

July 15, 2015

Dear Dr. Bagley,

We are pleased to present to the Ross Valley School District our Charter Petition for the Ross Valley Charter School. Enclosed are six copies of our petition.

We would like to make a presentation at the required public hearing sometime in the next 30 days. Please let us know when that will be and how much time you will allow us for our presentation.

We are happy to meet with you regarding any questions you have about our proposal.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Chris Lyons". The signature is written in a cursive style.

Chris Lyons
Lead Petitioner

A handwritten signature in blue ink that reads "Jason Morrison". The signature is written in a cursive style.

Jason Morrison
Lead Petitioner



ROSS VALLEY CHARTER

A K-5 Public School



CHARTER PETITION

Submitted to
the Ross Valley School
District July, 2015

For the term July 1, 2016
through June 30, 2021

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EXECUTIVE SUMMARY

This petition seeks authorization to create a new school called Ross Valley Charter (“RVC” or “Charter”). It has been developed by parents, teachers and supporters of Ross Valley School District’s Multi-Age Program (“MAP”). RVC philosophy and curriculum will grow from the 19-year history and experience of MAP. This petition is supported by all six of the current MAP teachers and most of the current parents from the Program, along with other community members. Parents of more than 220 prospective students have already signed forms indicating interest in enrolling their children at RVC.

Mission

Ross Valley Charter will provide a public school option that leverages a progressive education model emphasizing deep inquiry and exploration, hands-on, immersion-based experiences, and active learning-by-doing approaches to prepare students to collaborate effectively in teams, think critically, seek information to solve problems, and be lifelong learners and culturally competent members of our diverse global community.

Core Beliefs

- Students learn best when constructing their own knowledge in a social context that offers rich and challenging content, collaboration with fellow students and parents, and teachers acting as facilitators of this process.
- Student voice, choice, and engagement are critical to supporting student agency and knowledge construction.
- A thriving and joyful learning community has inclusive decision-making structures that foster teacher and parent engagement, collaboration, and shared ownership of the committed work of graduating students who are critical thinkers and creative problem solvers prepared for the 21st Century.

This RVC charter petition describes the following practices that will be emphasized at the Charter School:

- **Multi-age Classes**—Two grade levels will be together in one class, allowing teachers and children to enjoy a two-year relationship, and giving students the opportunity to alternate being the younger and older student in their class.
- **Transdisciplinary Curriculum**—Curriculum will rely heavily on project- and problem-based learning, long-term units of study integrating many curricular areas, going in depth and examining a topic from many angles, and increasing students’ engagement and interest.
- **Deep Learning Through the Gift of Time**—Students will be given long blocks of time in which to work on projects. Teachers will have long weekly meetings in

which to collaborate, discuss student progress, and engage in professional development.

- **Educating the Whole Child**—The focus will not be just on academic growth, but also physical and social-emotional development.
- **Connected Community**—Students, teachers, staff, and parents will all be considered integral parts of the school community. Teachers will focus on developing a strong community within the classroom as well as within the whole program, and will encourage students to see their role as a member of the larger community as well.
- **Authentic Assessment**—Students' ongoing classwork and projects will be assessed to show academic growth and progress toward Common Core State Standards, which reflect the importance of 21st Century skills such as problem solving, collaboration, and communication.
- **Collaboration and Collective Responsibility**—Students will have many opportunities to work with a partner or small group. Teachers will spend time working together weekly to plan curriculum and events.
- **Differentiation**—With two grade levels in one classroom, teachers will focus on individual learning progress, customizing instruction and guidance to accommodate students' needs.
- **Cultural Competency**—Students will learn about people from different cultures and backgrounds throughout history and contemporary society. Teachers and students will model appreciation for differences and inclusion of all members of the school community.
- **Choice**—Students will have many opportunities to make choices about what they will learn, how they will learn it, what materials they will use, and how they will present their learning.
- **Service Learning**—Each class will do at least one service learning project per year that the students help to identify, plan, and carry out.

RVC Graduate Profile

We strive for RVC graduates to embody the following attributes:

- **Independent and Confident**—RVC students will approach situations with confidence and drive. They will be self-motivated and take initiative for their own learning. They will be comfortable taking risks. They will understand themselves as learners. They will learn how to own responsibility for their own learning, develop curiosity about the world, and know how to find information to satisfy their curiosity.
- **Collaborative Problem Solvers**—RVC students will have interpersonal skills enabling them to work productively with a partner or group. They will be perceptive listeners and consider others' ideas. They will integrate multiple perspectives. They will apply what they've learned, and seek new information, in order to solve unfamiliar problems.
- **Effective Communicators**—RVC students will read, write, speak, and listen with confidence and compassion. They will have strong skills to express themselves accurately and clearly. They will know that different situations call for different behaviors and modes of communication.
- **Creative and Adaptive Thinkers**—RVC students will know that there are many ways of approaching a situation. They will explore multiple possibilities and go beyond seeking a single right answer. They will apply what they've learned, look for patterns, exercise their imaginations, and develop innovative solutions. They will have confidence to try something, have it fail, learn from it, then try something different. They will remain curious.
- **People who Persevere**—RVC students will embrace challenges. They will be willing to work through difficult situations and problems. They will recognize the benefits that come from persisting, and will experience satisfaction from working hard and achieving their goals. They will understand that learning is a lifelong pursuit. They will be motivated to be lifelong learners.
- **Caring Community Members**—RVC students will take responsibility for their own behavior. They will be kind and compassionate to others in the concentric circles of their world: themselves, their families, their friends, their classmates, their school, their community, and the world beyond them. They will have a sense of belonging and recognize our interconnectedness.
- **Solid in Foundational Academic Skills**—RVC students will be strong readers and enjoy reading for pleasure and to seek information. They will be able to write well for purposes of conveying information, giving their opinion, and telling a story. They will have excellent math and science skills and will be able to apply them appropriately in novel problem situations

Background

Two decades ago, a group of parents in the Ross Valley School District (“RVSD” or “District”) and the RVSD created an Alternative Education Program, organized under Ed Code 58500, now known as the Multi-Age Program (“MAP”). The Program has grown and matured over the years, providing a progressive education alternative to the students of Ross Valley.

MAP currently has six classes serving about 130 students in kindergarten through fifth grade, and a waiting list of about 100 students throughout these grade levels. The MAP teachers are a stable, experienced, and committed staff, each with 5-19 years of experience teaching in the Program.

In April 2015, the RVSD school board voted to discontinue MAP’s status as an Alternative Education program. Creating a charter school appears to be the best way to ensure that free, multi-age, progressive education remains available to the many Ross Valley families who desire it for their children. The motivations of the development team are to:

- Enroll about 220 students in nine classes to better meet the large demand for progressive, multi-age education in the District.
- Ensure autonomy so teachers can focus on working together to develop innovative curriculum and instruction.
- Clearly define and articulate the parents’ and teachers’ responsibility and authority in the school’s governance.
- Enable the adults in the school to model for students the philosophy of owning their learning and solving their own problems.
- Develop a cultural diversity outreach and proficiency program to provide children and the community with a rich and positive cultural diversity experience that is part of a 21st Century education.

Plan For Charter

Ross Valley Charter will enroll any interested students who live within the District boundaries, and students from outside the District if space allows. If the school becomes overenrolled at any grade level, it will conduct a random public drawing (lottery).

RVC plans to rent a facility within District boundaries.

RVC will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation. The members of its initial Board of Directors are Roni Adams, Rana Barar, Kate Crist, Conn Hickey, Kristi Kimball, Chris Lyons, Sharon Sagar, and Andrea Sumits. Information about their relevant experience is included in Appendix F.

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RVC will manage its own business services and will strive to pay its teachers using the District's pay scale. In addition to the current six MAP teachers, who have all signed this petition and intend to teach at RVC, the Charter School will hire three additional classroom teachers. It will also hire a full-time School Director and an Office Manager, as well as several part-time or contracted teachers and other employees or contracted specialists: ELD Teacher, Intervention Teacher, Spanish Teacher, Family Outreach/Support Coordinator, PE Teacher, Counselor, and Yard Supervisors. (Job descriptions are in Appendix I.) RVC would like to continue a relationship in order for the YES Foundation (www.yestokids.org) to provide Music and Art classes for RVC students, but if that doesn't happen, RVC will fundraise for Art and Music teachers, possibly phasing them in over time.

This petition is signed by six teachers who intend to teach at RVC. Their signatures appear in Appendix A.

The RVC Development Team seeks to have a positive, cooperative relationship with its authorizing entity, whether District, county, or state.

ASSURANCES AND AFFIRMATIONS

As the authorized lead petitioners, we, Chris Lyons and Jason Morrison, hereby certify that the information submitted in this petition for a California public charter school to be named Ross Valley Charter (hereinafter “RVC” or “Charter” or “Charter School”), and to be located within or near the boundaries of the Ross Valley School District (“RVSD” or “District”) is true to the best of our knowledge and belief; we also certify that this petition 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 will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Ross Valley Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case students will be admitted through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an

individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School 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)]
- The Charter School 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 is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]

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- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act. (“ESEA”)
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Chris Lyons

7/1/15

Chris Lyons

Date

Jason Morrison

7/1/15

Jason Morrison

Date

INTRODUCTION AND BACKGROUND

This petition seeks authorization to create a new school called Ross Valley Charter (“RVC”). It has been developed by parents, teachers and supporters of Ross Valley School District’s Multi-Age Program (“MAP”). This petition is supported by all six of the current MAP teachers and most of the current parents from the Program, along with other community members. More than 220 parents have signed forms indicating they are interested in enrolling their children in RVC. The school’s philosophy and curriculum will grow from the 19-year history and experience of MAP.

Two decades ago, a group of parents in the Ross Valley School District (referred to as “RVSD” or “District”) sought an alternative approach for their children’s education. After much research, they chose to model a new program on the Reggio Emilia Approach, which is based on the belief that children learn by constructing their own knowledge within the context of relationships with peers, teachers, and parents, and that the teacher acts as a guide and facilitator who collaborates, co-learns, and researches with the students. It was also modeled after the similarly multi-aged Ohlone Elementary School, a 600-student Alternative Education School in the Palo Alto School District.¹ The District approved three classrooms of the Innovative Learning Community in 1996 as an Alternative Education Program under California Ed Code 58500, to be housed at Manor School. This program, later renamed the Multi-Age Program, has grown and matured, providing a progressive education alternative to the students of Ross Valley for 19 years.

MAP currently has six classes serving about 130 students in kindergarten through fifth grade, and a waiting list of about 100 students throughout these grade levels. The MAP teachers are a stable, experienced, and committed staff, each with 5-19 years of experience teaching in the Program. Parent confidence in, and satisfaction with, the program is evidenced by high rates of student retention within this program of choice. MAP students have scored at approximately the same levels as the District average on standardized tests, despite test results not being emphasized in the classrooms, and MAP students have transitioned well when they have moved on to middle school, as reflected in their grade point averages.

In April 2015, the RVSD school board voted to discontinue MAP’s status as an Alternative Education Program. Creating a charter school appears to be the best way to ensure that free, multi-age, progressive education remains available to the many Ross Valley families who desire it for their children. The motivations of the development team are to:

- Enroll about 220 total students in nine classes to better meet the large demand for progressive, multi-age education in the District.
- Ensure autonomy so teachers can focus on working together to develop innovative curriculum and instruction.

¹ <http://ohlone.pausd.org/welcome>

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- Clearly define and articulate the parents' and teachers' responsibility and authority in the school's governance.
- Enable the adults in the school to model for students the philosophy of owning their learning and solving their own problems.
- Develop a cultural diversity outreach and proficiency program to provide children and the community with a rich and positive cultural diversity experience that is part of a 21st Century education.

This charter petition addresses the 16 elements required by the California Education Code, and demonstrates a solid plan to be a flourishing, independent charter school within the Ross Valley School District. By approving this charter, the District, county, or state will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, encourage the use of different and innovative teaching methods, and provide parents and pupils with expanded choices in education. The directive of the law is to encourage the creation of charter schools. We are eager to work independently, yet cooperatively, with the District, county, or state to address any questions or concerns about this charter petition in order for an authorizing agency to make the findings necessary for charter approval for the proposed five year charter term from July 1, 2016 to June 30, 2021.

PETITIONER TEAM

The members of the Charter Petitioner Team and RVC Board of Directors and their areas of expertise are summarized in the following chart, including a list of named founders, to date. More detailed information about each team member’s relevant background can be found in Appendix F, along with information about additional consultants and advisors who have worked to develop this petition.

Name	Finance	Educational Programs & Childhood Development	Education Innovation	New School Start-up	School Facilities	Governance & Law	Community Outreach	Development/Fundraising	School Administration	Special Education	Executive Search	Diversity Committee	Innovation and Design	Technology and Data	RVC Board Member	RVC Identified Founder
Roni Adams		X	X	X	X	X	X		X	X			X		X	
Rana Barar	X		X			X		X				X			X	X
Liz Canning		X	X				X					X	X			X
Kate Crist		X	X							X			X		X	
Conn Hickey	X	X	X		X	X	X	X	X		X		X	X	X	
Kristi Kimball		X	X		X			X					X		X	X
Kathy Lake	X					X		X					X	X		X
Chris Lyons		X	X			X		X	X		X		X		X	X
Jason Morrison	X					X	X	X					X			X
Sharon Sagar	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
Andrea Sumits		X	X			X		X			X				X	X
Arielle Sumits	X						X	X					X	X		X
Chris Tonry							X						X			X
Rebecca Wicker		X	X	X				X								X
Jennifer Wolf							X									X
Guadalupe Alvarez												X				
Christina Amini	X						X					X	X			
Katherine Csizmadia							X	X					X			
Amy Ferhart		X	X									X	X			
Jenelle Ferhart		X	X	X					X			X				
Tim Heth		X	X	X		X		X								
Scott Hummel		X	X				X						X			
Emily Korrell		X	X	X				X								
Barry Price		X	X		X			X								

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Name	Finance	Educational Programs & Childhood Development	Education Innovation	New School Start-up	School Facilities	Governance & Law	Community Outreach	Development/Fundraising	School Administration	Special Education	Executive Search	Diversity Committee	Innovation and Design	Technology and Data	RVC Board Member	RVC Identified Founder
Deb Read							X						X			
Amanda Sheeren		X					X			X						
Adam Smith	X				X								X			
Erika Smith		X	X					X			X					
Sonya Stanley	X	X	X							X						
Alice Treves		X						X								
Angela Vidinsky		X					X					X				
Nina Watson		X	X					X								
Belynda Webb Marks							X						X			
Catherine Woodman												X				
Madeleine Wood		X										X				

ELEMENT 1 – EDUCATIONAL PROGRAM

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

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

Mission

Ross Valley Charter will provide a public school option that leverages a progressive education model emphasizing deep inquiry and exploration, hands-on, immersion-based experiences, and active learning-by-doing approaches to prepare students to collaborate effectively in teams, think critically, seek information to solve problems, and be lifelong learners and culturally competent members of our diverse global community.

Educational Philosophy

Multi-Age Program Heritage

Ross Valley Charter is based on the practices and experiences of the Ross Valley School District’s Multi-Age Program and its 19 years as an Alternative Program. Elements of this heritage inform the contents of this charter petition and references to MAP appear throughout the document for that reason.

MAP is rooted in the tradition of progressive education. According to Alfie Kohn², renowned expert on education, schools that practice progressive education incorporate these eight important components: attending to the whole child, community, collaboration, social justice, intrinsic motivation, deep understanding, active learning, and taking kids seriously. Progressive education programs emphasize learning by doing, curriculum focused on thematic units, problem solving, group work and development of social skills, collaborative and cooperative learning projects, integration of service learning projects, de-emphasis on textbooks in favor of varied learning resources, assessment by evaluation of children’s projects and productions, a more

² <http://www.alfiekohn.org/article/progressive-education/>

flexible curriculum influenced by student interest, and intrinsic motivation. MAP has embodied these features since its inception.

A recent Stanford University study has shown that student-centered practices found at progressive schools highly benefit all students. "The numbers are compelling," said Stanford University Professor and SCOPE Faculty Director, Linda Darling-Hammond. "Students in the study schools exhibited greater gains in achievement than their peers, had higher graduation rates, were better prepared for college, and showed greater persistence in college. Student-centered learning proves to be especially beneficial to economically disadvantaged students and students whose parents have not attended college."³

RVC will emphasize the following practices:

- **Multi-age Classes**—Two grade levels will be together in one class, allowing teachers and children to enjoy a two-year relationship, and giving students the opportunity to alternate being the younger and older student in their class.
- **Transdisciplinary Curriculum**—Curriculum will rely heavily on project- and problem-based learning, long-term units of study integrating many curricular areas, going in depth and examining a topic from many angles, with a goal of increasing students' engagement and interest.
- **Deep Learning through the Gift of Time**—Students will be given long blocks of time in which to work on projects. Teachers will have long weekly meetings in which to collaborate, discuss student progress, and engage in professional development.
- **Educating the Whole Child**—The focus will not be just on academic growth, but also physical and social-emotional development.
- **Connected Community**—Students, teachers, staff, and parents will all be considered integral parts of the school community. Teachers will focus on developing a strong community within the classroom as well as within the whole school, and will encourage students to embrace their role as a member of the larger community as well.
- **Authentic Assessment**—Students' ongoing classwork and projects will be assessed to show academic growth and progress toward Common Core State Standards, which reflect the importance of 21st Century skills such as problem solving, collaboration, and communication.

³ <https://ed.stanford.edu/news/new-research-shows-effectiveness-student-centered-learning-closing-opportunity-gap#sthash.z47NjQop.dpuf>

- **Collaboration and Collective Responsibility**—Students will have many opportunities to work with a partner or small group. Teachers will spend time working together weekly to plan curriculum and events.
- **Differentiation**—With two grade levels in one classroom, teachers will focus on individual learning progress, customizing instruction and guidance to accommodate students' needs.
- **Cultural Competency**—Students will learn about people from different cultures and backgrounds throughout history and contemporary society. Teachers and students will model appreciation for differences and inclusion of all members of the school.
- **Choice**—Students will have many opportunities to make choices about what they will learn, how they will learn it, what materials they will use, and how they will present their learning.
- **Service Learning**—Each class will do at least one service learning project per year that the students help to identify, plan, and carry out.

RVC Core Beliefs:

- Students learn best when constructing their own knowledge in a social context that offers rich and challenging content, collaboration with fellow students and parents, and teachers acting as facilitators of this process.
- Student voice, choice, and engagement are critical to supporting student agency and knowledge construction.
- A thriving and joyful learning community has inclusive decision-making structures that foster teacher and parent engagement, collaboration, and shared ownership of the committed work of graduating students who are critical thinkers and creative problem solvers prepared for the 21st Century.

Additional RVC Beliefs:

- Every child is capable, dynamic, curious, competent, and full of potential.
- Children have an innate desire to discover, learn, and make sense of the world.
- Children have the right to a nurturing, safe, engaging, and authentic environment.
- Children learn through play, investigation, inquiry, and exploration.
- Children learn through meaningful activities in which different subject areas are integrated.
- Children and adults learn in relationship with each other.
- Learning is a spiraling process in which ideas, opinions, and thoughts must be expressed, reflected upon, and expressed again.
- There are many ways to express, demonstrate, and interpret knowledge, including oral presentation, writing, sculpture, drawing, painting, dance, drama,

puppetry, and music.

- Parents play an essential role in their children's education and they are welcome to be active and integral members of our school community.
- It is vital for teachers to have time to collaborate with colleagues and parents.

How Learning Best Occurs

RVC will be based on the Multi-Age Program's practices and philosophy, specifically that children learn best when:

- They are in nurturing, safe, supportive environments.
- Their social and emotional needs are considered and satisfied.
- Their learning is driven by their own curiosity and interests, and is intrinsically motivated.
- They are actively engaged and self-directed in their learning, interacting with other students and adults.
- They have space and time to play, investigate, and explore.
- They gain skills to feel competent academically and socially.
- They are able to learn in their own style and at their own pace, with an understanding that they may not be doing the exact same tasks as their peers.
- They use hands-on, manipulative materials, and construct their own meaning and understanding.
- They are valued for their unique skills, styles, and personalities.
- They work and play with a diverse community of children.
- They have the opportunity to experience peer teaching, both as the teacher and the learner.
- They have opportunities to practice compassion and social justice, both at school and in the larger community.
- Their teachers serve as guides and facilitators.
- Their teachers, school staff, and parents work together to create a positive and joyful school environment.

RVC Graduate Profile

RVC values skills that motivate students to be lifelong learners. We strive for RVC graduates to be:

- **Independent and confident**

RVC students will approach situations with confidence and drive. They will be self-motivated and take initiative for their own learning. They will be comfortable taking risks. They will understand themselves as learners. They will learn how to own responsibility for their own learning, develop curiosity about the world, and know how to find information to satisfy their curiosity.

- **Collaborative problem solvers**

RVC students will possess interpersonal skills enabling them to work productively with a partner or group. They will be perceptive listeners and consider others' ideas. They will integrate multiple perspectives. They will apply what they've learned, and seek new information, in order to solve unfamiliar problems.

- **Effective communicators**

RVC students will read, write, speak, and listen with confidence and compassion. They will have strong skills to express themselves accurately and clearly. They will know that different situations call for different behaviors and modes of communication.

- **Creative and adaptive thinkers**

RVC students will know that there are many ways of approaching a situation. They will explore multiple possibilities and go beyond seeking a single right answer. They will apply what they've learned, look for patterns, exercise their imaginations, and develop innovative solutions. They will have confidence to try something, have it fail, learn from it, then try something different. They will remain curious.

- **People who persevere**

RVC students will embrace challenges. They will be willing to work through difficult situations and problems. They will recognize the benefits that come from persisting, and will experience satisfaction from working hard and achieving their goals. They will understand that learning is a lifelong pursuit. They will be motivated to be lifelong learners.

