style-type: none"> <li>• budgets</li> <li>• interim reports</li> <li>• audit preparation</li> </ul>

**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 47605.6(b)(5)(D)*

The Village Charter School houses its students in facilities that meet city and county standards for health and safety. The school anticipates staying at its current site (located near Santa Rosa’s border with Windsor) until such a time when Windsor is able to provide space to house the school.

<p><b>Current Site (63 Students)</b>  <b>4614 Old Redwood Hwy.</b>  <b>Santa Rosa, CA 95403</b></p>	<ul style="list-style-type: none"> <li>• Classroom Space – There are two buildings that house three classroom spaces. Each Classroom is slightly less than 600 square feet. All classrooms include a restroom facility.</li> <li>• Office Space – A temporary building was built in August 2008 and serves as a space for administration and financial services.</li> <li>• Extended Care – E.C. is housed in a smaller classroom space (approximately 200 square feet). The E.C. room has its own bathroom facility.</li> <li>• Yard – There is approximately ½ acre of yard space which includes the school garden, play structures, a large sand pit and open space.</li> </ul>
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In addition to the classroom and office facilities listed above, VCS has sufficient outdoor space (open field, playground, shaded and garden areas); storage space for all-school, emergency, and classroom supplies; play equipment; and bathrooms.

## **ANNUAL INDEPENDENT FISCAL AUDITS**

*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 Village Charter School will be conducted as required under the Charter Schools Act, Sections 47605(b)(5)(I) and 47605(m). The books and records of VCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will be, at a minimum, a CPA with educational institution audit experience, and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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 California Department of Education by December 15 of each year. The Administrative Coordinator, along with the audit committee, will review any audit exceptions or deficiencies and report to the VCS 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. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Section V of this Charter.

The independent fiscal audit of VCS 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. -- Education Code Section 47605(b)(5)(p)*

The following are closing procedures that abide by CA Education Code §47605(b)(P), should the school close for any reason. The decision to close VCS either by the VCS governing Board or by the WUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non renewed by the WUSD Board of Education; the charter school board votes to close the school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the Village Charter School will be issued by VCS within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to WUSD within the same time frame.
  - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.

- b. The process for transferring student records to the receiving schools shall be in accordance with WUSD procedures for students moving from one school to another.
  - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to WUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the Sonoma County Office of Education of the Closure Action shall be made by the VCS by registered mail within 72 hours of the decision to Closure Action.
5. Village Charter School shall allow WUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by WUSD.
6. A financial closeout audit of the school will be paid for the VCS to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by VCS will be the responsibility of the VCS and not WUSD. Village Charter School understands and acknowledges that VCS will cover the outstanding debts or liabilities of VCS. Any unused monies at the time of the audit will be returned to the appropriate funding source. Villages Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the VCS Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
8. The Village Charter School Board shall adopt a plan for wing-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, VCS will also submit any required year-end financial reports to the California Department of Education and WUSD, in the form and time frame required.
10. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.
  - a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
  - b. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure o the corporation, are to be provided to WUSD prior to approval of this Petition.

## VIII. IMPACT ON THE DISTRICT

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

Pursuant to Education Code Section 47604(c), the District, in performing its oversight of VCS as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by VCS.

The Village Charter School and the District will enter into a memorandum of understanding which shall provide for indemnification of the District.

VCS will purchase general liability insurance, directors and officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. Additionally, the Village Charter School shall name the District as an additional insured on the general liability insurance of the Charter School.

VCS will not request that the District provide food or transportation services to its students with the exception of what is outlined in the memorandum of understanding regarding services to Special Education students. If VCS should provide food and transportation, it will comply with state standards.

If VCS utilizes school buses for field trips, it will comply with CHP standards.

## **IX. CONCLUSION**

By approving this charter, the Windsor Unified School 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 of a Charter to begin operation on July 1, 2010. The Charter School shall be considered approved as of the date of Charter approval. The term of the Charter shall expire on June 30, 2015. Renewal of the Charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607, as applicable.