- **Caring community members**

RVC students will take responsibility for their own behavior. They will be kind and compassionate to others in the concentric circles of their world: themselves, their families, their friends, their classmates, their school, their community, and the world beyond them. They will have a sense of belonging and recognize our interconnectedness.

- **Solid in foundational academic skills**

RVC students will be strong readers and will enjoy reading for pleasure and information. They will be able to write well for purposes of conveying information, giving their opinion, and telling a story. They will have excellent math and science skills and will be able to apply them appropriately in novel problem situations.

What It Means To Be An Educated Person In The 21st Century

Ross Valley Charter believes that our students need to be prepared for a world that may be difficult for us to envision. We want to equip our students for a lifetime of learning, change, and collaboration. With information and data more readily available to all via the Internet and other media and technology, it is no longer as important to memorize discrete facts. Rather, success will call for knowing a coherent body of knowledge⁴ that facilitates knowing how to access information, acquiring knowledge, and applying it to solve novel problems. Doing so requires resourcefulness, flexibility, and an ability to see things in new ways. Educated citizens of the 21st century understand that life is interconnected and interdependent, and will see themselves as lifelong learners in order to be active and responsible members of a diverse global community. Our students will need to be culturally competent to work and interact effectively with a wide range of different people and perspectives.

According to Tony Wagner, author of *The Global Achievement Gap*, “Being an independent, lifelong learner and knowing how to access and analyze information, which is growing exponentially and is constantly changing, is far more important than rote learning of specific academic content. Students today must be prepared to apply what they’ve learned to new situations and challenges, rather than merely recite what they’ve memorized.”⁵

Today’s students need to build and employ a broad range of skills, including reading, writing, speaking, listening, and computing, as well as the ability to seek information, communicate effectively in multiple mediums, and be creative and critical thinkers.

Students will need compassionate and resilient social and emotional skills to participate in healthy relationships at home, work, and in the larger world. They will need to be able to work independently as well as cooperatively with others.

It is the objective of RVC to enable students to become self-motivated, competent, lifelong learners.

Students To Be Served -- Target Student Population

RVC will educate kindergarten through fifth grade students who reside in the Ross Valley School District (San Anselmo and Fairfax, California) and students who reside outside the RVSD as space allows. We anticipate that most of our students will go on to middle school at White Hill Middle School.

⁴ See Shift 3 in “Key Shifts in English Language Arts”, Common Core State Standards, <http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/>

⁵ Wagner, Tony. *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need--and What We Can Do About It*. New York: Basic Books, 2008, p. 257.

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If RVC receives apportionment for students in a Transitional Kindergarten ("TK") program, it will accept applications for TK children who will have their fifth birthday between September 2 and December 2. The Charter School's TK will be the first year of a two-year kindergarten program that will use a modified kindergarten curriculum that will be age and developmentally appropriate, to be developed prior to the first day of instruction.

The Multi-Age Program has attracted students from across the Ross Valley School District for 19 years, and has had a waiting list of about 100 students⁶ Program-wide for many years. In 2015-16, MAP will consist of six classes: two kindergarten/1st grades, two 2nd/3rd grades, and two 4th/5th grades, with an expected enrollment of around 135. We expect most of the MAP students who are still in elementary school in 2016 to apply to Ross Valley Charter. The parents of 84 current MAP students (94% of those who will still be in elementary school in 2016) have completed forms indicating that they plan to apply to RVC (Appendix B).

We plan to begin the 2016 school year with 222 students. This will consist of 3 blended TK/K/1st classes of 24 students, three 2nd/3rd classes of 24 students, two 4th/5th classes of 26 students, and a ninth class of 24 students in either 2nd/3rd, 3rd/4th, or 4th/5th, depending on the first year applicant pool. The budget is based on this class being 3rd/4th grades.

We feel confident that we can attract this many new students on an ongoing basis because MAP has had an average of 45 kindergarten applications each year during the last five years (see chart below). This has resulted in a waiting list that has averaged 24 students per grade over the last five years. As of the date of the petition submission, the parents of 222 students have signed forms indicating that they are meaningfully interested in attending RVC (see Appendix B).

After the first year we are confident that we can attract the 36 kindergartners every year required to keep our enrollment at our target of 222. The following table shows the number of Kindergarten applicants over the last five years, which indicates that enrollment assumptions are reasonable.

	Total Number of MAP applicants	Number of Available slots
2011	45	20
2012	53	20
2013	57	20
2014	24 ⁷	20
2015	48	24

⁶ As of March 2015; the District has not released application and wait list numbers since then.

⁷ In 2014 no outreach was done to area preschools and no mention of the Program was made at District kindergarten orientations, which resulted in lower than normal applications.

Over the last five years, MAP has had an average of 45 kindergarten applications, 9 more than the 36 needed to sustain RVC’s ongoing enrollment numbers. Although the charter school will be somewhat different than the MAP program on which it is based, we believe that this demand is reflective of a similar demand for RVC. As can be seen in Appendix B, the parents of 39 prospective kindergartners have already signed forms indicating they are meaningfully interested in attending RVC in 2016, with very little marketing or outreach.

RVC will have much more marketing ability than the MAP program has had and will have a marketing budget. RVC will also be able to attract students from neighboring districts. We are confident that parents in nearby school districts will be attracted by the prospect of a small, free public school that offers a proven progressive education.

MAP parents have been very satisfied, keeping their children in the Program as reflected by average year over year retention rate of 97.5% for all grades over the last 5 years, which includes parents moving out of the district. This data is illustrative of the satisfaction that can be created among parents in the kind of educational and community model we are proposing for RVC.

School Year	% Retained
2010-11	98.7%
2011-12	98.1%
2012-13	96.6%
2013-14	97.3%
2014-15	97.1%
5 Yr. Avg.	97.6%

RVC will strive to enroll a student population that is somewhat more ethnically and socio-economically diverse than the population in the Ross Valley School District. We believe that we will be able to attract students from underserved communities in Ross Valley, who would particularly benefit from the progressive education approach of RVC. We will work to achieve a percentage of ethnically and socio-economically diverse students greater than the District average. For details on how RVC plans to attract students with ethnic, English Learner (“EL”), and economic diversity, see the Community Recruitment and Outreach Plan in Element 7: Racial and Ethnic Balance.

The following chart shows the English Learners and Free or Reduced Price Meal recipients among the current students in the Ross Valley School District. RVC will attempt to attract students in these subgroups greater than the District average. As part of our commitment to Cultural Competency described below in Element One, we believe it is important to educate our students in a diverse student community. Two people will

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specifically be hired to support these students and their families: an English Language Development (“ELD”) teacher will work with students to support their reading, writing, and speaking in English; and a Family Outreach/Support Coordinator will help to recruit students from diverse backgrounds and will support their families once they enroll at the Charter School.

	Ross Valley School District	Ross Valley Charter (target for 2016-2017) out of 222 students
English Learners	3.9% (90 students)	6% (14 students)
Free or Reduced Price Meal recipients	9.9% (230 students)	12% (27 students)

The following chart shows the racial and ethnic diversity of the current students in the Ross Valley School District.⁸ RVC will attempt to attract students with a similar racial and ethnic diversity.

African American, not Hispanic	1.5% (34)
American Indian or Alaska Native	0.2% (4)
Asian	3.7% (84)
Filipino	0.3% (7)
Hispanic or Latino	8.1% (185)
Pacific Islander	0.2% (4)
White, not Hispanic	81.8% (1874)
Two or more races	2.8% (65)
None reported	1.5% (234)

⁸ 2014-2015 demographic information from <http://dq.cde.ca.gov/dataquest/>

Components of Our Learning Environment

Our decisions about the Charter School's structure and emphases were initially inspired by the Reggio Emilia approach and Ohlone School in Palo Alto, and are informed by our many years of progressive educational experience and research on optimal learning environments and approaches. The following components are considered critical to RVC:

Multi-age Classes

RVC students will be in classes with two grades together (typically K/1st, 2nd/3rd, 4th/5th). They will stay with the same teacher for two years, which will enable them to develop a deep, trusting relationship with their teacher. It also will mean they typically have only three teachers during their elementary school experience, minimizing the anxiety that children often feel as they move into a new school year. At the beginning of the second year with the same teacher, there will be no need for a "getting to know you" period; students will immediately pick up where they left off academically, with teachers knowing what they need to focus on from the start. Multi-age teachers find the second year with a student to be especially productive, and they enjoy the opportunity to watch children mature over two full years.

Students will also get the opportunity to alternate between being a younger and an older student in their classes. The younger students will learn from the older and more experienced students. The older students will model behavior and help welcome the younger children, which will support our school culture of students learning from one another and relying upon each other. When a student asks a teacher a question, the teacher will encourage the student to ask a peer who will be able to help. Children will become accustomed to helping each other, regardless of being the younger or older student in the classroom.

Students in mixed-age classrooms can represent quite a broad range of developmental levels, academic proficiency, and experience. RVC students will become comfortable being in a community with learners at all stages, and with this exposure, they will gain respect for individuals learning at their own pace. They will gain a greater appreciation for their own progress when they witness others being introduced to skills they themselves have learned previously, and they can envision where their learning will take them as they see what more experienced students are able to achieve.

Transdisciplinary Curriculum

The idea of transdisciplinary literally means beyond all the disciplines but connected to all the disciplines by a unifying issue or topic of inquiry. Basarab Nicolescu in *The Transdisciplinary Evolution of Learning*⁹ writes about a new kind of education for the 21st Century emphasizing four pillars:

⁹ http://basarab-nicolescu.fr/Docs_articles/AERA_April_1999.pdf

- Learning to know—This is the capability of making connections, adapting to changes, and knowing how to learn. Most notably, this refers to the inquiry-based approach to learning such as the scientific process or research and information fluency.
- Learning to do—Transdisciplinary learning is framed in the idea of project-based learning or performance tasks that demonstrate the ability to apply knowledge in a creative manner.
- Learning to live together—The interconnectedness of the world makes this aspect even more urgent for a need to be able to collaborate on a local and global scale.
- Learning to be—The life-long journey of self-discovery must be part of the process of learning.

Our students will enjoy conceptual learning from multiple perspectives. Transdisciplinary learning means that learning is presented without the boundaries of traditional subjects and across the disciplines wherever there are natural links. To accomplish this and help students to achieve deep learning, RVC teachers will frequently incorporate hands-on activities, project-based learning, field trips, visual and performing arts, and community events. The Common Core State Standards and related academic skills will form the basis of all instruction. Teachers will reflect together, adjusting instruction constantly to the learning needs of the students. Formative assessment will provide consistent, ongoing data on student progress and mastery of skills. When students are deeply engaged they will be more motivated to repeatedly practice academic skills and naturally gain greater competence. Studies comparing learning outcomes for students taught by project-based learning as compared to traditional instruction show that when implemented well, project-based learning increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills, and improves students' attitudes towards learning.¹⁰

Project-based learning is one of the seeds that will help to grow our progressive educational philosophy. Students will work independently or collaborate with partners or in small groups to ask questions, formulate hypotheses, research, propose and determine solutions, and present them articulately. Children will be active participants in the construction of their knowledge, and will become deeply engaged and motivated. Project-based learning helps students develop important 21st Century Skills, such as the ability to work in teams, solve complex problems, and apply knowledge from one lesson or discipline to others.

An example of a transdisciplinary unit of inquiry is the K/1st study of the Middle Ages. California State Social Studies standard K.6 #3 is “Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and

¹⁰ Strobel & van Barneveld, 2009; Walker & Leary, 2009; <http://www.edutopia.org/pbl-research-learning-outcomes> . “Project-Based Learning Research Review” (2012).

laws)". This might fall under a big idea such as "Information from human lives in the past informs decisions made today." Our K/1st students will hear and read stories from the Middle Ages, learn about social structures, write as if they are monks, investigate types of buildings and castles, build cardboard castles, make food and clothing from the era, create family crests and shields, explore how catapults function, build a wooden plow, plow a wheat field with it and harvest the wheat, visit San Francisco's Grace Cathedral to appreciate medieval architecture and tapestry, create faux stained glass windows, engage in mock jousting matches, assemble and share a medieval feast, learn songs and dances, and ultimately will create a simulated medieval village in which each student chooses, learns about, and plays the role of one type of citizen from that period and explains his or her character's job to adults who visit the village. Along the way, if a student has a particular interest in an aspect of this study, the teachers will encourage him/her to pursue it and teach others.

In-depth studies such as these will engage our students and help them to fully understand and investigate a topic over several months. We will incorporate many disciplines including math, writing, reading, science, art, music, and movement into the unit. Many language arts, math, science, and social studies standards will be addressed through similar transdisciplinary units.

Deep Learning Through the Gift of Time

Students will benefit from the flexible use of time during the school day and across the school year. Our students will have long learning blocks to facilitate in-depth thinking, conversations, collaboration, and creative projects. The RVC daily schedule will include instructional learning blocks of 1.5-2 hours, while maintaining more instructional minutes than are required by law. The students will also engage in long-term units of study and projects, lasting weeks or months, to go in-depth and integrate many subjects. While students may start at a surface level on a given subject, with more time, they will delve deeper into the subject, make more connections, and revise thinking. Eventually they will be able to fully "live" a topic, for example, in a simulation or hands-on field trip. That is when the deepest and most enduring learning occurs.

Focused attention can be expected when students are given time and choose relevant, meaningful learning. This approach supports what Csikszentmihalyi¹¹ calls the "flow state," in which learners become engrossed in learning without regard for time. Most schools do not have enough time to provide surface coverage of their entire curriculum, much less the time to allow students to get into the flow state necessary for content mastery.¹² RVC will have long blocks of time, and will give students the opportunity to return to projects and activities over many days or weeks in order to investigate topics deeply.

¹¹ Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*, Harper and Row, New York.

¹² Marzano, Robert J. (2003) *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development, Print.

Having two years in the same class is also a gift of time. Because teachers will have two years with each student, and the second year with the same teacher is when many students make tremendous growth, teachers will be able to allow children to develop at their own pace without the pressure of having only one year to get them ready for the next grade. The Northeast and Islands Regional Educational Laboratory at Brown University identified many benefits of this practice¹³, often called “looping,” including:

- Teachers gain extra teaching time. “Getting-to-know-you” time becomes virtually unnecessary during the second year.
- Teacher knowledge about a child’s intellectual strengths and weaknesses increases in a way that is impossible to achieve in a single year.
- Long-term teacher/student relationships improve student performance.
- Students have reduced apprehension about the new school year and the new teacher after the first year.
- Students reap benefits from time spent on developing social skills and cooperative group strategies in subsequent years.
- Looping permits students to get to know one another well, facilitating social construction of knowledge.
- Long-term relationships result in an emotional and intellectual climate that encourages thinking, risk-taking, and involvement.
- English language learners adjust to their new school and become comfortable with their teacher, developing confidence in their newly acquired language.
- Looping encourages a stronger sense of community and family among parents, students, and teachers.

Recess is an opportunity for children to relax and guide their activity in different ways. With long recess times—30 minutes mid-morning and 45 minutes for lunch and mid-day play—children will have time to get involved with a playground game, read a book, do a project, or engage in fantasy play. We acknowledge and respect the importance of play in optimal brain development.¹⁴ “Play is essential to the social, emotional, cognitive, and physical well-being of children beginning in early childhood. It is a natural tool for children to develop resiliency as they learn to cooperate, overcome challenges, and negotiate with others. Play also allows children to be creative.”¹⁵

Adults will also benefit from long periods of time to be creative and productive. Our master schedule will include clustered specialists so that students at the same grade span (i.e. 4th/5th grade) will have a rotation of classes (for example: PE, Art, Spanish) on the same morning. This will allow the teachers of that grade span to plan together for an uninterrupted, extended period every week while their students are rotating through

¹³ <http://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/looping.pdf>

¹⁴ Siegel, Daniel, M.D., foreword for Cozolino, Louis (2013) *The Social Neuroscience of Education: Optimizing Attachment and Learning in the Classroom*, WW Norton & Company.

¹⁵ Milteer, Regina M., et al. "The importance of play in promoting healthy child development and maintaining strong parent-child bond: Focus on children in poverty." *Pediatrics* 129.1 (2012): e204-e213.

those classes. In addition, students will have an early student release (1:15 pm) every Wednesday so teachers can meet from 1:30-4:00 pm. These long weekly staff meetings will allow teachers and the School Director to manage the weekly “nuts and bolts” as well as engage in deep conversations, do all-school planning, work in smaller groups to have discussions about individual students, analyze assessment results, and engage in professional development. Wednesday afternoons will be reserved for teacher meetings even during conference weeks because we highly value this collaborative working time. This time spent together will allow the teachers to improve student learning. More information about Professional Development for our teachers is found later in this section.

Educating the Whole Child

Our goal is for RVC students to be well-rounded human beings. We nurture not just their academic growth, but also their social, emotional, and physical growth and wellness.

Research shows that social-emotional learning (“SEL”) can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.’s recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated the following:

- Better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
- Improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
- Fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals
- Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal¹⁶

RVC will use likely the Toolbox social-emotional learning curriculum (published by Dovetail Learning, Inc.) to teach children twelve basic “tools” they can use to develop their innate abilities to cope with uncomfortable emotions, strengthen their social skills and resilience, and enhance their interactions with others. Teachers will remind students to use their “breathing tool” to center and calm themselves, or their “garbage can tool” to let go of insignificant irritations, for example.

Through regular class meetings, students will have the opportunity to process social and emotional issues, problem-solve, and resolve conflicts. Students will sit in a circle, and each child will get a turn to give input, ask a question, or give suggestions. In the lower grades, teachers will also use puppets to demonstrate challenging situations and

¹⁶ <http://www.casel.org/social-and-emotional-learning/outcomes>

how they might be handled. In the middle grades, students may use role-playing. By the time students are in the upper grades, they will have gained confidence in confronting uncomfortable situations and will be encouraged to use “I statements” and ask for what they need to resolve conflicts. Older students will be able to help younger students to negotiate interpersonal conflict.

Our teachers will devote attention to the emotional needs of individual students. They will contact parents when they feel that would be helpful, and will consult with our counselor to help when children need more assistance than the teacher can provide. RVC recognizes that our students’ emotional well-being greatly impacts their ability to learn.

We also recognize that children need regular physical movement and activity. Peter Strick, the Veterans Affairs Medical Center of Syracuse, New York, and his staff have traced a pathway from the cerebellum back to parts of the brain involved in memory, attention, and spatial perception. They have found that the part of the brain that processes movement is the same part of the brain that processes learning. Our classrooms will be set up to accommodate this. Children will not be assigned desks nor required to sit in one place for long periods. Rather, our classrooms will have a community gathering space, such as having the students sit in a circle on a rug and the teacher sitting with them, in order for the teacher to be more on the students’ level rather than a hierarchical figure standing above them from the front of the classroom. Sometimes children will sit in a circle in order to facilitate group discussions, and other times they will be focused on, and facing, the teacher for reading aloud or instruction. Sometimes the students will use white boards, notebooks, or clipboards at the rug, and other times they will use the various spaces around the room to work—tables, pillows, bean bag chairs, countertops, “invention centers” or “creation stations,” classroom library areas, and outdoor learning spaces. Children will be given freedom to choose where and with whom they’ll work at different times throughout the day. At other times, as appropriate, teachers may assign partners or groups or places to work.

Physical activity will be incorporated into the students’ learning by using movement games, activities, dance, yoga, and opportunities to be outdoors for a quick run or game. This activity will sometimes relate to a unit of study, and will sometimes be just for a “brain and body break” such as yoga stretches, freeze dance, or forming a physical “pretzel,” which helps to integrate both sides of the brain. Research demonstrates that physical activity and exercise improve cognition, including executive function, spatial tasks, reaction times, and quantitative skills.¹⁷

We understand the value and importance of nature, and incorporate outside learning when possible. For example, younger students may have an outside center as one of their choices, they may do a math game or activity outside, and they may take class walks to observe and appreciate the changing of the seasons or another science

¹⁷Medina, John (2009) *Brain Rules*, Pear Press. See also <http://www.brainrules.net/exercise>.

concept. Often, individual or small groups of students will choose to read, write, or work outside.

Connected Community

RVC students, teachers, and parents recognize that our deep community connection benefits students' lives and enhances learning. Each class will develop a strong familial-like bond that is reinforced with regular class meetings and discussions. Pairs of classes, one older and one younger, will be linked as buddy classes, with each child having one or two younger or older students who are their personal buddies throughout each school year. Students will get together regularly with their buddy classes, and those multi-age relationships may endure beyond the classroom, and even across many years.

Students will eagerly anticipate and fondly recall our annual school events and traditions. These will include the following events and activities:

- Critter Carnival, in which each class will create a performance to teach the students in all the other classes about living creatures they've been studying
- Pumpkin Carving, in which buddy pairs/triads will plan and carve a jack-o-lantern together
- Gratitude Feast, in which each class will prepare a part of a homemade-in-the-classroom meal featuring fall season ingredients that they will enjoy together, students paired with their buddies, including singing and expressing our gratitude to others at school
- Lunar New Year, in which K/1 students will create Chinese dragon head costumes and participate in a Chinese dragon dance accompanied on drums by older students
- Care Share, in which groupings of students from each class will tell each other about a community service project their class completed to help others
- End-of-Year "Moving On" Family Beach Day, when the whole community will come together to play, enjoy each other's company, and celebrate our graduating fifth graders with meaningful rituals

The students will feel a sense of security and joyful anticipation in the repetition of these annual traditions, and they will experience them differently at each age and stage of academic development. The younger students will grow to appreciate the significance of these events, and will look forward to taking on a larger role as they get older, such as creating their own presentations for Critter Carnival, or serving the younger students soup at the Gratitude Feast.

Our annual Open House will be a significant, live-your-learning event in which students in each class transform their classroom into a live simulation of the topic they have been studying and share it with the adults in their lives. Open Houses may include a medieval village, an ancient Hawaiian village, an ocean ecosystem, the National Parks system, an Australian ecosystem, a rainforest, a Gold Rush town, or Colonial Williamsburg.

Students will dress in character, create scenes with props, and welcome visitors into the world they have studied and created. By sharing their knowledge about their individual roles during one-on-one interactions with the visitors, they will deepen their own understanding of the information they have learned.

Parents and teachers will collaborate in the planning and implementation of many of these community events. At our spring Parent Party, parents and teachers will gather to share their talents through performances and exhibits, as well as eat, dance, and enjoy each other's company. Students will benefit from the community that their parents and teachers cultivate.

Parents will be an integral part of the RVC community. The first and most important connection is between the parent, the student, and the teacher. Since this relationship is a two-year relationship for each child, teachers will have the opportunity to understand, with considerable depth, the parents' perspective and insights into their students and their learning preferences and needs.

We will also welcome and encourage parent participation in any aspect of the school that they find of interest. Parents may participate in the life of the School in a variety of different ways depending on what works for them. Some parents may serve on the Charter School's Board of Directors, helping to shape the future of the school. Others may serve on the Leadership Council, assisting with the day-to-day functioning of the school.¹⁸ There will be no requirement for participation. Typically, parents become involved because of the satisfaction they receive from being connected and part of the small learning community.

Some parents may help out regularly in the classroom (e.g., weekly, every other week, monthly), working with students and/or supporting the teacher. Teachers will give orientation meetings so parents will know how the classroom functions and how to assist children, in order to be informed participants in the classroom. Parents may also enrich classroom experiences by sharing their own skills, interests, and professional knowledge in areas such as engineering, natural sciences, design, yoga, meditation, arts, crafts, cooking, sewing, gardening, woodworking, and more. Some parents may assist with projects focused on specific classrooms or the entire school, class plays and events, or Open House events; some may drive on field trips; others may do committee or project work at home. We acknowledge that some parents will not be able, or will choose not, to participate. Volunteering will not be a requirement or expectation.

We realize that some parents, particularly those whose primary language isn't English, may feel intimidated about participating in school events or activities or helping in the classroom. Our Family Outreach/Support Coordinator will provide parents with the

¹⁸ Educational experts recommend, based on research results, that parent involvement in schools should include decision-making. Recommended frameworks for parental involvement in schools "Include families as participants in school decisions, governance, and advocacy activities." Epstein, J.L. and K. Salinas. 1992. School and Family Partnerships Encyclopedia of Education Research, 6th edition. New York: Macmillan.

support they need to engage in school events and activities of their choosing if at all: support for translation, child care, or timing of activities can make the difference between a parent being able to participate or not.

A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002), is a synthesis of research on parent involvement over the previous decade. It found that, regardless of family income or background, students with involved parents are more likely to achieve the following:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to post-secondary education

This research is supported by subsequent studies as well. In its 2008 policy brief, the National Education Association (“NEA”) indicated: “Researchers note that strong school-family-community partnerships foster higher educational aspirations and more motivated students.” The NEA continued to state: “Successful school-parent-community partnerships are not stand-alone projects or add-on programs but are well integrated with the school’s overall mission and goals. Research and fieldwork show that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success.” Our experience has shown that beyond these benefits, parents often truly enjoy helping at school, and they develop positive relationships with children that last for years.

Authentic Assessment

The RVC teachers will employ many methods to maintain awareness of and assess what students have learned. Teachers will carefully observe their students in action as they work and play to know what skills they have developed and where they need support. Worksheets will not be used to determine our students’ proficiency in reading and writing; instead, children will spend a lot of time reading and writing, as teachers observe and guide them, using informal formative assessments to determine and plan for next steps in learning. Teachers will also do regular formal reading and writing assessments. More specific information about assessments is found in Element 3.

Much of our students’ work will be based around projects. During project work times, teachers will continually assess students as they work individually, with partners, and in groups. Often at the end of a unit of inquiry, students will have an individual component of the project, such as a writing assignment or individual presentation or display, so teachers can assess individual students’ learning and growth as well as their ability to work collaboratively with others.

Students and teachers will maintain a portfolio of each child’s work throughout their years at RVC. Students and teachers will choose items to be placed in their portfolios and reflect on their experiences and growth during the school year. At year-end portfolio

review conferences, students, teachers, and parents will have an opportunity to reflect on and appreciate that year's growth and set goals for the next year. Graduating fifth graders will take home their portfolios as a representation of their growth and development during their elementary years.

Collaboration and Collective Responsibility

Collaboration will be important on many levels at RVC. We will help students from a young age to develop the skills involved in collaborating, as they work together building with blocks, doing art projects, engaging in fantasy play, and participating in learning centers. They will continue to develop these skills as older students by participating in partner work and small-group projects. We will help students to process what worked well and what was challenging about working with others, and students will reflect on how their group functioned and what their role was in the group. Regarding student collaboration, research has shown that "When efforts are structured cooperatively, there is considerable evidence that students will exert more effort to achieve (learn more, use higher-level reasoning strategies more frequently, build more complete and complex conceptual structures, and retain information learned more accurately), build more positive and supportive relationships (including relationships with diverse individuals), and develop in more healthy ways (psychological health, self-esteem, ability to manage stress and adversity)."¹⁹

Teachers will model collaborative skills for children, and will discuss these skills explicitly while debriefing group work during projects and during class meetings. Students will develop their communication and interpersonal skills with practice working and playing together. Particular skills we will focus on include the following:

- Listening to and acknowledging the feelings, concerns, opinions, and ideas of others
- Sharing information, ideas, and suggestions
- Seeking input from others
- Expanding on the ideas of a peer or team member
- Sharing credit for good ideas
- Acknowledging others' skills, experience, creativity, and contributions
- Stating personal opinions and areas of disagreement tactfully
- Listening patiently to others in conflict situations
- Defining problems in a non-threatening manner
- Supporting group decisions even if not in total agreement
- Asking for help in solving problems
- Checking for agreement and understanding
- Notifying others of changes or problems in a timely manner

¹⁹ Johnson, DW & Johnson, RT (1999). "Making Cooperative Learning Work", Theory into Practice, College of Education, The Ohio State University.

- Making procedural suggestions to encourage progress towards goals

RVC teachers and parents will also collaborate in many ways as described above in the Connected Community section.

The RVC teachers will cherish time spent meeting together and collaborating. They know that they will become stronger teachers when they share ideas, help each other to problem-solve situations in their classrooms, discuss student needs and progress, and push each other to live up to the high standards they have set for themselves and their students. As a small staff, they will take the approach of “it takes a village to raise a child” and will consider their students to be everyone’s responsibility. They will keep an eye on children throughout the years, they will share information about them and their families that may be helpful, and they will celebrate students’ achievements and progress together. The Commission on Effective Teachers and Teaching reported that:

Effective teaching centers on a continuous professional learning cycle: planning, practice, implementation, reflection, analysis, and modification of practice.... We envision a profession in which teachers share responsibility for the development and implementation of a rigorous curriculum and multiple assessments of student learning. Collaboration and collegiality must become central to our daily practice.... [We call for schools to recognize that] supporting teacher collaboration promotes student learning....We call upon our fellow teachers to engage as active participants in collegial professional growth by giving and receiving feedback about teaching practice and student learning, by sharing instructional practices, and by regularly visiting other classrooms.²⁰

Because teacher collaboration time is so highly valued by the RVC community of teachers and parents, we will structure our weekly school schedule to allow for clustered specialist classes so teachers at the same grade span will have common planning time each week. The schedule will also allow for extended teacher meeting time every Wednesday, even during conference weeks. The agendas for the Wednesday meetings will be planned by the teachers in collaboration with the School Director.

We also value parents and teachers collaborating together on behalf of the children. The National Parent-Teacher Association identifies shared power as an important factor in developing family-school partnerships, suggesting that families and schools mutually accept their responsibility as “equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.”²¹

²⁰ Commission on Effective Teachers and Teaching report to the National Education Association 2011. “*Transforming Teaching: Connecting Professional Responsibility with Student Learning.*”

²¹ Parent-Teacher Association, “National Standards for Family-School Partnerships.”
http://www.pta.org/files/National_Standards.pdf.

Differentiation

Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is rather than expecting students to modify themselves for the curriculum²².

In multi-age classes, there is a built-in element of differentiation; with a two-year age span, teachers understand that the students will be at different developmental stages and they must meet students where they are developmentally. Indeed, because of this significant span in ages, the imperative for implementing differentiated approaches is "hardwired," with the curriculum and teaching approaches reflective of this dynamic.

An example of differentiation is when our students will do independent reading sessions as part of our Reading Workshop. Students will choose books of their own interest and at their own independent reading level, as determined by individual assessments. The students might all be reading books from the same genre, such as Historical Fiction or non-fiction books, but each student will read a book at his or her own appropriate reading level. During Writing Workshop, students might be writing in the same genre, such as personal narrative or persuasive letters, but they will be focusing on different skills according to their own development, and may choose their own topic within a genre. We will expect children to progress at their own rate, and we will guide and support them along the way. For example, teachers will work one-on-one or in small groups with greater frequency with readers who are reading below grade level. Teachers will check in more often with struggling writers during Writing Workshop and offer guidance and instruction at their developmental level. Although we will meet students where they are developmentally, our goal is to support all students so they are able to meet or exceed the expectations of the Common Core.

Teachers will also organize centers, in which different activities will be happening in a class at the same time. Often these activities will be open-ended, so children can access them different levels, and either a teacher or a parent will be available at centers to provide support so that students can work at their appropriate level. Students may stay at a center for as long as needed to complete a task then move on to another center when they are ready. Working in centers will help students to gain confidence and independence so that when they reach the older grades, they will be able to manage their time while working independently or with a partner or small group. Students will learn to do what is needed to accomplish a task, and take initiative, without awaiting instruction from a teacher.

In the older grades, students will often work in collaborative groups to do research, create a project, and prepare to present their learning to others. Students may

²² Hall, Tracey. "Differentiated instruction." Wakefield, MA: National Center on Accessible Instructional Materials (2002).

contribute to the group effort by reading aloud text to the others, taking notes, having discussions, creating a poster or Prezi or other visual presentation, making a model, writing a song, making costumes, etc. Each group will approach their task based on the strengths and abilities of the students in the group, so the work will be naturally differentiated.

In addition, students may experience that their peers are growing at different rates and they may be at a different stage than others in their class. This situation is typically accepted and embraced in multi-age classes, so competition and comparison is diminished. Rather, children will be encouraged to focus on and celebrate their own growth and improvement. Students will be taught that their intelligence can be developed through effort. They can focus on improvement instead of worrying about how smart they are in relation to their classmates. They will be encouraged to work hard to learn more and get smarter. They will learn that the goal is not immediate perfection; it is about learning something over time: confronting a challenge and making progress. Research has shown that students who learn this “growth mindset” show greater motivation in school, better grades, and higher test scores.²³ A brief explanation of what a growth mindset school looks like is in Appendix J. The MAP teachers have found that because they have celebrated students’ effort and progress, children seem to feel safe and relaxed in the classroom, and are able to appreciate the successes of themselves and others without as much feeling of competition. When students are able to focus on their own learning, they can make more growth.

The Common Core State Standards include a series of rigorous expectations for students in each grade level, and thereby provide benchmarks as to where students ought to be. These standards have become targets for all students to meet or exceed in our differentiated classes. Teachers will use a variety of assessment data to identify students that need additional support in order to reach the standards, and work with them individually and in small groups frequently and with targeted instruction.

Cultural Competency

The founding members of RVC are committed to the ongoing process of fostering the awareness, attitude, knowledge, sensitivity and skills necessary to attain cultural competence. We define cultural competence as the will and ability to create, nurture, and sustain authentic relationships across differences.²⁴ By adopting standards, policies, practices, and attitudes that support cultural competence, RVC intends to create a community that genuinely embraces diversity and values difference.

As a starting point, we believe it is critical to examine our own perceptions, prejudices, and biases. RVC stakeholders will use the following scale of cultural competency²⁵ to reflect on current levels of competency, and will engage in professional development

²³ <http://www.mindsetworks.com/webnav/whatismindset.aspx>

²⁴ Adapted in part from national diversity educator Gary Howard

²⁵ Culturally Proficient Inquiry: A Lens for Examining Educational Gaps by R. Lindsey, Stephanie Graham, R.C. Westphal and C. Jew. Published 2008 by Corwin Press

from E3—Education, Excellence, Equity, or a similar organization, to embark on a critical inquiry process about the impact of educational content, pedagogical methods, and assessment measures when working with a diverse population of learners.

Figure 1.1 The Tools of Cultural Proficiency

The Essential Elements					
<i>Standards for Planning and Evaluating</i>					
<ul style="list-style-type: none"> • Assess Culture: Identify the cultural groups present in the system. • Value Diversity: Develop an appreciation for the differences among and between groups. • Manage the Dynamics of Difference: Learn to respond appropriately and effectively to the issues that arise in a diverse environment. • Adapt to Diversity: Change and adopt new policies and practices that support diversity and inclusion. • Institutionalize Cultural Knowledge: Drive the changes into the systems of the organization. 					
Cultural Proficiency Continuum					
<i>Change Mandated for Tolerance</i>			<i>Change Chosen for Transformation</i>		
Destruction	Incapacity	Blindness	Pre-competence	Competence	Proficiency
<i>Eliminate differences.</i> The elimination of other people's cultures	<i>Demean differences.</i> Belief in the superiority of one's culture and behavior that disempowers another's culture	<i>Dismiss differences.</i> Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures	<i>Respond inadequately to the dynamics of difference.</i> Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups	<i>Engage with differences using the essential elements as standards.</i> Using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices	<i>Esteem and learn from differences as a lifelong practice.</i> Knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments. Advocating for others
<i>Reactive Behaviors, Shaped by the</i>			<i>Proactive Behaviors, Shaped by the</i>		
Barriers			Principles		
<ul style="list-style-type: none"> • Unawareness of the need to adapt • Resistance to change • Systems of oppression and privilege • A sense of entitlement 			<ul style="list-style-type: none"> • Culture is a predominant force. • People are served in varying degrees by the dominant culture. • There is diversity within and between cultures. • Every group has unique culturally-defined needs. • People have personal identities and group identities. • Marginalized populations have to be at least bicultural. • Families, as defined by culture, are the primary systems of support. • The diverse thought patterns of cultural groups influence how problems are defined and solved. • The absence of cultural competence anywhere is a threat to competent services everywhere. 		

This inquiry process will help us to identify achievement and access gaps. The resulting honest and insightful discussions will lead to the adoption of actions and practices to help us meet the needs of traditionally underserved populations.

Culturally proficient educators understand that underperforming students have been underserved by the educational system. Conversations must shift from how students are underperforming to how stakeholders are underserving students and families. This shift is the first step in developing a pedagogy for closing the gap.

We believe that all students benefit when learning with and from people with different cultural and socio-economic backgrounds. We plan to do outreach and build community relationships to encourage more ELL students and families to enroll in RVC. Additionally, promotional materials will be designed to attract families who value diversity and inclusiveness.

We will select, develop, and implement curriculum that reflects diverse perspectives and languages and provides inclusive, accurate portrayal of historical events and cultural groups. Teachers will encourage students to share their values and heritage and take pride in their cultural traditions. Students will be engaged in conversations and study to promote and develop their understanding of social justice issues. Furthermore, RVC students will take Spanish classes from kindergarten through fifth grade, which will include an appreciation of Spanish-speaking countries around the world.

RVC educators will strive to stay informed about, and sensitive to, the cultural needs of its students. We will encourage communication and participation by all parents to create shared expectations for educational success.

Choice

When people have the opportunity to make choices, they tend to be more invested in the outcome. Research has shown that having choice has positive effects on general well-being, behavior and values, and academic achievement.²⁶

“Different kids do best in different kinds of environments.... Indeed, having a choice of schools is critically important. It is also important psychologically, as parents and students who are able to choose their school have a deeper level of commitment to the school. The have chosen to be a part of a community,” according to Tony Wagner, author of *The Global Achievement Gap*.²⁷

RVC values choice on many levels. Our parents will choose to send their children to RVC. Our teachers will choose to teach at RVC, and will have flexibility in how they

²⁶ <http://www.alfiekohn.org/teaching/cfc.htm>

²⁷ Wagner, Tony. *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need--and What We Can Do About It*. New York: Basic Books, 2008. Page 229.

address the Common Core State Standards. Our students will have choice during a typical school day: where to sit, with whom to work, what books to read, what supplies to use, how to show what they've learned, how to teach each other, how to handle situations while working and playing with other children, what to make during Maker Time, etc. as well as which examples of work they'll place in their portfolios at the end of the year. We feel that regular opportunity to make choices empowers our students to be active, thinking participants at school, not passive recipients of knowledge.

Here are examples in which we will allow student choice in curriculum, learning, and classroom structure:

- At the beginning of each school year, students will participate in developing class agreements on behavior.
- During units of study, students may choose a particular aspect of a topic they want to learn more about.
- Each class will have regularly scheduled Maker Time so children can choose what project they'd like to work on, either individually or with others.
- Students often will have choice in how they will present what they've learned at the end of a unit of study (write a poem or essay, develop a skit or song, create a piece of art, etc.).
- Within Writing Workshop, students will be given choice on the topic they'll write about within a particular genre.
- Within Reading Workshop, students may choose the books they read.
- Students often will generate a list of ideas or options from which they make a choice. For example, students might choose the role they might assume in a period study such as the Middle Ages or Colonial America, a national park they want to learn more about, a poet they want to study, or organizations for which they could fundraise for or support the Care Share project.
- 4th/5th grade students will take turns being the class "cooks" and they will choose what they will make for a class snack on Fridays.

As Constance Kamii, noted professor of early childhood education at the University of Alabama at Birmingham, has written, "We cannot expect children to accept ready-made values and truths all the way through school, and then suddenly make choices in adulthood. Likewise, we cannot expect them to be manipulated with reward and punishment in school, and to have the courage of a Martin Luther King in adulthood."²⁸

Educational expert Alfie Kohn has stated, "One way to judge the quality of a classroom is by the extent to which students can participate in making choices about their learning. The best teachers know that children learn how to make good decisions by making decisions, not by following directions. Students should have something to say about what they're going to learn and the circumstances under which they'll learn it, as well as

²⁸ Constance Kamii, "Toward Autonomy: The Importance of Critical Thinking and Choice Making." *School Psychology Review*, vol 20, 199 p. 387.

how (and when) their learning will be evaluated, how the room will be set up, how conflicts will be resolved, and a lot more.”²⁹ We believe it is important to allow children to make developmentally appropriate choices whenever possible to build that capacity and prepare them for adulthood.

Service Learning/Action

When students have understood a new concept or learned new skills, they demonstrate their understanding through taking action on what they have learned. This action often has a goal of applying the learning in the service of another person or group. Thus RVC students will choose a class action each year as a result of their learning, which takes the form of a community service. Hart’s Ladder of Participation³⁰ describes student-initiated action, supported and developed with adults, as the ultimate goal of community service, where a goal is to steer away from simply raising money, toward the performance of a true service.

Our students will have the opportunity each year to work on a project to help other people, animals, or the earth. The students in each class will discuss possible options so when a decision is made, they are likely to feel invested.

Classes may choose service actions such as the following examples:

- Make items to be given away (pillows for Alzheimer’s patients, care kits and scarves for local homeless shelter residents, chew toys for dogs at Marin Humane Society)
- Visit local senior centers to sing to and visit with the residents
- Collect books for a low-income school in San Rafael
- Collect shoes for local residents and children in Nicaragua
- Collect bikes and scooters for local children in need
- Participate in a broom pull at the Marin Watershed District

RVC would like to establish relationships with local agencies and organizations such as The Canal Welcome Center or The Cedars to encourage future service learning. These activities provide real, meaningful assistance to those in need, and will help our students recognize their role as caring citizens of the world.

²⁹ Kohn, Alfie. 2006. *The Homework Myth*. Cambridge: Da Capo Press, at page 178.

³⁰ <https://llk.media.mit.edu/courses/readings/participation-ladder.pdf>

Map Educational Program Data

Standardized test results are one method of assessing student achievement. Although MAP has placed more of an emphasis on authentic assessments and performance tasks than “fill in the bubble” tests, MAP students have performed similarly to other students in the District. In the past three years for which data are available, MAP students had the following results on the California Standards Tests (“CST”).

Math: Advanced or Proficient

	2010-2011	2011-2012	2012-2013
MAP wide	80%	83%	84%
RVSD	81%	83%	80%

English-Language Arts: Advanced or Proficient

	2010-2011	2011-2012	2012-2013
MAP wide	77%	87%	78%
RVSD	86%	86%	84%

Middle School Data

MAP students have adjusted well when they move on from 5th grade into White Hill Middle School. As a snapshot of how MAP students have transitioned to a traditional middle school setting, here are the 2013-14 fourth-quarter grade point averages (GPAs) of former MAP students who were in the program for at least 4th and 5th grade. Most former MAP students were in the 3.0-4.0 range and earned GPAs higher than the White Hill Middle School average.

GPA	Greater than 3.50	Greater than 3.00	Greater than 2.50	2.49 or lower	Total Students
Former MAP students	74.2%	88.7%	98.4%	1.6%	62
All White Hill Students	66.5%	84.4%	94.1%	5.9%	675

Curriculum and Instruction

Ross Valley Charter will teach K-5 students to work with confidence, persevere, and take risks in a place where teachers and the whole community believes in their ability to be creative collaborators, fully able and equipped to develop into thoughtful, engaged citizens who are leaders and innovators in our 21st century world.