# APPENDICES

## APPENDIX A “A Day in the Life of a VCS Student”

### A Day in Miss Barnum’s Class

The clock strikes 8:30 on a Friday morning and Miss Barnum steps to the door, takes the bell from its resting place, and gives it a couple vigorous shakes. Children come running: some race out of the sandbox, a few jump down from the majestic oak tree in the center of the playground, others toss a basketball or hula hoop into the toy bin and skip over, one or two seem to appear from thin air out of their hiding places in the ivy that climbs the fence. A few have been chatting with their teacher from last year or connecting with their teacher for next year. One second grader in Miss Barnum’s class, Cole, has been sharing with teacher Justin a photo he found in the newspaper of a 19-foot Malaysian python shown right after it had consumed an entire pregnant ewe. Justin is properly impressed, and asks Cole and his kindergarten sister Samantha (who has the luxury of tagging along with her bigger brother) if they know where Malaysia is. Justin grabs an atlas and they quickly look it up. Justin then asks Cole and Sam to tape the picture of the python on the snake cage before they race to their respective classrooms for the beginning of the school day.

Miss Barnum’s students line up in front of the classroom door, where she greets them as they enter. Were it Monday, the day would begin differently. When the bell rings on Mondays, all of the teachers, students, and parents gather in the central courtyard in a large circle, hold hands, and welcome the week together as a community. Miss Barnum wakes up the village to another week of collective endeavor by leading children and adults alike in song, and Elsie leads the group in Rachel Carson’s pledge of allegiance to the earth, reminding everyone to attend to the environment around them.

But today, a Friday, Miss Barnum’s students enter the classroom directly and jostle themselves into a circle on the floor. They are distracted by the monarch butterflies that their classmate Tosh has brought from home to share. The class has been tracking the butterflies’ metamorphosis, and today they will release them into the garden the class has been cultivating. But this is for later, and Miss Barnum gets the students’ attention by taking attendance. Students who were in Miss Barnum’s class last year respond to their names by calling out “here!” or “peace” or “how are you?” or “good morning” in five or six different languages: “aqui,” “salaam aleykum,” “guten Morgan,” “jambo,” “namasté.” Miss Barnum laughs and responds in kind. Fluent in Spanish, Miss Barnum cultivates an appreciation of many different cultures by concentrating each month on a particular culture (its myths and legends, song and art, food, dress, customs, language, history). The students count how many days they have been in school.

The twenty-third day of school begins by consulting Miss Barnum’s *Farmer’s Almanac*, in which she records the natural changes occurring around the students. Today’s entry, accompanied by a beautiful colored-pencil illustration: “There are leaves that are turning yellow. What kind of leaf is this?” She holds up a yellow leaf in front of the picture and the students guess that it is a maple leaf. Johanna is not convinced, and decides to bring a maple leaf from home to compare. Often Miss Barnum will bring out her almanac from the previous year to see what was happening on the same day last year: Did the leaves begin to change at the same time last year? Did the rains start earlier this year? For some of the students, who are in her multi-age class for the second year, this kind of organic connection with the past is richly rewarding: “Oh yeah, I remember how hard it rained in October last year!!”

Still in circle, it is now time to sing! Because the monthly theme is “America long ago,” the children begin with the American folk song “Old Dan Tucker,” accompanied by Miss Barnum’s guitar. Before the year is over, they will have learned by heart over 100 poems and songs from many different cultures. Not only does the class teach these songs to the other classes in the school, and perform them at the school festivals, but they also visit a nearby assisted living facility one Friday afternoon each month to sing to its appreciative tenants. At circle, Miss Barnum asks Cameron to take a turn on the spinning wheel while the class recites a poem about spinning wool. Cameron has earned this privilege by sacrificing recess time all week to master the spinning wheel. Finally, Miss Barnum pulls over her harp to sing with

the children the beautifully melancholic “I Will Go with My Father a’ Plowing,” and their voices weave beautiful harmonies.

Every morning circle in September closes with an aphorism from Benjamin Franklin’s *Poor Richard’s Almanac*. This morning: “He that wants to catch Fish, must venture his Bait.” What might this mean? The first and some second graders inevitably venture literal interpretations. First grader Sylvan explains: “If you want to catch fish, you have to go to the store – or to your worm compost– to get bait.” (Worms are especially present in the children’s’ minds, since they explored worm composting the previous week as part of a parent-led science class). Miss Barnum lets this interpretation hover, and solicits more. The third graders more readily grasp the metaphor. Johanna comments: “If you want to have something, you can’t just grab it; you have to give something, work hard, to get it.” Miss Barnum lets this interpretation rest out there as well, nods, and picks up Mary Pope Osborne’s *American Tall Tales* to read for ten minutes about the famous Alfred Bulltop Stormalong. Having been in school for twenty-three days, the children are, after all, already familiar with Paul Bunyan, Johnny Appleseed, Davy Crockett, and Sally Ann Thunder Ann Whirlwind.

Miss Barnum leads the children outside with song. The children partner up, and each is handed a thick wooden stick. Choosing songs from their repertoire, they sing and click the rhythm of the song against their partner’s stick. This morning they choose the Persian song “Mastom Mastom” (sung in Farsi), whose strong rhythm and exotic tones especially appeal to the children. They must work attentively with their partner, or fingers will get hit. The energy that has gathered in small bodies during circle time finds release in song and giggles, while some subversive jousting with the sticks occurs on the side.

Back in the classroom, the children divide into three groups for language arts. The groups are organized developmentally – some advanced second graders join the third graders for language; later, different second graders with join the third graders for math. The first graders will play “Riddles W” with a parent volunteer to practice their sound recognition of “w” and their spelling. Mara’s mom holds a deck of cards with pictures of objects that begin with “w.” She gives the children clues, and they must guess what object she refers to. “An outside toy, has four wheels,” she begins.... “Oohooohoo, I know, I know,” shouts Maya, her arm extended so far into the air one fears for her joints, “wagonwagonwagon!!!”

While the first graders are thus occupied, a group of second/third graders gather around a half-circle table with Miss Barnum at the center. They are continuing their “States” project. Each has already written a report on California, and they are now reviewing the location of other states. Miss Barnum uses the folk legends they have been reading to help them learn about the states – Maine was Paul Bunyan’s home; Dan Tucker journeyed to Alaska; Johnny Appleseed planted the Ohio Valley. They can remember that Nevada is next to California, she tells them, because *nevada* means snowfall in Spanish, and Nevada shares with California the snowy Sierras. The third group finishes drawings of compasses that they have been working on to practice spatial orientation and map-reading skills. Those in this group who finish early enjoy “What Do I Do Now Time?” Some work with the gear set, creating elaborate machines on the floor. Others try their hand (or feet) at spinning and Mara smiles with pride when the wheel finally spins forward (which seems easy only to the uninitiated).

After twenty minutes, the bell rings, and each group moves to the next station; this will continue until each group as visited three stations. When the first graders join Miss Barnum they review and practice letter sounds and letter writing. The children then give Miss Barnum a test. They give her a sound and she must write the upper case and lower case letter. More times than not, the poor “C” is backwards, or the lower-case “j” fails to dip “below ground,” and the children are delighted to point out Miss Barnum’s trouble and correct it for her. Meanwhile, the second graders review the rules for forming plurals and complete a worksheet on “-s” or “-es” with the parent volunteer.

Sixty minutes have passed, each group has gone through three stations, and Miss Barnum rings the bell. A student hands her the guitar while Miss Barnum surveys the room to determine the extent of clean up required. If the mess is big, she will choose a long song. The children have until the end of the song to finish clean up and return to their place in circle before they are released to recess. During recess the butterflies are released in the garden.

When the post-recess bell rings, the children return to circle. Miss Barnum asks the third graders to share with the class the fabrics they chose for their quilts. All of the children will be sewing quilts during the year, but only the third graders get to choose their own fabrics. Sean, Leah, and Johanna proudly fan out their fabrics and explain their color choices. The second and first graders wonder why they don't get to choose their fabrics, and Miss Barnum explains that it is a privilege that comes with responsibility: the third graders must also measure, plan, and cut their own fabrics, while Miss Barnum will do this work for the second and first graders. The children are reminded of Ben Franklin's aphorism.

The class divides into math groups, and each group will again cycle through three stations. The first-grade group goes to the play dough table to make spirals and braids. As the second graders trail into the adjacent room to practice "greater than/less than" with a parent volunteer, Miss Barnum cautions them: "Don't forget to suffer. . . ." This is running joke in a classroom where having fun is a pedagogical principle. The third graders go to Miss Barnum's table to begin their quilt design. They hone their multiplication and division skills by working out the dimensions of the quilt pattern. They must figure out the dimensions of each side: if the outside dimension is 12 inches, and we need three squares per side, how many squares do we need? If we want to divide each of these squares into two equal fabric designs, how many pieces of each kind of fabric will we need? These are nothing other than dreaded mathematical "word problems" -- but they are in fact not dreaded; the children solve the problems because they want and need to know the answer -- how else can they can get on with the quilt?