Basic skills in language arts and math will be learned and reinforced using classwork that is inherently interesting to the children whenever possible. Skills and knowledge will be relevant and meaningful for students so they experience and acquire a love of learning.

The curriculum in our multi-age classrooms will be flexible and open-ended enough to address the wide range of developmental abilities, learning styles, and interests of students while meeting Common Core State Standards. Creativity, adaptability, imagination, and working collaboratively will all be called upon to create songs, skits, poetry, dance, art, games, and other audience-interactive representations of students' knowledge. Students will teach each other on a regular basis, so they need to know their subject matter well. Teachers will collaborate on curriculum and instruction practices to ensure consistency over the six-year program.

Classroom Physical Environment

Each classroom will have a similar physical look in many ways. Each classroom will have a central gathering space where students may sit in a circle with the teacher. This area will be used for direct instruction, class meetings and circle times, read-alouds, and class discussions.

Students will not have individual desks. Instead, there will be tables where students work with partners, in small groups, or individually. During some times of the day, students may be assigned to tables, but the majority of the time students have the freedom to choose where they would like to work. Comfortable spaces such as large pillows, bean bag chairs, couches, and the carpet may be chosen by kids as working and playing areas.

Materials and supplies will be shared by students in each class. There will be a central area with pencils, paper, scissors, rulers, etc. supplied with the expectation that students can retrieve what they need when they need it and return it when they are finished. There also will be ample art supplies (markers, crayons, oil pastels, colored pencils, glue sticks, construction paper, paint, fabric, etc.) available for students to use as needed. K/1st and 2nd/3rd grade classes will also have "creation stations" stocked with a variety of materials such as cardboard tubes, cardboard boxes, egg cartons, pipe cleaners, corks, popsicle sticks, and other small recyclable materials available to the students to make their creations during Maker Time and as part of their academic learning.

Teachers' Role

RVC teachers will interact with children based on the understanding that they are active seekers of information and not passive absorbers of knowledge. Teachers will expect children to work to construct their own meaning and understanding of information and make connections. The teachers will create an environment that supports students in making choices and decisions so that they are actively engaged in their learning. This will lead them to be invested and to realize the power and joy of learning, contributing to an interest in lifelong learning.

RVC teachers will function as highly motivated guides, facilitators, and coaches. They will act more as a “guide on the side” than a “sage on the stage.” They will support student learning by presenting students with a question, problem, or situation, to work on together, puzzle it out, research, make mistakes, and continue trying. Teachers will provide support and resources, ask questions, and encourage dialogue. They will also facilitate discussions regarding process and collaborative skills. Teachers will encourage students to question and wonder about things, seek information, make connections, and support each other. Teachers will be on the lookout for students with a special interest in a topic that they might like to pursue individually, and will help to make time available for that pursuit.

The teachers' educational goals will include fostering the students' creativity and curiosity, self-reliance, social responsibility, artistic expression, critical thinking, and collaboration skills. The RVC's curriculum, philosophy, and instructional methodology encourage the students to behave responsibly and appropriately in the classroom, at home, and in the community.

The teachers will often use Project-Based Learning (“PBL”), a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Essential elements of PBL include the following:

- Significant Content—At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
- 21st century competencies—Students build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.³¹

Two of the founding teachers have attended multi-day trainings in project-based learning, and plan to use its theories and practices at RVC.

Our teachers will integrate and differentiate curriculum and instill life-long learning habits by encouraging students to look for the larger meanings in everyday events. Students

³¹ Buck Institute of Education website: www.bie.org

will often realize that new information from other curricular areas is helpful in making their current understandings more profound, and teachers will help them to see the connections between different aspects of a topic, or different topics altogether.

RVC believes that empowering teachers is critical as a strategy for implementing the Common Core State Standards. The Center for American Progress³² makes the following recommendations to districts implementing the standards:

- Create teacher leadership roles at the classroom, school, and district levels.
- Allocate time for teachers to collaborate.
- Create systems for embedded teacher professional development.
- Give teachers an active role in the selection and development of Common Core instructional materials.

RVC teachers will be expected to embrace the Common Core State Standards and will be given time and resources to do so.

English-Language Arts

RVC will have a well-developed, content-rich curriculum that will be consistent with the expectations in the Common Core State Standards (CCSS) in English Language Arts and Literacy. Our balanced literacy approach will serve the needs of all readers, from emerging to fluent, in grades K-5. Using resource books by experts in comprehensive literacy instruction such as Lucy Calkins (Pathways to the Common Core, 2012 and The Art of Teaching Reading, 2000), Patricia Cunningham, (Phonics They Use, 2004), Fountas and Pinnell (Guided Reading, 1996), and Donald R. Bear, et.al (Words Their Way, 2011), we will educate children with rich, literacy-based instruction. As students progress from “learning to read” to “reading to learn,” they will be exposed to greater amounts of informational reading through nonfiction texts in content areas across the curriculum. Students will learn to identify key ideas and details, appreciate the craft and structure of various texts, and integrate knowledge and ideas within a range of texts. The text types used in our classrooms will include stories (folktales, legends, fables, fantasy, myths, novels, etc.), drama (scripts), poetry, nonfiction, historical fiction, and scientific and technical texts.

Teaching guided by the expectations of the CCSS ensures that students will gain adequate exposure to a range of fiction and non-fiction texts and comprehension tasks. Students advancing through the grades will read grade-appropriate and increasingly complex texts, as outlined in the CCSS and further develop skills and understandings mastered in preceding grades.

³² <https://www.americanprogress.org/issues/education/report/2015/04/28/111762/teacher-leadership/> ; April 28, 2015

Reading

Five out of six founding teachers have been trained at the Lucy Calkins Reading and/or Writing Institutes, Teachers' College, at Columbia University in New York. Our students will be guided by a consistent, common language for our approach to teaching reading and writing throughout the grades. For example, when we ask our students to choose a book at their "just right" level, they will know what we mean, no matter which grade they are in. Each classroom will have a well-stocked library, which will be leveled consistently using Fountas and Pinnell levels throughout grades K-5.³³ Students may visit other classes if they are looking for a particular book or author that their classroom doesn't have, and we will regularly add new books to our libraries to keep them up-to-date. Given that each teacher will read with and assesses our students' growth frequently over the two-year period in their classes, the teachers will be able to address students' needs on an individual level. Teachers will also keep records throughout each student's years in elementary school to observe their growth over time, and will discuss a student's progress with previous or subsequent teachers if that is needed.

Our goal is for each student to read at or above grade level. Teachers will systematically and explicitly teach decoding and comprehension skills throughout the grades, and will help to increase students' vocabulary through reading aloud, previewing new vocabulary, and reading with students individually and in small groups. We will teach students how to use context, as well as using roots and affixes, to derive word meanings. We also teach students to monitor their comprehension by going back to the text, using graphic organizers, and highlighting and annotating what they're reading to prepare for discussions. We will emphasize teaching students to gather evidence from a text to support a claim.

Teachers will monitor students' reading levels by assessing them several times each year, and will give additional focused instruction to students who are below grade level. They will encourage students to read books at their independent reading level to increase the volume of books they read and to increase fluency. They will also choose texts that are slightly above students' independent reading level to read closely with support, sometimes reading a text several times for different purposes. Teachers will support students who are struggling readers to ensure that they have access to the increasingly complex text that is expected at each grade level as part of Common Core.

During Reading Workshop, teachers will give a small mini-lesson on a topic upon which they are focusing (some examples: how to find a "just right" book, the elements of a particular genre like historical fiction, close reading of a non-fiction text). Then students will read independently for an extended, uninterrupted period of time (with reading times increasing as the students progress through the grades), while teachers confer with individual or small groups. All teachers will spend time at the beginning of the school year to ensure children understand the expectations of independent reading time so that students are focused on their reading and the teacher is able to work with students

³³ <http://www.fountasandpinnelleveledbooks.com/>

without interruption. Classes will work on building stamina so they can read for increasingly longer periods of time as the year progresses. At the end of Reading Workshop sessions, students may gather, have a conversation with their reading partner, share examples they have noticed in their own reading that connects to a focus area, or do some writing about their reading.

Each student will have a reading partner at a similar reading level, and they will talk regularly to discuss and compare various elements of their books. Students will sometimes read in book groups—several children with either the same or similar books, which they will then discuss.

Informational (non-fiction) texts will be read both during independent reading time, as part of transdisciplinary units, and read aloud by the teachers. Often during a unit of study, students will read both fiction and non-fiction texts related to the topic. Students will be specifically taught how to read informational texts, focusing on text features such as the table of contents, glossary, index, graphics, and maps, as well as text structures such as problem/solution, cause and effect, compare/contrast, and time sequence. Teachers will also focus on academic vocabulary that appears in a variety of content areas. By third grade, about half of the reading students will do at school will be non-fiction. Informational books and articles are an excellent source of grade-level appropriate complex texts that students will read regularly. Students who are reading below grade level will be supported so they can access these more challenging texts.

Teacher read-aloud time will be a very important part of our reading curriculum. Teachers will choose books or articles to read aloud to their classes that will complement their Science or Social Studies curriculum, demonstrate an author's craft, or simply provide the pure joy of experiencing a great story, and nurture a love of books. Read-alouds will often be interactive, with the teacher pausing to ask questions. Students then will "turn and talk" to their reading partner about their thoughts, which will typically require higher-level thinking and inference, not just basic comprehension. Often these questions and responses will lead to fascinating class discussions, and sometimes individuals will be inspired to read more books in the series or more books by the same author, to learn more about a particular topic, or re-read the book on their own. In the lower grades, read-alouds will typically be picture books. As the children get older, a variety of picture books, novels, poetry, and non-fiction books will be read aloud to them. It will be a treasured time of day for students and teachers, helping to teach valuable literacy skills, and contributing to our students' love of reading.

Some classes will perform a play based on what they are reading, further deepening their understanding of the character, setting, dialogue, and interactions between characters. These plays may be performed for other classes, as well as for family and friends, and some may include elaborate costume and set-making, while others will be simpler. Some older students may write scripts for plays, which their classmates will perform.

In the upper grades, classes will sometimes focus on a particular genre. For example, for a month, a 4th/5th grade class might focus on historical fiction. The teacher will read

aloud an historical fiction novel and the class will discuss the story, and also analyze the techniques the author employed to combine accurate historical information with fiction. Individual students will then choose historical fiction stories to read on their own or with a partner. They will discuss them, write about them, and apply what they've learned about the genre of historical fiction to the book they have chosen. There might also be other activities, such as doing artwork related to their book or time period, making a class timeline showing when different stories took place, dressing as a character in their book and having a "tea party" so they can interact with other characters, etc. At the end of a genre study, students will be asked to write a reflective piece, with the hope that they would like to read more books in that genre on their own.

Writing

RVC will implement a rigorous and coherent writing curriculum in which students will gain mastery of a range of skills and applications in all aspects of language use, including vocabulary, grammar, written conventions, and the development and organization of ideas. As mentioned above, five of the six founding teachers have attended teacher training at the Lucy Calkins Writing Institutes, Teachers' College, at Columbia University in New York. Our students will benefit from a consistent and common language for our approach for teaching writing throughout the grades. All students in grades K-5 will learn to write different text types appropriate for different purposes and audiences. Each year, students will write opinion pieces, information pieces, and narrative stories. We will use the Lucy Calkins Units of Study, which are CCSS-aligned. Students in the middle and upper grades will have writing partners with whom they share their writing and give/receive feedback. Teachers will guide students on how to help their partners to improve their writing.

RVC students will be taught how to cite multiple sources in their writing. They will read several books, articles, or websites on a particular topic and take notes, then create informational pieces and opinion pieces, citing evidence from the texts to defend their claims. Using sources and explaining their significance is crucial to constructing well-defended arguments. Students will also be taught to cite from the text while speaking and writing about stories they have read. For example, a student may claim that a particular character is responsible, and will cite several examples of the character doing responsible things as evidence.

When students write stories, they may also include information they've obtained from various sources. For example, a student may write a story with a dolphin as a main character, and would read articles or books about dolphins in order to describe the dolphin and its habitat and actions accurately.

During Writing Workshop, the teacher will start with a mini-lesson about a particular focus (some examples: writing from left to right across the page and continuing on the next line, the proper use of punctuation in dialogue, types of leads in persuasive essays, revising for consistency in voice). During the mini-lesson, students might practice that particular skill individually, with a partner or as a whole class, and then they will proceed with extended periods of uninterrupted writing. The teacher will confer with individual

students or work with small groups of students on a particular aspect of writing. At the end of the workshop, students may gather as a group to wrap up the session, and perhaps share their writing with a partner or the whole class.

At the end of a writing unit, students will celebrate their growth by publishing a piece of writing they have taken through the stages of pre-writing, drafting, revising, editing and publishing. Often, classes will have celebrations presenting an opportunity to read or listen to each other's pieces.

In the lower grades, students will use the Handwriting Without Tears program to learn proper handwriting techniques. By third grade, they will transition from printing practice to cursive practice. In the upper grades, students will do a majority of their writing on computers. They will use Google docs so their writing can be shared with their teacher or writing partner for comments and editing. They will learn proper keyboarding starting in 2nd/3rd grade, and increase their knowledge of word processing during 4th/5th grade so they graduate with the ability and stamina to produce strong pieces of writing on the computer.

All classes will write poetry. In upper grade classes, this will occasionally become a major focus, with a culminating poetry evening. Families will be invited to attend this cafe-style gathering where students take turns reading individual poems they have authored, and groups will recite poems by well-known authors.

Writing will often be integrated into larger units of study. Students may do research and write informational pieces on science or history topics, or they may write opinion pieces about what they are studying. Some students will choose to share their learning with the class by writing short skits or creating posters that include written pieces.

Class time will be devoted to writing being used in authentic ways in which students can apply it to real-life situations and diverse audiences. Students might write a letter to a character in a book or to the author of a story, they may create newsletters about the activities in their classrooms, they may write to friends and relatives in other states to learn about their region, and some students may write plays, fictional stories, and poetry on their own.

Speaking and Listening

Students will have many opportunities to practice speaking and listening. They will participate in collaborative conversations with diverse partners (one-on-one, older or younger buddies, small and large groups). They will follow agreed-upon norms for discussion such as take turns speaking, listen to one another, build upon others' talk by responding to comments of others, and ask questions to clear up any confusion.

Students will frequently become "experts" in a wide range of diverse assigned and/or chosen topics that they research, become knowledgeable about, and then present orally to the class. Sometimes that will be done as part of a group, and other times students will do individual presentations.

In the upper grades, students will focus on an area of their individual interest. Students will research their interest to learn even more, write about it, and plan and carry out a lesson about it with a small group of classmates.

All RVC students will have opportunities to act in plays each year. Theatrical performances will be an integral part of our children's experiences, and students will experience several different approaches throughout their K-5 years. In K/1st grade, students will dance in a Nutcracker performance, and perform in one or more other plays in which there may be several children that play each character simultaneously to increase each child's comfort and confidence in performing. In 2nd/3rd grade classes, students will have their own roles in a class play. In the upper grades, classes may perform plays written by adults or a student may write and direct a class play, and the students will design sets and costumes independently. Sometimes, a class will get inspired by a particular story and may decide to create a readers' theatre version of it (simple, without memorized lines, costumes or sets). Other times, the plays will be major productions with parents helping to create elaborate costumes and sets if available and willing.

Language

Students will learn to demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.

According to Donald Bear, "Literacy is like a braid of interwoven threads. The braid begins with the intertwining threads of oral language and stories. As children experiment with putting ideas on paper, a writing thread is intertwined as well. As they move into reading, the threads of literacy begin to bond. The size of the threads and the braid itself become thicker as spelling (orthography) knowledge grows."³⁴

Letter-sound correspondences, phonics, spelling patterns, high-frequency word recognition, decoding strategies, word use and meanings—these and many other word skills are what written word knowledge is all about. Every classroom will implement a word study approach called Words Their Way for spelling and phonics. Students will be assessed at the beginning of the school year using spelling inventories, and the teacher will group together students who are working at the same level. These small groups (usually no more than five students) will go through a rotation of working with the teacher to become familiar with a set of words containing a particular spelling pattern, then will work with those words over several days. They will sort the words, practice spelling them using various methods, look for other words with the same pattern, and, in the upper grades, complete a spelling test. Students will be re-assessed during the year to see the progress they've made, and new groups may be formed to accommodate their needs.

³⁴ Bear, Donald. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (5th Edition). 2011.

Students will be directly taught grammar and usage rules, including complete sentences and paragraphing, capitalization, punctuation, letter writing conventions, and how to consult reference materials. These skills will sometimes be taught to the whole class through a “morning message.” Other times students will search their independent reading books for a particular item (i.e. commas) and compare and draw conclusions about conventional usage.

Often, vocabulary, grammar, spelling, word study, and other language specific skills will be taught in context. For example, while reading aloud, a teacher might stop when coming across a word that is likely to be unfamiliar to many students; write it on the white board next to the rug area; and discuss its meaning, other similar words, or its Greek or Latin word parts. Language skills will often be taught along with Writing Workshop, or writing during projects, as it becomes useful. For example, a teacher may notice that many students are writing run-on sentences, so he/she will teach a physical lesson in which students “walk sentences” that are being read aloud from a simple story. They will stop and stomp a foot whenever there should be a period, raise their hands over head for an exclamation point, and gesture with their arms for a question mark.

Spanish Language

All students, starting in kindergarten, will have Spanish instruction weekly. Each class will receive one session per week, ranging from 30 to 45 minutes, depending on grade level. Our hope is that in future years, depending on our budget, we will increase to two sessions per week for each class.

The goal of the Spanish language curriculum is exposure to basic Spanish sounds and basic Spanish vocabulary development. In kindergarten through third grade, thematic units will focus on food, home, school, hobbies, and more. Instruction will rely on rhyming, singing, storytelling, role-playing, and finger-play to develop and reinforce basic thematic vocabulary. Thematic units will also be used in fourth and fifth grades, but will, when appropriate, connect to the social studies and science curricular units. A greater focus on grammar, conjugation, and writing will be incorporated at this level.

As with all other curricular units in the multi-age classroom, Spanish language units will rotate through complementary, but distinctive, “year A” and “year B” themes. Although Spanish language curriculums are available for purchase, we believe a made-to-fit, teacher-designed curriculum will better suit the unique needs of the multi-age classes at RVC.

Students who are native Spanish speakers may not participate in Spanish language class. They may be opted out of Spanish language instruction in favor of English language instruction with the ELD teacher, or they may participate in Spanish classes and be given the opportunity to shine as model Spanish speakers. These decisions will be made on a case-to-case basis, considering each EL student’s CELDT level and language needs.

Mathematics

RVC will apply the guiding principles of focus, coherence, and rigor—the basis for the CCSS-Mathematics—throughout our curriculum. RVC students will be provided a comprehensive mathematical program that allows them to develop necessary computation, application, and problem solving skills, while daily developing deep conceptual understanding of math principles and operations. We will create a safe environment for students to feel comfortable taking risks. Students will know that they learn from their mistakes, and perseverance will be encouraged. Math instruction will focus deeply on concepts emphasized in the CCSS so that students gain confidence in their mathematical skills and understandings, and will be able to apply the mathematics they learn in the classroom to solve problems outside of the context of math class. Students will also learn to make connections among different mathematical concepts, and they will be encouraged to approach a problem in multiple ways, and to share their thinking with others.

We will draw from a variety of mathematical methods, materials, and manipulatives for math. We will consult, combine, and select from range of resources such as Everyday Math, Mathland, Touch Math Program, Tile Math, Marilyn Burns (*About Teaching Mathematics*, 1992), Mary Baratta-Lorton (*Mathematics Their Way*, 1995), as well as online resources. Because the math Common Core standards are relatively new, many publishers are still developing math curriculum to align with them. We will evaluate the available programs for our math curriculum using EdReports.org (an independent nonprofit that is evaluating publishers of Common Core-aligned materials) and other resources. There are ever growing data bases of free on-line resources available from the many organizations, including the state of California, that are devoted to Common Core implementation.

Our teachers will keep math interesting and relevant by using a variety of activities, and not relying solely on a math workbook daily. We will use math games to practice skills, integrate art projects, do physical games and activities out on the playground, and use literature to set up math problems to solve.

RVC teachers will focus on the CCSS Mathematical Practices, which are as follows:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with Mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

It is a priority for our students to develop strong problem-solving skills. Teachers will provide time for students to grapple with problems, search for strategies and solutions,

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and learn to evaluate their own results. A primary focus in the class will be on the students' thinking processes, and they will have frequent opportunities to share their thinking process, including their mistakes.

In order to become successful problem solvers, teachers will help students to develop the following characteristics:

- Have an interest in finding solutions to problems
- Make sense of problems and persevere in solving them
- Develop confidence to try various strategies
- Be willing to risk being wrong at times
- Accept frustrations that come from not knowing
- Persevere when solutions are not immediate
- Understand the difference between not knowing the answer and not having found it yet

Upper grade teachers will focus on specific problem solving strategies such as the following examples:

- Guess and check
- Draw a picture
- Make a table or chart
- Act it out
- Work backward
- Look for a pattern
- Make an organized list
- Use logical reasoning

Students will learn to work with a partner, small group, and individually to apply the math concepts they have been taught to solve in-depth, multi-step problems. Often these will take a full math period to work through, and the teacher may bring students together during their working time so that pairs or groups can share information they have learned. This will lead to discussions about methods that have worked or not worked, information that is helpful and not helpful, and a reinforcement of the idea that there are many ways to solve a problem. Sometimes students will produce a poster showing their thought process and results, and they may take turns presenting them to the class.

Although we will tend not to focus on repetitive exercises, we will expect our students to memorize addition, subtraction, multiplication, and division facts at appropriate grade levels. We consider these critical for them to master so they can be accurate and successful math students.

In the middle and upper grades, students will be grouped by grade level for math. Our founding teachers have found that for this subject only, they are better able to serve the students' needs with single grade groupings. Because of this, math will be scheduled at the same time in 2nd/3rd classes and also in 4th/5th classes.

Social Studies

We will use the California History-Social Science Content Standards. Our goal is for students to become proficient in social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.³⁵ Our units of inquiry will often be based on Social Studies standards, with literacy, science, and math instruction woven in. The curriculum in our multi-age classes will be on a two-year rotation, including standards for both grades during the two years spent in each class.

Our youngest students will begin with investigations into our world's ancient people and civilizations. K/1st grade students will focus on pre-historic humans and the Middle Ages. These units integrate reading, writing, art, language, culture, music, dance, and mathematics, and will allow students become fully immersed in the topic. Learning about another part of the world and different types of people is the basis of becoming a global citizen.

The social studies/science curriculum timeline will continue in 2nd/3rd grades as the focus turns to ancient people of our own continent, Native Americans, and in particular the Miwok Indians. Social justice will be taught through a study of activists from Rosa Parks to Cesar Chavez. Family heritage will be a large focus in 2nd/3rd, with students doing individual projects to learn more about their family's culture and history. They will also learn about producers and consumers, Marin County, and map skills.

Moving forward in history, the 4th/5th grade classes will study native peoples in different areas of our continent, and early explorers who came to America from other countries. The students will learn in depth about the people who came to California and why, and about our original colonies and the formation of our nation. The 4th/5th grade students will also study Westward Movement. They will learn about the life experiences of the early pioneers during the Gold Rush Era, thus giving our students an appreciation for the state in which we live.

Teachers will use a variety of resources to support learning in Social Studies, including fiction and non-fiction books, on-line resources, write-on/wipe-off maps, short videos about different time periods, and simulations.

Our Social Studies units will be hands-on and incorporate multiple intelligences, perspectives from diverse viewpoints, and multiple sources of information. Students may participate in simulation activities at the end of each major unit. They may represent different workers from the Middle Ages, become activist heroes and give speeches, and interact with one another as business folks and gold seekers from the Gold Rush era.

³⁵ <http://www.socialstudies.org/standards>

We will also take our students on regular field trips so they can make connections with their classroom learning. Here are some examples of field trips we may take:

- K/1st—Grace Cathedral (Middle Ages study)
- 2nd/3rd—Miwok Village, Pt. Reyes (indigenous peoples study)
- 4th/5th—Sacramento, Angel Island, Alcatraz, Fort Ross, Gold Rush area (California historical study)

Science

Schools around the country are beginning to transition to the new Next Generation Science Standards (NGSS). These new standards include three dimensions:

- Practices—behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems.
- Crosscutting Concepts—a way of linking the different domains of science. The concepts include: patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; energy and matter; structure and function; stability and change.
- Disciplinary Core Ideas—these are grouped in four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science.

We find the Scientific and Engineering practices to be particularly well-aligned with our philosophy:

- Asking questions (and defining problems)
- Planning and carrying out investigations
- Analyzing and interpreting data
- Obtaining, evaluating and communicating information
- Constructing explanations (and designing solutions)
- Developing and using models
- Using mathematical and computational thinking
- Engaging in argument from evidence

Our main science units will be aligned with NGSS as follows:

K/1st grade:

- Weather—Students will develop an understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, extreme weather.

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- Pushes and Pulls—Students will apply an understanding of the effects of different strengths or directions of pushes and pulls on the motion of an object to analyze a design solution.
- Needs of Plants and Animals—Students will develop an understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.
- Sound and Vibration—Students will develop an understanding of the relationship between sound and vibrating materials.
- Light and Shadow—Students will develop an understanding of the relationship between the availability of light and ability to see objects. The idea that light travels from place to place will be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light.
- Structure and Behavior of Plants and Animals—Students will develop an understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding will be developed that young plants and animals are like, but not exactly the same as, their parents.

2nd/3rd grade:

- Plant growth—Students will develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.
- Habitats and Diversity—Students will compare the diversity of life in different habitats.
- Properties—Students will develop an understanding of observable properties of materials through analysis and classification of different materials.
- Erosion—Students will apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students will use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.
- Weather and Seasons—Students will be able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students will be able to make a claim about the merit of a design solution that reduces the impacts of such hazards.

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- Life Cycles—Students will develop an understanding of the similarities and differences of organisms' life cycles.
- Inherited Traits and Adaptation (evolution)—Students will develop an understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops. Students will be able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students will develop an understanding of types of organisms that lived long ago and also about the nature of their environments. Students will develop an understanding that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.
- Force and Motion (including electricity and magnetism)—Students will be able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They will then be able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

4th/5th grade:

- Waves—Students will use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and know that waves can cause objects to move.
- Erosion—Students will develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They will apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth's features, students will analyze and interpret data from maps.
- Form and Function—Students will develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- Reflected Light—By developing a model, students will describe that an object can be seen when light reflected from its surface enters the eye.
- Energy—Students will be able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students will develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They will apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

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- Matter—Students will learn that matter is made of particles too small to be seen through the development of a model. They will develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students will determine whether the mixing of two or more substances results in new substances.
- Ecosystems and Energy Flow—Through the development of a model, students will be able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They will describe and graph data to provide evidence about the distribution of water on Earth. They will develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students will describe the movement of matter among plants, animals, decomposers, and the environment, and that energy in animals' food was once energy from the sun.
- Shadows and Seasons—Students will be expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

We believe that our founding teachers' years of experience teaching a hands-on, inquiry-style approach, and our emphasis on students being instrumental in taking charge of their own learning, will help us to smoothly make the transition to NGSS.

We also appreciate the convergence of math, science, and language arts standards as represented in this diagram:

Relationships and Convergences

Found in:

1. CCSS for Mathematics (practices)
- 2a. CCSS for ELA & Literacy (student capacity)
- 2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

Notes:

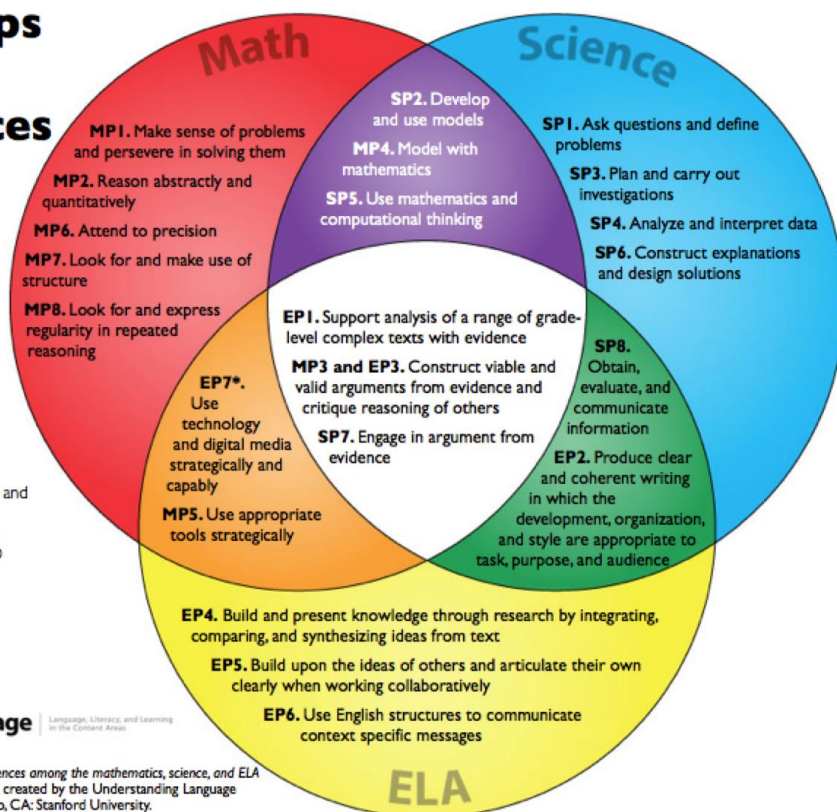
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).

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Students will share what they know in science, and what they'd like to know, while working in groups and partners, and also during Science Talks, in which students sit in a circle and everyone has a chance to speak. Teachers will ask an open-ended question and then let kids share their ideas by steering, but not dictating, the discussion. Reading and writing will be integrated into science through the use of non-fiction texts, and the use of science notebooks, in which students write and draw what they are learning or designing. Math will also be integrated while doing experiments and designing models.

RVC students will begin the school year by studying a living creature. Each class will focus on a particular critter, such as ants, butterflies, rodents, goldfish, chickens, or snakes, Students will study their critters in depth, closely observing them, drawing them, researching them, learning about their life cycle, and writing about them during a four to six week period. Then each class will teach the other classes about what they have learned at an annual Critter Carnival. Students will do skits, poems, songs, or student-led lessons. In the younger grades, the teacher will lead students in preparing their presentation. In the upper grades, students will determine what form their presentation will take and they will write, prepare, and practice it with minimal teacher guidance.

The teachers' role will be to help students develop the skills, values, and attitudes that facilitate the critical thinking skills of science: observing, comparing, organizing, sorting,

inferring, relating, and applying. We will encourage our children's curiosities and provide them opportunities to explore and investigate the natural world around them. In the K/1st grade Middle Ages Unit, for example, students will plant wheat in our outdoor garden, harvest it, and grind it into flour to make bread. The reward of linking the science of growing the wheat to the science of baking the bread is truly integrated experiential learning.

Our outdoor field trips will be enriching opportunities for our students to make connections with their classroom learning. Here are some examples of field trips we may take that support and enrich our scientific studies in the classroom:

- K/1st grade—Slide Ranch, Windrush Farms, Tara Firma Farm, open space hikes
- 2nd/3rd grade—Agate Beach tide pools, Exploratorium
- 4th/5th grade—Crissy Field, Audubon Canyon Ranch

Given that the K-5 Next Generation Science Standards have been adopted in California but are still new, curricula and science kits are still in development. Our intention is to eventually choose and purchase a more comprehensive science curriculum to match the new standards. A committee of teachers will review options once they have been developed and bring a recommendation to the rest of the staff for discussion, and then will make a recommendation to the Board of Directors. Meanwhile, our founding teachers will use a variety of previously acquired resources and information from workshops including those from Lawrence Hall of Science, Academy of Science, Exploratorium, Great Explorations in Math and Science (GEMS), and California Education and the Environment Initiative (EEI), along with resources found online. These resources will be shared with newly hired teachers until a more comprehensive science curriculum is purchased.

Technology/STEAM (Science, Technology, Engineering, Art/Design, and Math)

At RVC, we feel that technology is a tool and should be used as such; not as an end in itself, but rather as a means of learning and creating. According to the American Academy of Pediatrics, studies have shown that excessive media use can lead to attention problems, school difficulties, sleep and eating disorders, and obesity.³⁶ We are aware of these concerns of over-using technology, particularly for our youngest students, and are thoughtful about how we use it at school.

We have budgeted for three sets of 27 laptops, such as Chromebooks, in charging carts shared between our 4th/5th grade classrooms, plus 3 laptops/Chromebooks permanently in each classroom above K/1st, with reliable internet capacity to support all 100 devices in use at once. The 2nd/3rd grade classes will have access to the class sets that will be housed in the 4th/5th classrooms.

³⁶ <http://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Pages/Media-and-Children.aspx>

In K/1st grade we prefer that students have hands-on, three-dimensional activities and experiences, so students won't use computers or iPads in the classroom. K/1st classes will have Creation Stations with lots of materials such as paper towel and toilet paper rolls, paper, tape, corks, pieces of wood, etc. for students to use for making things. Teachers will sometimes use an overhead projector during instruction.

In 2nd/3rd grade, students will begin keyboarding practice but most instruction will still be done without the use of computers. We will have three laptop computers such as Chromebooks in each classroom, plus access to class sets that will be housed in the 4th/5th grade classes. We prefer 2nd/3rd grade students to be reading books, writing on paper to develop their fine motor skills, doing manipulative math work, making art, and creating with their hands. Students in 2nd/3rd grade classes will have Maker Time in which the students will use various materials to create projects of their choosing. Second and third grade students will begin the process of learning to access and evaluate Internet websites with the close guidance of their teachers. Using a visual presenter, teachers will access and share information related to units of inquiry from sites such as Google, YouTube, National Geographic, and BrainPOP. Internet resources will be viewed in the same vein as other resources—another avenue for learning that needs to be critically evaluated. Teachers will be careful to pre-screen any websites used to further student learning. Some students will begin creating computer-based presentations, such as PowerPoints or Prezis, but this will usually done at home with parental guidance.

In 4th/5th grade, we will have class sets of Chromebooks in each room, so students will always have access to a computer. Students will continue to practice keyboarding skills, and most of their writing will be done using word processing. They will use Google docs to enable sharing and collaborating of written pieces with other students or the teacher. Our older students will also use the internet regularly for research, and further learn about the proper use of internet searches, and how to distinguish reliable sources. They will create presentations using on-line programs such as Prezi. They will also learn how to use websites such as EasyBib to cite sources when doing research and writing papers. Teachers will use a classroom presenter and will model computer and internet skills for students. Students will also use these tools when doing classroom presentations. We still value hands-on creativity for our older students, and they will do arts and crafts projects related to our curriculum, such as sewing “pioneer pillows,” weaving baskets, and creating models of Native American homes. Often these projects will inspire children to further pursue similar projects. Students will create projects using other art tools, and do woodworking, electrical circuitry, gardening, and cooking during weekly Maker Time.

We understand that computer programming and robotics may be in many of our students' futures and we are interested in providing our students with technically oriented educational experiences, which will give them a foundation in these areas.

Physical Education

“Play seems to be one of the most advanced methods nature has invented to allow a complex brain to create itself.”³⁷

We believe it is critical to develop the whole child, and physical development is an important component of this. We want our students to gain confidence in using their bodies, and to develop basic movement and sports-related skills at developmentally appropriate levels. Using the Model Content Standards for California Public Schools, our physical education teacher will focus on games and activities at each grade level that help students to develop skills such as balancing, jumping, kicking, throwing and catching, running, dribbling, dancing, etc. We also want our students to meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition. We want our students to enjoy and appreciate physical activity, and be positive, inclusive members of a team.

Our buddy program is one way we will help students to develop physical skills. Older buddies will work with younger students to practice throwing, catching, shooting, and kicking a ball, and will play simple games with them, such as Duck, Duck, Goose and various forms of Tag. These non-competitive games help students to develop physical skills as well as learn how to play fairly and encourage others.

The master schedule will provide time for regular physical education classes (200 minutes every two weeks) as well as movement activities integrated throughout the school day.

As needed, our classes will take a “brain and body break” to get kids moving. Research has shown that exercise is the single most powerful tool to optimize brain function.³⁸ Examples of brain and body breaks include doing a yoga pose, stretching, freeze dance, running outside for a few minutes, or forming a physical “pretzel” which helps to integrate both sides of the brain. Students will have two long recesses per day, and some teachers may choose to take their students outside for another short break in the afternoon.

Social and Emotional Learning

Our teachers will use the Toolbox Project, a social-emotional learning curriculum that fosters the development of resilience, self-mastery, and empathy in K–5 students and beyond. Children will learn twelve simple yet powerful “tools.” With practice, these tools become valuable personal skills--self-awareness, self-management and relationship skills; these in turn foster responsible decision-making. Because the techniques are

³⁷ Brown, Stuart L., and Christopher C. Vaughan. *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. New York: Avery, 2009.

³⁸ Ratey, J. J., & Hagerman, E. (2008). *Spark: the revolutionary new science of exercise and the brain*. New York: Little, Brown.

simple and the language is shared, children can adopt the tools and master them quickly. Toolbox starts with each child building self-knowledge and self-mastery; it improves empathy and communication and helps resolve conflicts in the classroom, playground and whole school community. Children experience their own power and naturally take more responsibility for managing themselves and solving problems.³⁹

Each day, our students will have the opportunity to voice their concerns, appreciations, announcements, problems, solutions, and ideas in a supportive and inclusive environment. During class meetings, students will have a talking stick for sharing and listening to one another. By creating a safe space where students belong and can share from their hearts, students will learn compassion, empathy, attentive listening, and respect of diverse opinions.

We will try to instill in our students a deep sense of empathy as well as a sense that they can make a difference to others. Every classroom will do a community service project each year. The students will choose an animal, a group of people, a condition, or an environmental situation to help. During our annual Care Share, the students in each class will be reconfigured into small groups to explain to children from the other classes what they have learned and how they have helped.

³⁹ www.dovetaillearning.org/

Resources and Methods Used in Subject Areas

subject area	K/1 st	2 nd /3 rd	4 th /5 th
<p>reading</p>	<p>balanced literacy:</p> <ul style="list-style-type: none"> • reading workshop • individual, small group, and whole class instruction • individual teacher conferences • read alouds • individual and partner work using leveled readers • reading class scripts • take-home reading program 	<p>balanced literacy:</p> <ul style="list-style-type: none"> • reading workshop including independent reading with individual teacher conferences and small group instruction • nonfiction focus related to transdisciplinary science and social studies units • read alouds • response to literature, mostly verbal, some written 	<p>balanced literacy:</p> <ul style="list-style-type: none"> • reading workshop including independent reading with individual teacher conferences and small group instruction • genre studies • nonfiction focus related to transdisciplinary science and social studies units • book groups • read alouds • verbal and written response to literature
<p>writing</p>	<ul style="list-style-type: none"> • writing workshop • illustrate responses to prompts that require opinions or preferences • write informational text (i.e., label the classroom, recipes, instructions for a game, crafts, other informational texts, etc.) • daily writing journals • review listening center literature • weekly class news • Handwriting Without Tears Program 	<ul style="list-style-type: none"> • writing workshop • informational, opinion, and narrative units each year • poetry writing • grammar and punctuation skills integrated • writing in various forms as part of units of study (i.e. letters, poetry, informational writing, essays, etc.) • handwriting—printing for 2nd graders, cursive for 3rd graders 	<ul style="list-style-type: none"> • writing workshop • informational, opinion, and narrative units each year • poetry writing • grammar and punctuation skills integrated • writing in various forms as part of units of study (i.e. letters, poetry, informational writing, essays, etc.) • cursive handwriting practice • word processing for most writing
<p>word study</p>	<ul style="list-style-type: none"> • Words Their Way 	<ul style="list-style-type: none"> • Words Their Way 	<ul style="list-style-type: none"> • Words Their Way

<p>listening & speaking</p>	<ul style="list-style-type: none"> • class meetings • student-led lessons of interest • learning and presenting a script for a class play/skit • peer tutoring/mentoring within class buddies • students 'announce' new discoveries they have made during work time • individual and group presentations with Q&A 	<ul style="list-style-type: none"> • class meetings • reading, writing, and math partners • group and individual presentations • communicating with buddies 	<ul style="list-style-type: none"> • class meetings • reading, writing, and math partners • group and individual presentations • communicating and assisting with younger students
<p>math</p>	<ul style="list-style-type: none"> • work with numbers 1-19 to gain foundations for place value • learn and apply problem solving strategies in partner, small group and individual work • record the weather daily, graphing with tally marks, and recording temperature • sorting, classifying and making patterns with shapes, colors, and a variety of attributes • various resources including Everyday Math, Marilyn Burns lessons, Tile Math, Math Their Way, teacher-made worksheets 	<ul style="list-style-type: none"> • learn and apply problem solving strategies • various resources including Mathland, Everyday Math, Marilyn Burns lessons, problem solving, worksheets to reinforce skills • addition/subtraction fact practice (2nd grade); multiplication fact practice (3rd grade) • partner, group, and individual problem-solving 	<ul style="list-style-type: none"> • learn and apply problem solving strategies • various resources including Mathland, Everyday Math, Marilyn Burns lessons, problem solving, worksheets to reinforce skills • multiplication fact practice • art projects involving math • math problems/projects involving literature • partner, group, and individual problem-solving

<p>science</p>	<ul style="list-style-type: none"> • Education and the Environment Initiative (EEI) units • GEMS, Lawrence Hall of Science • Skulls/owl pellet lessons, Academy of Sciences • Turtle Island Restoration Network's Salmon Protection and Watershed Network • life cycles of insects and flowers • observation journals • worms and composting • environmental field trips 	<ul style="list-style-type: none"> • Units and activities based on Next Generation Science Standards • EEI units • field trips including Chabot Space Center, Exploratorium, Lawrence Hall of Science 	<ul style="list-style-type: none"> • Units and activities based on Next Generation Science Standards • EEI units • environmental field trips including Walker Creek, Crissy Field, Audubon Canyon Ranch • individual research projects
<p>social studies</p>	<ul style="list-style-type: none"> • in-depth study on The Middle Ages, the South American Rainforest, Cro-Magnon Man, The Day of the Dead and other cultural traditions • use of fiction and non-fiction texts, photographs of personal travels, guest speakers, videos, etc. for research • historically and culturally accurate representations of arts & crafts, foods, dance, songs, performances and other traditions 	<ul style="list-style-type: none"> • use of non-fiction texts, literature, read alouds, videos, internet, etc. for research • arts and crafts, music, dance, projects • field trips related to local Miwok people, Marin County history • simulation for Open House 	<ul style="list-style-type: none"> • in-depth units on different eras in California and U.S. history • use of non-fiction texts, literature, read alouds, videos, internet, etc. for research • arts and crafts, music, dance, projects • field trips related to California history (Sacramento, Gold Rush, Fort Ross, Alcatraz, etc.) • simulation of Gold Rush or colonial era for Open House

<p>art, music, dance, performances</p>	<ul style="list-style-type: none"> historically and culturally accurate representations of arts & crafts, food, dance, song, music, performances and other traditions singing in class, with buddies, and the whole program self-directed choice time Art and Music classes class plays 	<ul style="list-style-type: none"> art, music, dance integrated into curriculum singing in classroom, with buddies, and at whole-school traditions self-directed maker time Art and Music classes class plays 	<ul style="list-style-type: none"> art, music, dance integrated into curriculum singing in classroom, with buddies, and at whole-school traditions self-directed maker time Art and Music classes class plays or poetry nights
<p>technology</p>	<ul style="list-style-type: none"> visual presenter used for whole class informational lessons 	<ul style="list-style-type: none"> visual presenter used for whole class informational lessons introduce keyboarding introduce internet research 	<ul style="list-style-type: none"> continue working on keyboarding skills most writing produced using word processing internet research Google docs used for collaborating on projects presentation software such as Prezi Google Earth related to geography

Homework

Research has shown that homework in the elementary grades has minimal positive impact on student learning.⁴⁰ We consider family time to be highly valuable and believe that our class schedule will provide ample time to build and practice skills while at school. Our developmentally appropriate approach will keep homework to a minimum, and will increase it gradually as students get older.