When the second graders come to Miss Barnum, they play a subtraction game with unifix cubes (math manipulatives) and dice. For their turn, the first graders enjoy "karate math" with unifix cubes. In this game, the children administer karate chops to unifix cubes towers of various number/size to determine which numbers (up to 20) are even, which odd. After Miss Barnum cautions some overzealous choppers, the students settle in to discover that the chop must produce two unifix towers of the same height for the number to be even. "Just like in your dancing," Miss Barnum comments, "every person must have a partner for a number to be even." She constantly tethers abstract mathematical concepts to the children's own experience; in this case, the square dancing they are learning for the Harvest Festival in October.

After the children cycle through three math groups, the bell rings. Poor Miss Barnum goes blue in the face trying to sing the students to neatness after the messy play dough. Before being dismissed for lunch/recess, the students take a moment to recognize others' good deeds. Taiven commends those students who scraped play dough off the floor and table "even when they weren't asked."

The routine up to this point remains loosely the same each day: music/stories, language arts groups, recess, math groups, lunch. Of course, field trips periodically break things up -- the trip to the apple orchard of a few weeks ago, for example, where children gathered apples and pressed about ten gallons of apple juice. (Well, maybe three gallons, with a parent brigade filling in the gap). A trip scheduled for two weeks hence will take the children to a fully functioning, nineteenth-century gristmill. The students will process grain into flour the old-fashioned way, while learning the dynamics of water-powered gear-driven machinery -- a mechanism familiar to them from their play with the gears during "What Do I do Now?" time.

After lunch there is a different activity for each day of the week (with the exception of Wednesday, which is short day). Today, a Friday, Miss Barnum's class will walk to Elsie's class to teach her students folk songs for the Harvest Festival and to dance together. On Monday afternoon, the students practice Aikido with an Aikido master the school contracts. On Tuesdays, they quilt. On Thursdays they have music and rhythm instruction in Ginger Parrish's *Orff Schulwerk* program. When Miss Barnum's students are asked what they do in Ginger's class, one responds: "We learn to sing with our entire bodies."

Every day before they go home, Miss Barnum reads to the students from a chapter book. In this month of "America long ago," what else but Laura Ingalls Wilder's *Little House on the Prairie*? The students are dismissed at 3:00 pm. They leave the classroom with their notebooks, in which Miss Barnum offers brief comments to the parents about their child's day. A sheet of homework is tucked in its pages, to be returned the following morning. Some children are released to parents, others to aftercare, where they have the option of remaining until 6:00 pm.