⁴⁰ Kohn, Alfie. *The Homework Myth: Why Our Kids Get Too Much of a Bad Thing* (Cambridge, MA: Da Capo Press, 2006).

Our kindergarten and first grade students will not have regular homework, other than encouragement to read with their parents. Books from the classroom will be made available for students to borrow to read at home. Once or twice a year, students may get to bring home a class stuffed animal to accompany them for a few days, which they will then write and draw about. They may also practice their lines for a play using a script at home. Also, students may prepare for Open House by learning about a job in the Middle Ages or an animal from the rainforest, by preparing a costume, and by practicing their role.

In second and third grade, students will begin having one evening of math homework each week. They will continue to read at home regularly, and do about two projects per year that will require research and writing at home.

In fourth and fifth grade, students will begin having a small amount of nightly homework, typically math, but also sometimes writing or continuing work on an in-class project. Two or three times each year, students will have a long-term project to do at home, which will involve reading, research, writing, and/or producing a finished product or preparing a lesson to teach others. Examples may include researching an explorer and creating a journal from the explorer's perspective, learning about a particular body system and writing about it for a class book then presenting what they learned to the class, or doing research on an area of interest then preparing to teach a small group about it in a hands-on lesson.

We want our students to develop time management skills to prepare for the increased homework load in middle school, but we also do not want to unnecessarily burden them with a lot of work while they are still young.⁴¹

Proposed School Schedule

The RVC calendar will have the same approximate beginning and ending dates as the District calendar, and the same holiday and vacation schedule. See a sample 2016-17 calendar in Appendix G.

Our daily schedule will be concentrated into large blocks of instructional time to support our belief that students should have extended periods to focus on a subject. Students will have early release (1:15 pm) days on Wednesdays so teachers can have meetings and professional development. During conference weeks, students will be released at 2:15 pm on Mondays, Tuesdays, Thursdays, and Fridays. See Appendix G for a Day In the Life of a K/1st grade student and a 4th/5th grade student.

The times in these daily schedules may be adjusted, and are used here simply as an example. Our school day may begin earlier or later depending on factors such as

⁴¹Duke University Study: Homework Helps Students Succeed in School, As Long as There Isn't Too Much (today.duke.edu, Cooper Harris March 7, 2006).

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location, proximity to White Hill Middle School (many families will have students at both campuses), traffic patterns, etc. The approximate number of school minutes will remain the same.

TK/K/1st Grade Regular Day	
8:20 - 10:00	Instructional time
10:00 - 10:30	Recess
10:30 - 12:15	Instructional time
12:15 - 1:00	Lunch/recess; TK dismissed
1:00 - 2:00	Instructional time
2:00	K dismissed
2:00-3:15	1st grade instructional time
235 instructional minutes for TK (including recesses) 320 instructional minutes for K (including recesses) 340 instructional minutes for 1st	

2nd-5th Grades Regular Day	
8:20-10:30	Instructional time
10:30-11:00	Recess
11:00-12:15	Instructional time
12:15-1:00	Lunch/recess
1:00-3:15	Instructional time
340 instructional minutes	

TK/K/1st Grade Early Release Wednesdays	
8:20-10:00	Instructional time
10:00-10:30	Recess
10:30-12:15	Instructional time
12:15-1:00	Lunch/recess; TK dismissed
1:00-1:15	Instructional time
235 instructional minutes for TK (including recesses) 275 instructional minutes for K (including recesses) 220 instructional minutes for 1st	

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2nd-5th Grades Early Release Wednesdays	
8:20-10:30	Instructional time
10:30-11:00	Recess
11:00-12:15	Instructional time
12:15-1:00	Lunch/recess
1:00-1:15	Instructional time
220 instructional minutes	

TK/K/1st Grade Conference Days	
8:20-10:00	Instructional time
10:00-10:30	Recess
10:30-12:15	Instructional time
12:15-1:00	Lunch/recess; TK dismissed
1:00-2:00	Instructional time
2:00	K dismissed
2:00-2:15	1st grade instructional time
235 instructional minutes for TK (including recesses) 320 instructional minutes for K (including recesses) 280 instructional minutes for 1st	

2nd-5th Grades Conference Days	
8:20-10:30	Instructional time
10:30-11:00	Recess
11:00-12:15	Instructional time
12:15-1:00	Lunch/recess
1:00-2:15	Instructional time
280 instructional minutes	

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Our students will have 180 school days and more than the required state of California instructional minutes, which are:

- Transitional Kindergarten: 36,000
- Kindergarten: 36,000 (including recess)
- Grades 1-3: 50,400
- Grades 4-5: 54,000

Approximate Instructional Minutes in RVC School Year:

	Transitional Kindergarten	Kindergarten	1 st -3 rd grade	4 th -5 th grade
125 regular days at 235 or 320 or 340 minutes/day	29,375	40,000	42,500	42,500
35 Wednesdays at 235 or 275 or 220 minutes/day	8,225	9,625	7,700	7,700
20 conference days at 235 or 320 or 280 minutes/day	4,700	6,400	5,600	5,600
TOTAL INSTRUCTIONAL MINUTES	42,300	56,025	55,800	55,800
Legally Required Minutes	36,000	36,000	50,400	54,000
Additional Minutes Offered by RVC minutes	6,300	20,025	5,400	1,800

Parent/Teacher Conferences and Progress Report Schedule

Because we believe that interaction and communication with parents is a vital part of our students' success, our teachers will have regular conferences with parents. We will have conference days (students dismissed one hour early) during three different periods during the school year. Teachers will work to schedule different conference times to accommodate parent schedules if they are unable to meet during work hours. We will also distribute progress reports three times per year. A chart showing this schedule can be found in the Assessment section of Elements 2 and 3.

Teacher Meetings and Professional Development

Our teacher contract will include eight non-student days during each school year. These days will be used for a combination of work days in classrooms and professional development days, as determined by the teachers and the School Director.

Our schedule will be structured so that students in the same grade span will have one morning per week of clustered special classes (for example, Spanish, Art, PE) that they will rotate through. This will allow teachers at the same grade levels to have an extended amount of common planning and preparation time. Not only does this ensure that teachers are carrying out the mission of RVC, it will also give the less experienced teachers the opportunity to learn from the veteran teachers.

Teachers will also meet every Wednesday afternoon from 1:30-4:00. The agendas of these meetings will be mutually determined by the teachers and the School Director and will include conducting school business (nuts and bolts), discussing school philosophy and direction, planning curriculum and/or events, working in grade level teams, discussing student progress and assessment results, engaging in professional development, following up on professional development, or other focus areas. In addition, we will employ substitute teachers to allow teachers to attend professional development workshops or site visits to other schools with similar progressive education programs.

Our founding six teachers are very experienced, with 11-26 years of classroom teaching each, including between 5-19 years of experience teaching in the MAP program. Throughout all their years of teaching, these teachers have had many opportunities for professional development in many areas. Here are a few highlights:

- Five of our teachers have trained at the Lucy Calkins Reading and/or Writing Institutes, Teachers' College, at Columbia University in New York.
- Five of our teachers attended the multi-day Center for Childhood Creativity (CCC) summer workshop in 2013, participating in follow-up sessions throughout the 2013-14 school year. The CCC instructors have expressed an interest in continuing to provide professional development to Ross Valley Charter.
- All six of our teachers have been trained in Guided Language Acquisition Design (GLAD).
- Two of our teachers have attended a three-day Project Based Learning training.

As part of the RVC culture, new teachers will be supported by our veteran founding teachers. Before school starts, new teachers will be assigned to a partner at the same grade level who will help guide the new teacher in curriculum development and classroom set-up. Experienced teachers will offer beginning teachers personal and emotional support during their challenging first year, and help them to understand the RVC culture. Experienced teachers will also guide the newer teachers in the expectations for activities such as Back to School Night, parent conferences, and progress report writing.

During the school year, new teachers will meet weekly with their grade-level team to focus on curriculum development, assessment results, and student needs. Grade-level teacher meetings will also include time for all teachers to reflect on their practices, and this open reflection time will be particularly helpful for newer teachers. "When a critical mass of teachers at one school are comfortable talking with each other about their teaching, the school's capacity to identify and address problems in student learning and other important issues rises dramatically."⁴² Veteran teachers will visit new teachers' classrooms at least once a month and give feedback.

⁴² DESIGNING SUPPORT for BEGINNING TEACHERS by Kendyll Stansbury and Joy Zimmerman, West Ed; http://www.wested.org/online_pubs/tchrbrief.pdf. 2000

The School Director will also focus on supporting new teachers. At least monthly, the School Director will visit new teachers' classrooms, and will follow up with each new teacher to discuss classroom management, curriculum, student needs, and to offer support. The School Director may also authorize release time so new teachers can observe other teachers' classrooms.

In addition, new teachers will be given the opportunity to attend workshops or conferences that they, along with the School Director and other staff, agree will be helpful to them to develop their skills teaching in a multi-age, progressive education setting, by implementing project-based learning, and by carrying out the goals of the School.

RVC teachers will focus on professional development opportunities in which they participate as a team, either with the entire faculty, or in partners or grade-level teams. The teachers, in cooperation with the School Director, will identify areas of need and interest. RVC teachers will pursue further professional development, including but not limited to:

- Cultural Competency
- Next Generation Science Standards
- Instructional strategies for English Learners
- Common Core State Standards implementation
- Creative thinking and learning strategies
- Support for low-achieving students and special education
- Progressive education
- Emergency preparedness

Local Control Accountability Plan (LCAP)

The Charter School will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments. RVC will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. RVC shall submit the LCAP to its authorizer and the Marin County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Special Populations of Learners

Special needs: Ross Valley Charter will address the needs of all sub groups, including at-risk students.

Plan for Diverse Learners

The differentiated, child-centered approach that will be used at Ross Valley Charter has been designed to ensure that the learning style of each individual student is incorporated into the learning process. Our integrated instructional approach, which will include project-based learning, targeted instruction, and social/emotional learning, will allow teachers to create a differentiated and personalized learning program based on individual student profiles, including those of special needs populations (English Learners, Gifted, At-Risk of Low Achieving, Low Socioeconomic, and Special Education). To this end, teachers will implement individualized instruction based on data-driven assessments. The underlying belief that all students are capable of thriving academically, socially, and emotionally will guide our approach to having a solid platform of support for each learner. The following strategies will help RVC teachers to ensure that all students have equal access to learning:

Multi-age grouping (having the same teacher for two years) allows teachers to build a unique rapport with their students. Over a two-year span, teachers gain in-depth knowledge about a child's intellectual strengths and weaknesses, which supports improved student performance. Multi-age grouping provides the following opportunities for students:

- Creates a climate that encourages thinking, risk-taking, and involvement
- Enhances development of social/emotional skills and cooperative group strategies
- Facilitates better student construction of knowledge
- Results in greater language confidence in all students, including English Learners
- Provides opportunities for peer learning, leadership, and mentoring
- Encourages a stronger sense of community among parents, students, and teachers

Project-based learning is ideal for English learners because it develops and requires the use of strong communication skills, supports collaboration across language proficiency levels, and cultivates deep content area knowledge.

Flexible, small group instruction is an effective way of ensuring that all students have access to important content. Flexible grouping allows teachers to match students with different peers and/or adult guides for different types of activities to optimize trust and

learning.⁴³

Ample instructional planning time allows teachers to create individualized lessons and curriculum incorporating various teaching modalities to meet a range of needs.

Teacher collaboration through team planning, team teaching, and regular professional development sessions enables teachers to learn from each other's expertise when creating curriculum and handling learning differences.

Open communication between teachers and parents creates a culture of mutual understanding and common educational goals, and helps to bridge school and home life. All parents, including Spanish speakers, will be invited to help in the classroom, participate in school activities, and be an active part of the school community.

High expectations for all students, supported by clearly defined and articulated learning goals and objectives that are differentiated to match language proficiency levels, will help students attain successful outcomes.

Various forms of assessment will be used to guide, monitor, and evaluate instruction.

Academically Low-Achieving Students

Assessment and Identification: Teachers will assess each student's reading at the beginning of each school year. Teachers will use the Teachers College Reading and Writing Project ("TCRWP") leveled reading assessment to identify each student's reading level by individually listening to each student read a passage (decoding/fluency), give a retell/summary of the passage or story they read, and answer questions (comprehension). Based on this early assessment, and information from the previous year and/or teacher, we will identify students at the beginning of each year that need extra support in reading. This reading assessment will be repeated in November, March, and June to monitor progress of all students. For any students who are assessed as at or below grade level, teachers will read individually with them at least twice per month to monitor their progress, and will do additional assessments as needed to ensure they are not falling further behind.

Teachers will analyze writing samples from each student using checklists in the Lucy Calkins Units of Study to determine if students will need extra support in written language. Teachers will utilize checklists at each grade level for the three types of writing (informational, narrative, opinion) throughout the school year to monitor student progress in writing and to identify students who need additional support.

Teachers will use formal and informal math assessments at the beginning of the year, including reviews of the previous grade's content and teacher observation, as well as after each math unit, to help identify students who need extra support in math. Teachers

⁴³ <http://www.colorincolorado.org/article/41025/2011>

may use either unit assessments from an adopted math curriculum or teacher-created assessments based on Common Core State Standards. We will also review California Assessment of Student Performance and Progress (“CAASPP”) test score data as available. Students will be considered academically low achieving under the following circumstances:

- Score below basic or far below basic on CAASPP tests
- Read at least two levels below “grade level” on reading assessments
- Are significantly below their grade level peers in writing and/or math assessments

Family Notification: Teachers will meet with parents of low-achieving students at any time during the school year to discuss assessment results and concerns, including the beginning of the year after initial assessments are completed or any time a student is experiencing learning problems that need to be discussed. Conferences will be held in November with all parents to discuss student progress and goals. Progress reports will be sent again in March and June to update progress. However, teachers will contact and/or meet with parents or low-achieving students as needed during the school year to discuss student achievement and to identify learning problems that need parental support.

Intervention services: Low-achieving students will be fully integrated into the RVC student body, and receive additional instruction and support as needed. The engaging, active educational program at RVC will be designed to accommodate a full range of performance, including low-achieving students. Specific practices that will support low-achieving students include the following:

- *Hands-on, integrated curriculum and project-based learning* — This will provide concrete experiences to help students access content through a variety of modalities. Students will often work with partners or small groups, and this interaction helps to solidify new understandings. Teachers will support low-achieving students by choosing reading material at an appropriate level and/or will use videos of specific content to help students who read below grade level to access grade level content information.
- *Differentiated instruction practices* — Students will read at their “just right” level, writing assignments will be flexible enough to accommodate a range of abilities, and math problems will often be open-ended and flexible so students can arrive at answers in many different ways. Low-achieving students may be given modified or shortened assignments as needed, so they can demonstrate mastery of grade level standards without feeling overwhelmed by longer or more complex assignments.
- *Individualized reading support* — During independent reading time, teachers will meet with below grade level readers for longer durations and/or with greater frequency in order to accelerate their reading progress. Additionally, teachers will help each student to select reading material that is appropriate for each child’s

independent reading level. Teachers will confer with students to discuss reading selections and ensure children are selecting texts that are adequately matched to their independent reading levels, and will provide individualized instruction and support.

- *Individualized and small group instruction* — Teachers will provide individualized and small group instruction in all subjects to support students as needed. Teachers will often use “exit slips,” short written responses to questions at the end of a class, as a quick, informal assessment to identify students who need help in a particular skill, and meet with them individually or in small groups to provide extra instruction. Through observation in class and more formal assessments, teachers will identify students who need review of concepts and will spend extra time with those students.
- *Parent volunteers and learning centers* — Parents will be welcome, but not required, to volunteer in our classrooms. When additional adults are present in the classroom, teachers may be able to spend more focused time with low-achieving children, either individually or in small groups. In the lower grades, parents or older students may be available to read with individual children, which offers increased opportunity for students to read with support. Volunteers also may support students as directed by teachers at the lower grade levels during math, writing, and other subjects. Parents may provide assistance to teachers by being present at learning centers to answer questions as they come up, under the direction of the classroom teacher. Classroom teachers will provide instruction and guidance to those parents who will be working with students. Parent volunteers may serve to supplement the education provided by credentialed teachers, not replace it.
- *Teacher collaboration* — During professional development days and weekly faculty collaboration meetings, teachers will discuss the academic progress of low-achieving students to develop and refine intervention supports. Teachers will work together to compare work samples, analyze assessment results, and identify students who may need additional support.
- *Targeted writing support* — Students who demonstrate difficulty with writing will receive extra support in the classroom. This includes specific mini-lessons that target the student’s writing challenges, additional conferencing time/duration, and/or other strategies aimed at helping the child to improve his or her writing skills.
- *Intervention Teacher* — Classroom teachers will work with our Intervention Teacher (job description in Appendix I) to discuss the needs of all low-achieving students. Together, they will determine how best to support each student, either through push-in services or pull-out services. The Intervention Teacher may provide low-achieving students with a preview of upcoming content, extra skill practice, and/or review previously taught content. Frequent communication

between the classroom teacher and Intervention Teacher is crucial to best serve low-achieving students.

- *Monitoring progress* — Student progress will be monitored on an ongoing basis through a combination of teacher observation, Intervention Teacher observation and assessment, and classroom assessments. If intervention supports do not lead to sufficient progress, a Student Success Team (“SST”) will be convened to consider alternative intervention strategies. This team will be made up of the classroom teacher, Intervention Teacher, parents or guardians, and the School Director. The team will discuss observed strengths and areas of concern and will brainstorm interventions. The team will designate a period for monitoring the student’s progress after which it will reconvene to evaluate the effectiveness of the interventions. Should the SST process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services, will be taken.

Academically High-Achieving Students

Most students’ needs will be met by the engaging, challenging curriculum at Ross Valley Charter. The teachers will work with students who are performing above grade level to ensure they are challenged and receive appropriate academic extensions within the classroom. The process for developing and monitoring these interventions will be similar to the process for low-achieving students:

Assessment and Identification: A variety of assessment tools will be used to identify students who are academically high-achieving. Reading will be assessed several times throughout the year using the TCRWP leveled reading assessment, writing samples will be analyzed, and math ability will be assessed throughout the year. In addition, teachers will review CAASPP test data from the previous year if available. Throughout the year, teachers assess students through qualitative measures such as checklists, observations, and project rubrics.

Students will be considered academically high-achieving under the following circumstances:

- Score high in the advanced category on the mathematics and/or language arts portion of the CAASPP
- Consistently perform significantly above their grade level peers on classroom work and assessments

Family Notification: Classroom teachers will meet with the parents of high-achieving students at any point during the school year to discuss their students’ progress. Teachers meet with all parents in November to discuss student performance and strategies for meeting the needs of their high-achieving student. Student progress will be monitored on an ongoing basis through a combination of teacher observation and classroom assessment. Classroom teachers will provide regular progress reports to parents and administrative staff.

Additional Supports: Academically high-achieving students will be fully integrated into the RVC student body and will receive additional support to keep them engaged and motivated. The personalized curriculum at RVC is designed to meet students where they are academically and to allow them to be challenged appropriately. Teachers will implement additional strategies to ensure that the needs of high-achieving students are met. These supports include the following:

- *Extra opportunities for enrichment in the core content areas*—Students who are reading significantly above their grade level may be given appropriately challenging content reading books, articles, or primary source documents. Students who are talented in math will be given more complex, in-depth problems, activities, or projects so they can apply their knowledge at a higher level.
- *Opportunities to go at a faster pace*—Using pre-assessments, teachers will ascertain what students already know about a particular unit of study so that high-achieving students can skip some class instruction and move on to more challenging work. High-achieving students may move faster through curriculum such as math by working independently, with a partner, or a cluster of high-achieving students, with the teacher providing support and materials.
- *Encouragement to independently pursue an area of interest*—Students will be given time, materials, and support when they desire to learn more about a particular topic. Sometimes high-achieving students will be clustered so they may work together on a project or open-ended assignment.
- *Extra opportunities for leadership and the development of mentoring skills with other students*—Students may work with classmates, or younger, or older students in other classes, on projects or activities in order to practice leadership and mentoring.
- *Individual and small group projects*—Often, high-achieving students will take on a particular aspect of a project and learn about it in great depth. We will allow students to have the time to do this challenging, motivating work and sometimes to extend their learning beyond the classroom.
- *Alternative ways to show their learning*—High-achieving students will be given the opportunity to show the depth of their knowledge in ways of their choosing. This might include doing an oral presentation, creating a skit or poem or song, making a poster or on-line presentation, building a model, etc. We will encourage students to be creative and to push themselves to do something new or challenging, and to share their knowledge with others.
- *Develop critical thinking skills*—We will encourage high-achieving students to problem solve (think logically and brainstorm solutions), question (analyze in-depth questions), evaluate their sources for reliability, and make decisions based on what they've learned, such as forming an opinion or taking a stance on a

topic. These critical thinking skills will be useful in independent projects as well as in group projects.