## APPENDIX B SAMPLE RUBRICS

### Grades K,3,5,7 for Language Arts, Math and Science

<b>Student name:</b>  <b>GRADE K</b> <b>LANGUAGE ARTS</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Student recognizes and names all upper and lower case letters of the alphabet									
Student makes sound/symbol relations for all letters of the alphabet									
Student uses pictures or writes to convey ideas									
Student can recite poems, songs, and rhymes									
Student can identify characters, settings and main events in age appropriate text									
Student can distinguish fantasy from realistic text									
Student is able to produce self formed upper and or lower case letters									
Student displays emerging skills in writing, is growing capable of placing letters and words in appropriate spatial arrangements in journals and story pages									
Student demonstrates pre-reading skills such as reading simple self-constructed books, attention and focus to the written work and eye-tracking skills necessary to information gathering.									
Student can retell familiar stories									
Student can separate one- syllable words into beginning and ending sounds									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 3</b> <b>LANGUAGE ARTS</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Student understands the basic features of reading									
Student reads and understands grade-level-appropriate material, and draws upon a variety of comprehension strategies as needed									
Student reads and responds to a wide variety of significant works of children's literature, and distinguishes between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters)									
Student writes clear and coherent sentences and paragraphs that develop a central idea									
Student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions)									
Student writes descriptions that use concrete sensory details and metaphors									
Student uses phonics-based spelling rules									
Student exhibits a full engagement in the verbally told stories									
Student can connect and relate prior experiences, insights, during discussions									
Student responds to questions with appropriate elaboration									
Student can read prose and poetry aloud with fluency, rhythm, and pace									
Student displays grade appropriate sentence construction									
Student uses initial capital letter and final punctuation consistently									
Student self-edits for spelling errors, use of commas and paragraphing									
Student expands comprehension of literature through the use of dramatic skits									
Student responds to and gives appreciation for their classmates' writing skills									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 5 LANGUAGE ARTS</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Student uses knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.									
Student understands how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.									
Student analyzes text that is organized in sequential or chronological order.									
Student discerns main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.									
Student draws inferences, conclusions, or generalizations about text and supports them with textual evidence and prior knowledge.									
Student identifies and analyzes the characteristics of poetry, drama, fiction, and nonfiction and explains the appropriateness of the literary forms chosen by an author for a specific purpose.									
Student identifies the main problem or conflict of the plot and explains how it is resolved.									
Student contrasts the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discusses the importance of the contrasts to the plot or theme.									
Student understands that <i>theme</i> refers to the meaning or moral of a selection and recognizes themes (whether implied or stated directly) in sample works.									
Student evaluates the meaning of archetypal patterns and symbols found in myth and tradition by using literature from different eras and cultures.									
Student evaluates the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.									
Student writes clear, coherent, and focused essays, exhibiting the student's awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Student progresses through the stages of the writing process as needed.									
Student writes narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Writing demonstrates a command of standard American English and use of research, organizational, and drafting strategies.									
Student writes and speaks with a command of standard English conventions appropriate to this grade level (e.g. sentence structure, grammar, punctuation, capitalization, spelling).									
Student delivers focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Student can evaluate the content of oral communication.									
Student delivers well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 7 LANGUAGE ARTS</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Student uses knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.									
Student understands and analyzes the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).									
Student locates information by using a variety of consumer, workplace and public documents.									
Student identifies and traces the development of an author's argument, point of view or perspective in text.									
Student assessed the adequacy, accuracy and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.									
Student analyzes characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.									
Student contrasts points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.									
Student writes clear, coherent and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.									
Student gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.									
Student creates documents by using word-processing skills and publishing programs; develops simple databases and spreadsheets to manage information and prepare reports.									
Student writes narrative, expository, persuasive and descriptive texts of at least 500-700 words in each genre. Writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in California Language Arts Content Writing Standard 1.0.									
Student masters California LA Content Writing Applications Standards 2.1: Fictional or autobiographical narrative									
Student masters California LA Content Writing Applications Standards 2.2: Response to Literature									
Student masters California LA Content Writing Applications Standards 2.3: Research Report									
Student masters California LA Content Writing Applications Standards 2.4: Persuasive Composition									
Student masters California LA Content Writing Applications Standards 2.5: Summaries of Reading Materials									
Student writes and speaks with a command of the standard English conventions appropriate to the grade level (e.g., sentence structure, grammar, punctuation, capitalization, spelling).									

Student delivers focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience demonstrating comprehension, organization and delivery of oral communication and analysis and evaluation of oral and media communications.									
Student delivers well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Presentation styles include narrative, oral summaries of articles and books and research presentations.									
Additional Observations:									

<b>Student name:</b>  <b>GRADE K MATHEMATICS</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Student can represent, name, and order numbers to 20									
Student exhibits an understanding of one to one correspondence									
Student can create and continue patterns using manipulatives i.e.; AB AAB ABA									
Student is able to write numbers 1-10									
Student uses language that identifies markers of time i.e.; today, yesterday, next month									
Student can identify common geometric objects i.e.; circle, square, triangle, rectangle, diamond, oval									
Student uses manipulatives to perform addition problems for 2 numbers that are each less than 10									
Student identifies, sorts and classifies objects based on similarities and/or differences									
Student can compare objects by length, width and weight									
Student participates in the collection of data and it's recording using objects, pictures and graphs									
Student uses measurements such as cups , 1/2 cups, teaspoons and a pinch through cooking projects									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 3 MATHEMATICS</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Students understand the place value of whole numbers up to 10,000									
Students calculate and solve problems involving addition, subtraction, multiplication, and division.									
Students understand the relationship between whole numbers, simple fractions, and decimals									
Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships									
Students represent simple functional relationships									
Students choose and use appropriate units and measurement tools to quantify the properties of objects									
Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems									
Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions									
Students make decisions about how to approach problems									
Students use strategies, skills, and concepts in finding solutions									
Students move beyond a particular problem by generalizing to other situations									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 5 MATHEMATICS</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Student understands the place value of whole numbers and decimals to two decimal places.									
Student uses the concepts of negative numbers									
Student extends their use and understanding of whole numbers to the addition and subtraction of simple decimals									
Student solves problems involving addition, subtraction, multiplication, and division of whole numbers and understands the relationships among the operations:									
Student knows how to factor small whole numbers:									
Student uses and interprets variables, mathematical symbols, and properties to write and simplify expressions and sentences									
Student knows how to manipulate equations									
Student understands perimeter and area									
Student uses two-dimensional coordinate grids to represent points and graph lines and simple figures									
Students demonstrates an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems									
Student makes decisions about how to approach problems									
Students use strategies, skills, and concepts in finding solutions									
Students move beyond a particular problem by generalizing to other situations									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 7 MATHEMATICS</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Student knows the properties of, and compute with, rational numbers expressed in a variety of forms									
Student uses exponents, powers, and roots and use exponents in working with fractions									
Student expresses quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:									
Student interprets and evaluate expressions involving integer powers and simple roots									
Students graphs and interprets linear and some nonlinear functions									
Student solves simple linear equations and inequalities over the rational numbers									
Student chooses appropriate units of measure and use ratios to convert within and between measurement systems to solve problems									
Student computes the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale									
Student collects, organizes, and represents data sets that have one or more variables									
Student analyzes problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns									
Student uses a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning									
Student estimates unknown quantities graphically and solve for them by using logical reasoning and arithmetic and algebraic techniques									
Additional Observations:									

<b>Student name:</b>  <b>GRADE K SCIENCE</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Student displays an understanding of objects in terms of materials and physical properties i.e. size, shape, weight, floating, sinking etc.									
Student will observe and discuss similarities and differences of plants and animals									
Student can identify major plant and animal structures i.e. stem, root, wing, leg									
Student displays understanding of land forms and their characteristics i.e. mountains, rivers, oceans, valleys, deserts									
Students will observe various life forms and develop questions and record changes over time i.e. sprouting seeds, life cycles of insects									
Students will use vocabulary and descriptions relating to seasons and weather									
Students will compare and sort common objects based on specific physical attributes including; color, weight, shape, texture, sound and size									
Student communicates observations orally and in drawings									
Students gain an understanding of chemical reactions such as that of yeast and soda while participating in cooking activities									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 3 LIFE SCIENCE</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
Student knows plants and animals have structures that serve different functions in growth, survival, and reproduction.									
Student knows examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.									
Student knows living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.									
Student knows when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.									
Student knows that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.									
<b>INVESTIGATION AND EXPERIMENTATION</b>									
Student will differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed									
Student will repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.									
Student will use numerical data in describing and comparing objects, events, and measurements									
Student will predict the outcome of a simple investigation and compare the result with the prediction									
Student will collect data in an investigation and analyze those data to develop a logical conclusion									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 5</b> <b>LIFE SCIENCE AND EARTH SCIENCE</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
<i>Student knows</i> many multicellular organisms have specialized structures to support the transport of materials.									
<i>Student knows</i> how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO <sub>2</sub> ) and oxygen (O <sub>2</sub> ) are exchanged in the lungs and tissues									
<i>Student knows</i> how sugar, water, and minerals are transported in a vascular plant.									
<i>Student knows</i> plants use carbon dioxide (CO <sub>2</sub> ) and energy from sunlight to build molecules of sugar and release oxygen.									
<i>Student knows</i> plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO <sub>2</sub> ) and water (respiration).									
<i>Student knows</i> most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.									
<i>Student knows</i> when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.									
<i>Student knows</i> water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.									
<i>Student knows</i> that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.									
<i>Student knows</i> the origin of the water used by their local communities.									
<i>Student knows</i> the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 5</b> <b>INVESTIGATION AND EXPERIMENTATION</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
<i>Student classifies</i> objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.									
<i>Student develops</i> a testable question.									
<i>Student plans and conducts</i> a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.									
<i>Student identifies</i> the dependent and controlled variables in an investigation.									
<i>Student identifies</i> a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.									
<i>Student selects</i> appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations									
<i>Student records</i> data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.									
<i>Student draws</i> conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.									
Additional Observations:									