- *Take ownership of their learning*—We will encourage students to explore their passions and feel ownership of their learning. If possible, we will help high-achieving students to find mentors in the school or greater community to pursue their interest.

English-Language Learners

RVC will adhere to all applicable state and federal laws and regulations with respect to serving students who are English Learners (ELs). This includes annual notification to parents, student identification, placement, program options, core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. RVC will also implement policies to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Students will be monitored in conjunction with the California English-Language Development Standards Tests (CELDT) levels. The state is in the process of developing the new English-Language Proficiency Assessments for California (ELPAC); RVC will transition to this new system when it becomes available. RVC will maintain a record of all students who participate in each administration of the CELDT/ELPAC test as specified in Education Code § 11512. CELDT/ELPAC testing will be used to fulfill the requirements for annual English proficiency testing and will comply with the accountability requirements under ESEA, if applicable to the Charter School. RVC will adhere to all legal requirements regarding oversight and administration of the CELDT/ELPAC test.

If RVC enrolls more than 21 EL students, we will voluntarily create an English Learner Advisory Council (ELAC).

Assessment and Identification of English Learners: In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the California English Language Development Test (CELDT) if they have not previously been identified as an English learner by a California public school or if there is no record of prior CELDT test results. CELDT testing will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school. The English language proficiency of all enrolled English learners will be assessed in accordance with the test contractor's directions and California Education Code guidelines.

Through conversations with the student and parents, teachers will attempt to gain a more complete understanding of the student's language profile, including languages spoken in the home and the student's literacy experiences in the home language.

Research indicates that a child's fluency and literacy in the home language is an important factor when designing ELD instruction.⁴⁴

Students in all grade levels will likely have varying degrees of English proficiency, and many will require ongoing support in English Language Development. The California English Language Development Standards (CA ELD Standards) describe the knowledge, skills, and abilities in English as a new language that are expected upon exit from each proficiency level. Students will be considered under the following categories:

- *Emerging*—learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language
- *Expanding*—increasing their English skills in more contexts, and learning a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level
- *Bridging*—continuing to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. Students at the Bridging level are aligned to the California's Common Core State Standards, although ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Family Notification: RVC staff will notify parents of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results from the test contractor.

Goals for English Language Learners: RVC will have three primary goals for our EL students working toward English proficiency. These goals are based on the overarching goals described in the ESL Standards for Pre-K-12 Students.⁴⁵ They are to use English:

- To communicate in social settings
- To learn and communicate academically in all content areas
- In socially and culturally appropriate ways

Achieving these goals will be part of students' development toward reclassification. School success requires that students acquire proficiency in interpersonal communication as well as in academic language development.

⁴⁴ Edwards, V. (1998). *The Power of Babel: Teaching and Learning in Multilingual Classrooms*. Stoke-on-Trent, Staffordshire, England: Trentahm Books. Handscombe, J. (1989). *A Quality Program for Learners of English as a Second Language*. In V. Allen, & P. Rigg, *When They Don't All Speak English: Integrating ESL Students into the Regular Classroom* (pp. 1-14). Urbana, IL: National Council of Teachers of English.

⁴⁵ TESOL. *ESL Standards for Pre K-12 Students*. Alexandria, VA: TESOL.[2006.].

Classroom Support for English-Language Learners

RVC will implement research-based instructional programs and strategies to meet the specific needs of English Learners. All EL students will be fully integrated into the regular classroom setting, with support for their language needs. Our engaging, hands-on approach is designed to reach all learning profiles, including English learners. We value the knowledge and experience that every student brings to the classroom. RVC teachers will encourage students to share that knowledge in a variety of ways so that students with limited English proficiency can participate and even assume leadership. Through the use of printed materials, audiovisual resources, spoken language, parents and/or other volunteer participants, teachers will strive to incorporate the home language(s) and culture of the students in the classroom as much as possible.

RVC teachers will use the CA ELD Standards. These standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills, and abilities of those Common Core State Standards that are critical in order for ELs to simultaneously be successful in school while they are developing English. RVC teachers will receive professional development focused on the CA ELD Standards to ensure EL students are receiving the support they need in class.

RVC teachers will recognize and appreciate the particular needs of EL students and will continually evaluate our educational program with those needs in mind. In addition to the major program design features at RVC that benefit students who are English learners, RVC classroom teachers will employ specific Specially Designed Academic Instruction in English (“SDAIE”) strategies in their classrooms. These strategies are beneficial for all students, not just English Learners.⁴⁶ Teachers will include the following strategies:

1. Vocabulary and Language Development

- Teachers will introduce new concepts by discussing vocabulary words key to that concept.
- Teachers will build on students’ background knowledge.
- Classrooms will reflect a language-rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2. Guided Interaction

- Teachers will structure lessons so students work together to understand what they read, by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.

⁴⁶ Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

- Teachers will provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
- Teachers will group students flexibly, at times working in heterogeneous groups and at times not.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.

3. Metacognition and Authentic Assessment

- Rather than having students simply memorizing information, teachers will model and explicitly teach thinking skills (metacognition) crucial to learning new concept.
- Teachers will use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
- Teachers will make thinking “public,” modeling how an answer was arrived at, not merely what the correct answer is.

4. Explicit Instruction

- Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, written patterns, and decoding skills needed to complete classroom tasks.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.

5. Meaning-Based Context and Universal Themes

- Teachers will incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
- Teachers will create classroom environments that provide authentic opportunities for use of academic language.
- Teachers will provide students with opportunities to activate and focus prior knowledge via inquiry charts (what do we know, what do we want to know), brainstorming, and linking ideas to resources or contexts that reflect students’ interests or backgrounds.

6. Modeling, Graphic Organizers, and Visuals

- Teachers will regularly utilize a variety of visual aids, graphic organizers, pictures, diagrams, summaries, and charts to help ELs easily recognize essential information and its relationship to supporting ideas.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.

ELD Teacher

In addition to classroom teachers addressing the significant academic needs of EL students, RVC will hire a part-time credentialed ELD Teacher to work with EL students. The ELD Teacher will collaborate weekly with classroom teachers to determine how best to support EL students. Typically this will entail pulling out small groups of students to give specific instruction related to topics being learned in class, but may also include “pushing in” to classrooms in order to support students as they work.

The ELD teacher will have a weekly schedule, and will typically work with small groups of about three to five EL students, four days a week for half an hour. Some of these sessions may be scheduled during a class’s Spanish language instruction time, as well as during regular class time, to be arranged with the classroom teachers.

During these small EL classes, the ELD teacher will scaffold concepts students are learning in class, preview and review vocabulary and concepts, and focus on language skills. ELD teachers will use a variety of visual aides such as objects, pictures, slides, short videos, and books in order to help expand vocabulary and conceptual understanding. The ELD teacher will also work on Common Core focus areas such as citing text evidence, using academic language, and reading nonfiction texts.

An example is a 2nd/3rd grade session on animal characteristics. The Next Generation Science Standard is: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. The ELD teacher would start by showing students pictures of different individual animals, and ask students if they know the name of the animal, and what they know or notice about the animal, to ascertain prior knowledge and stimulate interest. Then the ELD teacher would explain what vertebrates are, and explain that vertebrates have common structural features: they all have a skull, a rib cage, and vertebrae (backbone). Students would identify those bones on themselves and learn that they are vertebrates.

Next, the teacher would show slides of different types of feet/claws/hooves on various vertebrates and discuss with the students that animal feet have adapted to survive in their environment (for example: an elephant has a wide foot built to hold its weight, a rabbit foot is mostly just toes for fast running, a bird has claws to hold on to branches). Then the teacher would show slides with several animals that have a particular body part or adaptation in common. Students would be asked to identify and analyze a common structural feature found in the animals presented in each slide, and prove with evidence how the various characteristics may be advantageous to the animal’s survival.

Students would be given a sentence frame to use to express their ideas: “_____ are animals with _____. This structural feature allows them to _____.” An example is: “Ducks, frogs, seals, and crocodiles are animals with webbed feet. This structural feature allows them to swim.”

Students would have the opportunity to “pair share” (collaborate with a neighbor) to do this work for several groups of animals.

At the end of the session, students would work individually on an exit slip with the assignment to analyze a cluster of animal pictures, and write sentences using the sentence frame to describe a structural feature and its use.

In this sample lesson, the ELD teacher used visuals, worked on vocabulary and concept development, gave language support in the form of a sentence frame, and fostered critical and creative thinking skills. Students analyzed and drew conclusions, and practiced citing evidence. They also got lots of practice in oral language, as well as written language in the exit slip.

The ELD teacher also may work with students on a classroom writing assignment by scaffolding the assignment, breaking it down into component parts (such as an introduction, transitional phrases, a conclusion, etc.), specifically teaching skills for those parts, and closely editing it with students, teaching and reinforcing written conventions individually as needed.

The ELD teacher and classroom teachers may decide that some EL students may attend Spanish-language classes, based on their CELDT level and classroom performance.

The ELD teacher will also be responsible for CELDT/ELPAC testing and reporting.

Additional Support for EL Students

The Family Outreach/Support Coordinator (FOSC) will be responsible for ensuring a strong home-school connection for EL families. This part-time staff member will serve as a liaison between teachers and parents of EL students in order to answer questions, identify needs, and help families feel connected to the school community. The FOSC will provide translation services during parent/teacher conferences as needed.

RVC will strive to be a welcoming, inclusive place for all students. Given the demographics of the Ross Valley community, we anticipate that most of our EL students will come from Spanish-speaking households. Important written communications will be translated, and Spanish interpretation and/or translation will be made available at school events whenever possible. Bilingual parent volunteers will assist with translation, when appropriate. In sensitive situations that require confidentiality (e.g. IEP meetings and conferences), a staff member (ELD teacher, Spanish teacher, or Family Outreach/Support Coordinator) will provide translation services. Students will not be used as translators.

RVC is committed to hiring instructional staff that can meet the needs of all students, including English Learners. We will prioritize the hiring of teachers who have already obtained a Cross-cultural, Language and Academic Development (“CLAD”) certificate or a Bilingual, Cross-cultural, Language and Academic Development (“BCLAD”) certificate. All six founding teachers who are planning to teach as RVC have CLAD certificates.

Reclassification of English Learners

RVC will evaluate the effectiveness of its education program for ELs by the following actions:

- Adhering to academic benchmarks by language proficiency level and years in program to determine adequate yearly progress
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring student identification and placement
- Monitoring availability of adequate resources

In addition, before the issuance of each progress report, teachers will summarize students’ mastery of standards for their current ELD level by analyzing assessment material collected throughout the quarter.

Reclassification criteria are outlined below:

- *Progress Report*—Meets or exceeds grade level standards in all ELA strands (Reading, Writing, and Listening/Speaking)
- *CELDT (or comparable scores on ELPAC)* —Overall performance level of 4 or 5 and skill area scores of 3 or higher in listening/speaking, reading, and writing
- *Teacher’s judgment*—This judgment may be based on teacher observation, review of student work samples, analysis of standards based progress reports
- *Smarter Balanced Test/CalMAPP*—Proficient or Advanced performance on the ELA section of the test
- *Parent Opinion and Consultation*—Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide an opportunity for a face-to-face meeting with the parents/guardians to discuss their child’s progress toward English language proficiency

RVC has set a reclassification target for annual student progress (see *Elements 2 & 3*). Students at RVC will be expected to progress one or two English language levels each year through targeted instruction and assessment. It is anticipated that students who are enrolled at RVC beginning in kindergarten will be re-designated as fluent-English proficient (RFEP) prior to middle school. Students who enroll at the school in subsequent years whose language development is still in the beginning or early intermediate stage will receive added intervention from the ELD Teacher through small group instruction targeted to meet their individual needs, The goal is that they will stay

on target to advance one to two levels or more per year such that they can be reclassified during their K- 8 career.

Plan For Students With Disabilities/Special Education Students

RVC recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. RVC pledges to work in cooperation with the authorizer or SELPA to ensure that a free and appropriate education (FAPE) is provided to all students with exceptional needs. RVC will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to: the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, RVC will comply with AB 602, authorizer guidelines, and all California laws pertaining to special education students.

RVC may initially be, by default, a public school of the authorizer for purposes of special education, pursuant to Education Code Section 47641(b). However, RVC reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and join a special education local plan area (SELPA) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

If RVC operates as a school of the authorizer, RVC anticipates that a Memorandum of Understanding (“MOU”) will be developed between the school and the authorizer, which shall delineate the respective responsibilities of RVC and the authorizer with regard to the funding and delivery of special education and related services.

With its educational philosophy, RVC believes that the best approach to educating high incidence special education students is for RVC to have as part of its educational team a special education certificated full-time staff member who shares the educational philosophy of the school and can be a team member with the other nine certificated classroom teachers, training them in the particular needs of the special ed students as well as implementing the Individualized Education Programs (IEPs) of the students themselves. This will best enable RVC to serve students in the least restrictive environment.

To this end, if RVC operates as a school of the authorizer, the above mentioned MOU would delineate how such a division of responsibilities (eg., revenue and expenses, how this person would be selected, employed, and supervised) would work in the resulting, somewhat hybrid arrangement.

So long as RVC operates as a public school of the authorizer, solely for purposes of providing special education and related services under the IDEA pursuant to Education

Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, authorizer will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the authorizer will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide RVC with an equitable share of state and federal special education funding to support special education instruction or designated instructors and services to students enrolled in the Charter School.

Per Federal Law, all students with disabilities will be fully integrated into the programs of RVC, with the necessary materials, services, and equipment to support their learning. The Charter School will ensure that any student with a disability attending RVC is properly identified, assessed, and provided with necessary services and supports.

RVC will meet all of the requirements mandated within a student's IEP. The Charter School will seek to include all special needs students with typical students to the maximum extent appropriate according to their IEP. However, if the student's needs, as documented on the IEP, require a program other than inclusion, the Charter School will work with the authorizer and/or SELPA to provide an appropriate placement and services.

RVC will work with its authorizer and/or SELPA to make time and facilities available to meet the needs of the student's IEP. RVC will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule, classroom modifications, accommodations, strategies, and techniques. The Charter School will make available each student's work products for analysis and evaluation of progress and will participate in the IEP reviews conducted by the authorizer, where applicable.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP, by the IEP team, at any time during the year via written notice to RVC, which will then forward such written notice to authorizer and/or SELPA within two school days. The Charter School will encourage open communication between the parents and the authorizer and/or SELPA for any items related to the special education services. Students at RVC who have IEPs will continue to attend the Charter School, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, RVC will establish a referral and assessment process that brings together the parent/guardian, student, and Charter School personnel to address any problems that interfere with a student's success at the Charter School. This process will entail search and serve, a Student Study Team, referral, assessment, and IEP review.

Search and Serve

Upon the commencement of RVC's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and School Director, RVC will work to identify any students who do not currently have an IEP but may be in need of a

pre-referral intervention plan. The School Director and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress, or lack of progress, within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the School Director, and an RVC faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to: the appropriate individual tutoring schedule, classroom modifications and/or accommodations, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. RVC may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Interim and Initial Placements of New Charter School Students

If a student enrolls at RVC with an existing IEP, RVC will notify the authorizer and/or SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meetings and pending agreements on a new IEP, RVC shall work with the authorizer and/or SELPA to implement the existing IEP at RVC or as otherwise agreed by the parent/guardian.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. RVC's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by RVC within 15 days. RVC will notify the authorizer and/or SELPA (where applicable according to SELPA policies) of the assessment request within five days of receipt. Parents will be informed via the School Director or the Special Ed Teacher that special education and related services are provided at no cost to them.

If RVC, in collaboration with the authorizer and/or SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days, excluding school breaks longer than five school days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed

and an IEP meeting held within 60 days (excluding school breaks longer than five school days) of receipt of the parent's written consent for assessment.

Assessment

The School Director will be responsible for gathering all pertinent information and sharing such information with the authorizer and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided, if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but are not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of Charter School records, reports, and work samples
- Parent input.

Unless conflicting with the authorizer or SELPA policies and procedures, RVC will assess students according to the following guidelines. If a conflict with authorizer or SELPA policies and procedures exists, then authorizer policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment.
- The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment (excluding school breaks longer than five school days).
- The student must be evaluated in all areas related to his/her suspected disability.
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments. Individually-administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist.
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable.
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills.
- A multidisciplinary team will be assembled to assess the student, including a teacher who is familiar with the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. RVC, in coordination with the authorizer or SELPA, will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed by the Charter School will have an IEP that documents assessment results and eligibility determination for special education services.

RVC, in collaboration with the authorizer or SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. RVC will provide modifications and accommodations (outlined within each child's IEP) in the general education environment, taught by the general education teacher. Students at the Charter School who have IEPs will be served in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs, and services to be provided to a student with a disability, are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed, or a representative selected by the parent in accordance with the federal Individuals with Disabilities Education Act
- The student, if appropriate
- The School Director
- At least one special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment
- An authorizer OR SELPA Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results
- At the discretion of the parent, guardian, or the local educational agency, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the pupil shall be made by the party who invites the individual to be a member of the individualized education program team.

Others familiar with the student may be invited as needed. RVC views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team.

The Charter School will provide an interpreter, if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon the parent/guardian's written consent, the IEP will be implemented by RVC, in cooperation with the authorizer or SELPA, of which RVC is a member.

Upon the parent or guardian's written consent, the IEP will be implemented by RVC. The IEP will include all required components and be written on authorizer or SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and school assessments

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan (ITP) is required at the appropriate age
- When RVC seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the individual student's needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three

years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, RVC will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed three times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Even if the authorizer holds ultimate responsibility for providing Special Education services (so long as RVC operates as a school of the authorizer for purposes of special education), RVC is committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of RVC, as stated in the introduction to this section, whether it acts as its own LEA for special education or operates as a school in the authorizer's LEA, to have as part of its education team at least one full-time teacher who will possess a Special Education Credential. This teacher, along with the School Director of RVC, will be the primary RVC representatives tasked with ensuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at RVC will also be involved in ensuring that all IEPs and 504 plans are properly implemented.

The School Director and the Special Ed teacher will have joint responsibility for the following (with the School Director having ultimate responsibility):

- Ensure that all aspects of the IEP are followed
- Arrange for the teachers of students with IEPs to attend the team meetings
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Perform a quarterly review to ensure that the objectives and goals of students with IEPs are being met
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress,

and appropriate provision of any/all test modifications and SBAC accommodations as stipulated in the IEP and allowed by current California law⁴⁷

- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress to the board on the same schedule as students in general education

In addition to the above special education staff, RVC will, if operating as a school of the authorizer for special education services, also seek related services from the authorizer for special education students enrolled in RVC in the same manner as is provided to students in other authorizer schools, as will be outlined in the Memorandum of Understanding. RVC also reserves the right to contract with service providers outside of the RVSD/Marin County, when appropriate.

Reporting

RVC, in collaboration with the authorizer and/or the SELPA will collect and maintain the following information on developmentally disabled students, as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners
- The number of students provided with test accommodations if such reporting is required by California Law and/or regulation and the types and the number of students exempted from authorizer assessments and the reasons they were exempted if allowed by California law and/or regulation
- The settings in which students with disabilities receive their services, specifically including the portion of the school day that they receive services in general education and the portion of the day that they are not in general education
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions
- The basis of exit from RVC of students with disabilities, i.e., attainment of diploma and type, exits from special ed, moved, etc.

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

⁴⁷ See SmarterBalanced_Guidelines.pdf and SmarterBalanced_Guidelines_FAQ.pdf as referenced in <http://www.cde.ca.gov/ta/tg/sa/access.asp> [2015]<http://www.cde.ca.gov/ta/tg/sa/access.asp>

Procedural Safeguards

Parents or guardians of students with IEPs at RVC must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in Special Education placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The Charter School will acknowledge any concerns or disagreements raised by parents within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The Charter School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions regarding placement, at least once per year. RVC will utilize the Notice of Procedural Safeguards used by the authorizer or SELPA in which it is a member.

Dispute Resolution⁴⁸

In the event that a parent/guardian files a request for a due process hearing or a request for mediation, the authorizer and RVC shall work together to defend the case, so long as the Charter School operates as a school of the authorizer for special education purposes. In the event that the authorizer determines that legal representation is needed, the RVC agrees that legal counsel of the authorizer's choosing shall jointly represent them.

So long as the Charter School operates as a school of the authorizer for special education purposes, authorizer may initiate a due process hearing or request for mediation with respect to a student enrolled in RVC if the authorizer determines such action is legally necessary or advisable. RVC agrees to cooperate fully with the authorizer in such a proceeding.

So long as RVC operates as a school of the authorizer for purposes of special education, RVC understands that the authorizer shall have sole discretion to settle any matter in mediation or due process. The authorizer shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

⁴⁸ In the event that RVC opts to operate as an LEA in a SELPA other than Marin County, RVC reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the Charter School, the authorizer and/or California State Department of Education if they believe that the Charter School has violated federal laws, state laws, or regulations governing special education.

Special Education Strategies for Instruction and Services

RVC will comply with the federal mandate of the “least restrictive environment”, meaning that the Charter School will make every attempt to educate special education students along with their typically developing peers. RVC will mainstream all of its students as much as is appropriate according to each IEP, offering a comprehensive inclusion program that incorporates specialized individual tutoring. Each student’s IEP requires unique modifications for instruction and services, therefore, the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the Charter School. Qualified personnel will deliver the instruction outlined in each student’s IEP.

The regular education teachers will be assisted by the special education teacher and other special education professionals in developing understanding of the particular and specific needs of their special education students. Specific instructional materials and programs will be developed as appropriate for the special education needs of the specific children in the program.

Professional Development for RVC Staff

The School Director, regular and special education teaching staff, as well as other appropriate faculty and staff members, will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the authorizer or SELPA.