<b>Student name:</b>  <b>GRADE 7</b> <b>LIFE SCIENCE AND EARTH SCIENCE</b>	1 <sup>ST</sup> TRIMESTER			2 <sup>ND</sup> TRIMESTER			3 <sup>RD</sup> TRIMESTER		
	M	D	E	M	D	E	M	D	E
M=Mastery, D=Developing, E=Emerging									
<i>Student knows</i> the differences between the life cycles and reproduction methods of sexual and asexual organisms.									
<i>Student knows</i> sexual reproduction produces offspring that inherit half their genes from each parent.									
<i>Student knows</i> an inherited trait can be determined by one or more genes.									
<i>Student knows</i> plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.									
<i>Student knows</i> both genetic variation and environmental factors are causes of evolution and diversity of organisms.									
<i>Student knows</i> the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.									
<i>Student knows</i> how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.									
<i>Student knows</i> how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.									
<i>Student knows</i> that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.									
<i>Students know</i> Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.									
<i>Students know</i> the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.									
<i>Students know</i> that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.									
<i>Students know</i> that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.									
<i>Students know</i> fossils provide evidence of how life and environmental conditions have changed.									
Additional Observations:									

# Appendix C Sample Report Card

## Life Skills Key

- 1 – Demonstrates Life Skills consistently and independently
- 2 – Demonstrates Life Skills most of the time with limited prompts
- 3 - Demonstrates Life Skills some of the time
- 4 - Demonstrates Life Skills rarely/never

Life Skills	Trimester		
	1	2	3
<b>Responsibility:</b> Follows through on individual actions without guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Flexibility:</b> Is able and willing to change direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization:</b> Is able to plan, arrange, and implement in an orderly way; keeps things orderly and ready to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Effort:</b> Does his/her best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Perseverance:</b> Is able to continue in some effort or course of action in spite of difficulty or opposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Problem Solving:</b> Is able to find solutions to everyday problems and difficult situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Curiosity:</b> Has a desire to investigate and seek understanding of the universe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self worth:</b> Recognizes and acknowledges one’s strengths, skills, abilities and attitudes and can be compassionate and forgiving about one’s weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Common Sense:</b> Uses good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Patience:</b> Is able to wait calmly for something or someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sense of Humor:</b> Is able to laugh and be playful without harming self or others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cooperation:</b> Is able to work together toward a common goal or purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Integrity:</b> Acts with an awareness of the connectedness between self and the larger whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Caring:</b> Is able feel and show concern for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Initiative:</b> Is able to do or think for oneself and to act without having to be asked or directed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Friendship:</b> Is able to make and keep a friend through mutual trust and sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Academic Skills Key

**N** – Not Introduced

**E** – Emerging: Is at initial stage of applying knowledge and skills. Student meets few or no grade level standards.

**P** – Progressing: Is beginning to apply knowledge and skills in known situations. Student meets many grade level standards.

**R** – Refining: Applies what is learned to known and some unknown situations. Student meets most grade level standards.

**M** – Mastery: Demonstrates an unprompted use of concepts and abstractions. Applies what was learned in the classroom to novel situations. Student meets or exceeds grade level standards.

### Academic Skills

	Trimester		
	1	2	3
<b>Language Arts</b>			
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handwriting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar and punctuation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies grammar and punctuation skills taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads and understands grade level material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands features of language and applies knowledge to achieve fluent oral and silent reading at grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes with a command of standard English grammar and punctuations appropriate to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Mathematics</b>			
Demonstrates an understanding of numbers and mathematical concepts appropriate to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to do accurate computations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to apply processes learned to real-life situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Social Studies</b>			
Demonstrates environmental awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates an understanding of the geographic and historical connections appropriate to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates social responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Skills - continued

**Academic Skills - Continued**

	Trimester		
	1	2	3
<b>Science</b>			
Enjoys & integrates studies of the natural world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates the scientific process of asking meaningful questions and conducting investigations appropriate to grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Creative Arts</b>			
Shows care & patience in hand work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys & participates in music / poetry / drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrates creative arts into curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Physical Education</b>			
Demonstrates age-appropriate coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates cooperatively in games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Appendix D Organizational Chart

## The Village Charter School

### **BOARD OF DIRECTORS**

Fully responsible for the operation and fiscal affairs of the School  
7-11 Members from Parents, Faculty, Staff, and Community  
Standing Committees: Audit, Hiring, Finance/Budget

### **ADMINISTRATIVE COORDINATOR**

School leader, responsible for orderly operation, employee supervision and curriculum implementation. Directly responsible to the Board of Directors.

### **EMPLOYEES**

Faculty - All classroom certificated teachers, adjunct special education staff

Staff - All other school employees, non-certificated

- Instructional Assistants
- Office Manager
- Aftercare

### **PARENT PARTICIPATION COORDINATOR**

Volunteer position serving as liaison between PTSA and Administrative Coordinator. Oversees volunteer hours.

### **PARENT TEACHER STUDENT ASSOCIATION (PTSA) COMMITTEES**

- Site
- Festivals
- Charter Renewal
- Safety
- Building/Grounds
- Policy/Procedures
- Outreach
- Fundraising

### **FOUNDATION**

501(c)(3) Supporting Foundation

Nonprofit Organization that works to supplement the school budget and coordinate all fundraising activities.

- Community Fundraising
- Parent Participation Pledge (PSP)
- Grant Writing

### **FINANCE DIRECTOR**

**Fiscal Service Consultant**

Responsible for fiscal affairs.

# **Appendix E Suspension and Expulsion Policy**

## **Village Charter School Suspension And Expulsion Policies and Procedures**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Village Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the 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.

Village Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

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 to prevent damage to school property.

The Village 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 Administrative Coordinator'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 the Village 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. The Village Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Village 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 school activity or school attendance occurring at the Village Charter School or at any other school or a Village Charter School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. 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 student had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee's concurrence.
3. 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.
4. 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

11. 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.
12. Knowingly received stolen school property or private property.
13. 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.
14. 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.
15. 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.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another.
18. Made terrorist threats against school officials and/or school property.
19. Committed sexual harassment as defined in Education Code 48900.2
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
21. 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.
22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel.

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

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Administrative Coordinator or the Administrative Coordinator'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 Administrative Coordinator. The conference may be omitted if the Administrative Coordinator 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. Notice to Parents/Guardians

At the time of the suspension, an administrator 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 Administrative Coordinator or Administrative Coordinator's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Administrative Coordinator or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter Council following a hearing before it or by the Charter Council upon the recommendation of an Administrative Panel to be assigned by the Council as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Village Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Administrative Coordinator 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 Charter Council for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Village 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.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Village Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (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 Village 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 Village Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Village 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Charter Council, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Charter Council who will make a final determination regarding the expulsion. The final decision by the Council shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Charter Council is final.

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

I. Written Notice to Expel

The Administrative Coordinator or designee following a decision of the Charter Council to expel shall send written notice of the decision to expel, including the Council's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Village Charter School.

The Administrative Coordinator or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Village Charter School as the Charter School Council's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

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

N. Readmission

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

## **Appendix F Teacher Signatures**

**Signature Page for Teachers**

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**We the undersigned** believe that the attached Charter for renewal of the Village Charter School merits consideration and hereby petition the governing board of the Windsor Unified School district to grant approval of the charter pursuant to Education Code Section 47605. The Petitioners for the Village Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

**By the Lead Petitioner:**

Alexandra Jacobs \_\_\_\_\_  
Signature Date

The petitioners recognize Alexandra Jacobs as the Lead Petitioner and hereby authorize her to negotiate any amendments to the attached charter necessary to secure approval by the Windsor Unified School District governing board.

**By the Petitioners:**

<b>Print Name</b>	<b>Signature</b>	<b>Date</b>	<b>Credentials Held</b>	<b>Phone Number</b>

## **Appendix G Budget Information**

The Village charter School will submit all required financial reports (First Interim, Second Interim, Unaudited Actuals, and Proposed Budget) using the most up to date revenue and expenditure projections. Financial Reports will be based on projections of current expenditures. Revenue will be based on State apportionments and the most up to date charter school funding rates from the California Department of Education (CDE) website and/or School Services of California Dartboard.