So long as RVC operates as a “school of the authorizer” for special education services, the authorizer agrees to allow RVC staff access to all Special Education related professional development. RVC intends to seek professional development opportunities that are available to other employees of authorizer.

RVC also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

Section 504 of the Rehabilitation Act

RVC shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA.

RVC 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 RVC. Any student, who has an objectively identified disability which substantially limits at least one major life activity, is eligible for protections under Section 504.

A 504 team will be assembled by the School Director and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The 504 team shall carry out the student evaluation, evaluate the nature of the student's impairment, the meaning of the evaluation data, placement options, and accommodations 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 designed to provide a single, general, intelligent quotient
- Tests are selected and administered to ensure that when a test is given to a student with impaired sensory, manual or speaking skills, that the test results accurately reflect the student's aptitude or achievement level (or whatever factor the test purports to measure) rather than reflecting the student's impaired sensory, manual or speaking skills

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

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

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

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

ELEMENTS 2 AND 3 – MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

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

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

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Ross Valley Charter has set high expectations for its students and staff. RVC’s goal is to have all students graduate from RVC:

- Academically and intellectually motivated
- Socially and emotionally competent
- With the curiosity and perseverance to be a lifelong learner.

To achieve this, students need to:

- Perform academically at or above grade-level in all subject areas. They need to demonstrate their understanding and comprehension in multiple forms of assessment including writing, presentations, portfolios, demonstrations, performances, and CAASPP tests
- Have the creative thinking, adaptability, and resourcefulness as well as the collaboration skills necessary to become socially and emotionally competent
- Be persistent and engaged in learning to continue on to middle school, high school, college, and beyond as lifelong learners who own their own learning.

Ross Valley Charter’s student outcomes are designed to align with the school’s mission, curriculum, and assessments, the Common Core State Standards for Literacy and Mathematics, the Next Generation Science Standards, and the California State Standards for Social Studies. RVC believes outcomes and assessments should inform

curriculum and instruction, and, like learning styles, there are multiple forms of assessment. No one measure alone will constitute a sole indicator of progress.

RVC has created goals and measures of student achievement to ensure that we meet our mission, and that we meet federal and state goals for all subgroups attending our school. RVC will continue to examine and refine our student and school outcomes over time to reflect our mission and any changes to state or local standards that support such mission.

Charter School Goals and Outcomes That Align With The State Priorities

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

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "subpriorities."

The following chart delineates the RVC school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d). As the State and Authorizer finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, RVC will work with the Authorizer to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.) See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.

In addition to the multiple measures of student progress throughout the year, indicated in the chart below, and described more fully in the sections that follow the chart, RVC will adapt its assessment rubrics to requirements that result from the updating of the No Child Left Behind law now happening in Congress, as well as the evolving state requirements described in the previous paragraph.

<p>STATE PRIORITY #1— BASIC SERVICES The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</p>		
<p>SUBPRIORITY A – TEACHERS</p>		
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>RVC will identify, attract, and build the capacity of teachers, leaders, and classified staff, in order to support students and families. All students will be exposed to teachers that are innovative, culturally competent, and deliver instruction that is aligned with the Common Core State Standards. All teachers will be appropriately assigned and fully credentialed.</p>	
<p>MEASURABLE OUTCOME(S)</p>	<ol style="list-style-type: none"> 1. 100% of RVC teachers are appropriately assigned, as reported in the annual SARC. 2. 100% of RVC teachers are fully credentialed, as reported in the annual SARC. 3. 100% of RVC teachers are highly qualified, as reported in the annual SARC. 	
<p>ACTION(S) TO ACHIEVE GOAL</p>	<p>METHOD(S) OF ASSESSMENT</p>	<p>PERSON(S) RESPONSIBLE</p>
<p>Ensure all classroom teachers hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing (CCTC) and appropriate EL authorization.</p>	<p>Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.</p>	<p>School Director</p>
<p>Verify all teachers are highly qualified as specified by §9101(23) of the ESEA.</p>	<p>Personnel records, including documentation of required assessments, coursework, and credentials consistent with CCTC.</p>	<p>School Director</p>
<p>Subject all new teacher candidates to a rigorous hiring process, which includes paper screening, interviews, and reference checks.</p>	<p>Successful completion of a rigorous interview process that incorporates feedback from multiple stakeholders including School Director, other teachers, and parents.</p>	<p>School Director, Board of Directors</p>
<p>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</p>		

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GOAL TO ACHIEVE SUBPRIORITY	All RVC students, including all subgroups, will have access to a range of current instructional strategies and CCSS aligned materials that serve different styles, paces, and preferences.	
MEASURABLE OUTCOME(S)	100% of RVC students have access to up-to-date, standards-aligned instructional materials in their classrooms, as reported in the annual SARC.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Have school leaders and faculty research and create or obtain up-to-date, standards-based instructional materials aligned to CCSS.	Review of yearly scope and sequence and unit plans.	Teachers and School Director
Allocate budget to purchase needed curriculum materials.	School Budget.	School Director, Board of Directors
SUBPRIORITY C – FACILITIES		
GOAL TO ACHIEVE SUBPRIORITY	School facilities will be maintained in good repair, as defined by California Education Code §17002.	
MEASURABLE OUTCOME(S)	Good or Exemplary rating according to the State of California’s Facility Inspection Tool.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Maintain and update facilities as needed to provide a safe, clean learning environment.	Annual Inspection with Facility Inspection Tool, daily spot checks, and regular walkthroughs.	School Director
Address safety hazards immediately and refer general needs items to the Board for review and prioritization.	Maintenance records. Improvement records as reflected in Board of Directors written records.	School Director
SUBPRIORITY D – TECHNOLOGY		
GOAL TO ACHIEVE SUBPRIORITY	Teachers and students will have access to technology. RVC will ensure all students, including all subgroups, are proficient in grade-appropriate technology skills.	
MEASURABLE OUTCOME(S)	1. RVC has three recharging cart with 27 student laptops (such as Chromebooks) to be shared by	

	<p>the 2nd/3rd and 4th/5th grade classes, all with wireless Internet access.</p> <ol style="list-style-type: none"> 2. 100% of classrooms have presentation technology. 3. 100% of classroom teachers have a laptop computer. 4. Internet uptime during school hours is 98% and response time is 10 seconds or less. 5. 100% of graduating 5th graders can write on computers using word processing and can conduct research online. 	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Provide three mobile computer carts with 27 laptops to be shared by 2 nd /3 rd and 4 th /5 th classrooms. Ensure that the number and type of student computers are sufficient for CAASPP testing.	Annual Inventory of Devices.	School Director,
Equip classrooms with presentation technology reasonably equivalent to Ross Valley School District.	Annual Inventory of Devices	School Director,
Provide each teacher with a laptop computer.	Annual Inventory of Devices	School Director,
Ensure reliable Internet access, based on a stable network infrastructure, and sufficient wireless bandwidth to support computers.	Internet Uptime percentage and average response time reports from Internet Service Provider and school routers.	School Director
Provide 4 th /5 th grade students with instruction and guidance in the use of computers for word processing and Internet research.	Review of yearly, unit, and daily lesson plans.	Teachers

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
SUBPRIORITY A – CCSS IMPLEMENTATION		
GOAL TO ACHIEVE SUBPRIORITY	All RVC curricula will be aligned to the CCSS. The School will ensure that all students, including all subgroups, engage in relevant, motivating, personalized learning experiences that integrate collaboration, communication, creativity, and—in the upper grades—the use of technology.	
MEASURABLE OUTCOME(S)	<ol style="list-style-type: none"> 100% of teachers share at least two model lessons each year in the Wednesday afternoon teacher meetings, which show alignment with CCSS. RVC students, including all subgroups, perform at comparable rates of proficiency in CAASPP testing as Ross Valley School District elementary students District-wide. 	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Align curriculum to CCSS.	<p>Review of yearly, unit, and daily lesson plans.</p> <p>Interim (trimester) assessment data and Smarter Balanced assessment results.</p>	Teachers, School Director
Incorporate CCSS curriculum alignment review into the agendas of Professional Development and Wednesday afternoon teacher meetings.	<p>Wednesday afternoon PLC meeting agendas.</p> <p>Professional development schedules.</p>	Teachers, School Director
Provide professional development and leadership opportunities around curriculum and instruction.	Professional development schedules.	Teachers, School Director
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE		
GOAL TO ACHIEVE SUBPRIORITY	All students, including all subgroups, will have access to instructional materials aligned to CCSS. RVC will provide specific support for struggling students in English Learner and other	

	student subgroups.	
MEASURABLE OUTCOME(S)	<ol style="list-style-type: none"> 1. RVC EL Students perform at comparable rates of proficiency on annual CAASPP tests as Ross Valley School District EL elementary students District-wide. 2. 100% of students, including 100% of all subgroup students, have access to instructional materials aligned to CCSS. 3. 100% of classroom teachers receive professional development on scaffolding the CCSS for ELs. 4. 100% of teachers receive training in best practices to improve English Language proficiency. 	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Analyze data and monitor English Learner progress in academic content knowledge to provide timely interventions.	Baseline, formative, and interim assessment data in all subjects, and Smarter Balanced assessment results. EL student portfolios	Teachers, School Director
Require all staff (teachers and administrators) to receive training in CCSS-aligned best practices in curriculum and instruction highlighting needs of all subgroups.	Professional development schedules.	School Director
Train teachers in best practices to improve academic achievement among ELs, using Problem Based Learning (PBL) and GLAD strategies.	Professional development schedules.	School Director
Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs.	Professional development schedules.	School Director
Provide a broad range of high-quality, standards-aligned instructional resources that facilitate ELs' access to core curriculum and expand their knowledge of the world. Provide	Annual Inventory of Instructional Materials and assessment rubrics.	Teachers, School Director, Leadership Council

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curriculum and unit development aligned to both CCSS and ELD standards.		
Hire an ELD teacher to work directly with students and support classroom teachers in the implementation of CCSS content material.	Personnel records.	School Director
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY		
GOAL TO ACHIEVE SUBPRIORITY	All RVC EL students make progress to become proficient in English.	
MEASURABLE OUTCOME(S)	<ol style="list-style-type: none"> 1. 90% of EL students will progress at least one English level each year, as measured by the CELDT or ELPAC test, through targeted instruction and assessment 2. 90% of EL students improve at least three levels in reading (using Lucy Calkins assessment) each year. 3. 95% of EL students show growth in writing ability on Lucy Calkins Units of Study writing checklists. 4. 100% of EL students receive ongoing support from classroom teacher and ELD teacher. 5. 100% of teachers receive training in best practices to improve English Language proficiency. 	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
RVC hires an ELD teacher to work with classroom teachers and students to support implementation of CCSS content material and literacy through ELD instruction.	Hiring records	School Director
ELD teacher works with classroom teachers to support EL students. Classroom teachers use the new CCSS EL standards to guide instruction of EL students. Teachers give individualized instruction with focused English Language support.	Regular check-ins with the ELD teacher and professional development agendas.	School Director

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<p>EL students work with the ELD teacher as needed for support in reading and writing development, as well as content vocabulary and concepts.</p>	<p>Formative, interim, and summative assessment data (reading levels, writing checklists, math assessments, science and social studies assessments) and student portfolios.</p>	<p>School Director</p>
<p>Align curriculum to ELD standards.</p>	<p>Review of yearly, unit, and daily lesson plans.</p>	<p>School Director</p>
<p>Provide all English Learners with access to ELD teacher as needed for support in reading and writing development.</p>	<p>ELD teacher schedule.</p>	<p>School Director, Teachers, ELD Teacher</p>
<p>Analyze data and monitor English Learner progress in language development and provide timely interventions. Conduct ongoing assessments with special attention to fluency and correctness in reading, writing, speaking.</p>	<p>CELDT or ELPAC results.</p> <p>Teachers College Reading and Writing Project (“TCRWP”) leveled reading assessment.</p> <p>Lucy Calkins Units of Study writing checklist.</p> <p>EL Student portfolios.</p>	<p>Teachers</p>
<p>Train teachers in best practices to improve English language proficiency among ELs. Provide professional development for teachers and administrators on how to scaffold the CCSS for access for ELs. Provide training on integrated/designated ELD instruction and targeted interventions.</p>	<p>Professional development schedules.</p>	<p>School Director</p>

<p>STATE PRIORITY #3— PARENTAL INVOLVEMENT Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>		
<p>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</p>		
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Parents will be an integral part of the RVC community and will participate in the governance and operation of the school. Parents will view RVC as receptive to their input and involvement.</p>	
<p>MEASURABLE OUTCOME(S)</p>	<ol style="list-style-type: none"> 1. At least two parents serve on Board of Directors. 2. At least four parents serve on Leadership Council. 3. At least 80% of California School Parent Survey respondents “agree” or “strongly agree” that RVC welcomes parents’ contributions and actively seeks the input of parents before making important decisions. 	
<p>ACTION(S) TO ACHIEVE GOAL</p>	<p>METHOD(S) OF ASSESSMENT</p>	<p>PERSON(S) RESPONSIBLE</p>

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Hold annual elections among parents for the Leadership Council.	Leadership Council membership roster.	Leadership Council
Hold elections for two parent Board of Directors member nominees, to be considered for appointment by the then-existing Board of Directors to the two Board seats reserved for Parents.	Board of Directors membership roster.	Board of Directors
Identify and appoint additional parent Board of Directors members.	Board of Directors membership roster.	Board of Directors
Solicit parent feedback through annual (or more frequent) surveys.	CDE’s California School Parent Survey or similar.	School Director
Conduct periodic community meetings to consult with non-Leadership Council and non-Board parents.	Parent meeting minutes.	School Director, Leadership Council
Train school staff in effective parent engagement practices.	Professional development schedules.	School Director, Leadership Council
Collect and respond to parent concerns in a respectful and timely fashion.	Parent feedback file.	School Director
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION		
GOAL TO ACHIEVE SUBPRIORITY	Parents will be welcomed to participate in classroom and RVC community events.	
MEASURABLE OUTCOME(S)	At least 40% of parents choose to volunteer during the school year, including in class, on the Board of Directors or Leadership Council, on committees, driving on field trips, working on project preparation for teachers at home, helping with performances, or in other ways. Volunteering is not a requirement, but parents will be welcomed to participate.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Encourage parental volunteerism at Back to School night.	Volunteer rosters. Back to School night packets.	Teachers, Leadership Council

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<p>Welcome and encourage parental volunteerism by keeping parents informed of volunteer opportunities, parent educational offerings, and informational meetings, via the school newsletter.</p>	<p>Volunteer rosters. Archive of school newsletters.</p>	<p>Leadership Council</p>
<p>Provide translation services for school newsletters, parent meetings, and parent-teacher conferences as needed.</p>	<p>Budget and expense records.</p>	<p>School Director</p>
<p>Hire a Family Outreach/Support Coordinator to reach out to parents of socio-economically underprivileged, EL, and other parents to facilitate access and involvement.</p>	<p>Personnel records.</p>	<p>School Director</p>
<p>SUBPRIORITY C -- LCAP</p>		
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>RVC will consult with parents on LCAP goals, actions, outcomes, and metrics.</p>	
<p>MEASURABLE OUTCOME(S)</p>	<p>At least 50% of LCAP goals are generated through parent meetings.</p>	
<p>ACTION(S) TO ACHIEVE GOAL</p>	<p>METHOD(S) OF ASSESSMENT</p>	<p>PERSON(S) RESPONSIBLE</p>
<p>Conduct parent meetings to consult with parents (including non-Board and non-Leadership-Council parent members) during the LCAP development process. Conduct parent survey to gather feedback.</p>	<p>Annual LCAP. Parent meeting minutes. Parent Survey.</p>	<p>School Director, Leadership Council</p>

<p><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u></p> <p>Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 		
<p>SUBPRIORITY A – CAASPP: ELA/LITERACY, MATHEMATICS, SCIENCE, SOCIAL STUDIES</p>		
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Students will become proficient readers and writers of the English language. Students will become proficient in mathematical skills and content. Students will master concepts in Science and Social Studies.</p>	
<p>MEASURABLE OUTCOME(S)</p>	<ol style="list-style-type: none"> 1. 80% or more of all students demonstrate at least one year of growth on the English Language Arts portions of the California Assessment of Student Performance and Progress (CAASPP) assessments. 2. 80% or more of all students are classified as being at or above grade level on TCRWP reading assessment. 3. 80% or more of all students meet grade level expectations in writing according to the Lucy Calkins Units of Study writing checklists. 4. 80% or more of all students demonstrate at least one year of growth on the Mathematics portions of the CAASPP assessments. 5. 80% or more of all students show mastery of math concepts on unit assessments. 6. 80% or more of all students show mastery of science and social studies concepts on unit assessments. 	
<p>ACTION(S) TO ACHIEVE GOAL</p>	<p>METHOD(S) OF ASSESSMENT</p>	<p>PERSON(S) RESPONSIBLE</p>

Support student progress towards mastery of standards using inquiry-based transdisciplinary units that help students make connections between subject areas and individual concepts/skills. Teachers use research-based instructional methods.	Review of yearly, unit, and daily lesson plans, and unit and trimester assessment data.	Teachers
Create an inclusive and supportive environment for all students by providing appropriate intervention and enrichment programs as needed.	Review of yearly, unit, and daily lesson plans. Notes from Student Success Team meetings.	Teachers, Intervention Teacher, School Director
Analyze student CAASPP test scores and other diagnostic results and adjust instruction to ensure proficiency in ELA/Literacy and Mathematics.	Lucy Calkins Units of Study writing checklists and ELA and math Interim Assessments	Teachers
SUBPRIORITY B – API		
GOAL TO ACHIEVE SUBPRIORITY	RVC will meet state requirements for academic performance schoolwide and for all subgroups.	
MEASURABLE OUTCOME(S)	RVC meets state target of the statewide measure that will be established by State Board of Education (SBE) that will replace API, schoolwide and for all subgroups.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Monitor all students to assure they are making expected progress.	Continuous monitoring of student growth, including all subgroups, using regular reading, writing, and math assessments, CRESST or another nationally normed formative assessments, which are aligned to CCSS.	Teachers
ELD Teacher and Intervention Teacher work with classroom	ELD Teacher weekly schedule.	ELD Teacher, Intervention Teacher

teachers to support struggling students.	Intervention Teacher weekly schedule.	
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE) [NOT APPLICABLE]		
SUBPRIORITY D – EL PROFICIENCY RATES		
GOAL TO ACHIEVE SUBPRIORITY	EL students will make progress toward EL proficiency each year.	
MEASURABLE OUTCOME(S)	1. 90% of EL students increase CELDT or ELPAC level each year.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Monitor EL students to assure they are making expected progress.	Reading, Writing, and Math formative assessments, CELDT or ELPAC scores. Student progress reports.	ELD Teacher, Teachers
Use the new CCSS EL standards to guide instruction of EL students.	Review of yearly, unit, and daily lesson plans.	Teachers
Give individualized instruction with focused English Language support.	Review of yearly, unit, and daily lesson plans.	Teachers
ELD teacher works with classroom teachers to support EL students, and with small groups of EL students.	ELD teacher schedule.	ELD Teacher
SUBPRIORITY E – EL RECLASSIFICATION RATES		
GOAL TO ACHIEVE SUBPRIORITY	English Learner reclassification rates will meet or exceed the District’s EL reclassification rate for K-6	
MEASURABLE OUTCOME(S)	RVC meets or exceeds the RVSD 3 year rolling average percentage of EL students reclassified each year as a percentage of the previous year’s EL total.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE

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<p>ELD teacher works with classroom teachers to help EL students to become proficient in English and to become reclassified. Students continue to be monitored and supported by ELD teacher and classroom teachers after becoming reclassified. Teachers give individualized instruction with focused English Language support.</p>	<p>ELD teacher schedule. Reclassification statistics. Formative assessments in reading, writing, math.</p>	<p>Teachers, ELD Teacher</p>
<p>Provide ongoing monitoring and support of students after becoming reclassified.</p>	<p>Formative assessments in reading, writing, math, science, social studies. Interim Language Arts and math assessments. CELDT or ELPAC tests.</p>	<p>ELD Teacher</p>
<p>SUBPRIORITY F – AP EXAM PASSAGE RATE [NOT APPLICABLE]</p>		
<p>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP [NOT APPLICABLE]</p>		

STATE PRIORITY #5— STUDENT ENGAGEMENT		
Pupil engagement, as measured by all of the following, as applicable: <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 		
SUBPRIORITY A – STUDENT ATTENDANCE RATES		
GOAL TO ACHIEVE SUBPRIORITY	RVC will maintain a high average daily attendance rate, schoolwide and for all subgroups.	
MEASURABLE OUTCOME(S)	ADA rates are at least 96%.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Monitor attendance records of students.	Monthly reports and School Director apportionment period attendance rates.	School Director
Educate parents about the importance of regular school attendance.	Parent meeting records. School newsletters.	School Director, Teachers, Leadership Council
Have a conference with parents of children who miss school regularly to encourage regular attendance.	Meeting records of School Director, Teachers, and/or Family Outreach/Support Coordinator.	Teachers, Family Outreach/Support Coordinator
SUBPRIORITY B – STUDENT ABSENTEEISM RATES		
GOAL TO ACHIEVE SUBPRIORITY	RVC will have no chronic absenteeism (defined as missing 10% or more of school days) for reasons other than illness or approved leave.	
MEASURABLE OUTCOME(S)	No RVC students are absent 18 or more school days in a school year for reasons other than illness or approved leave.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE

ROSS VALLEY CHARTER

Incorporate a social-emotional curriculum, such as Tool Box.	Review of yearly, unit, and daily lesson plans.	School Director
Conduct regular community building events and activities.	Master schedule.	School Director
Provide support for struggling students from ELD Teacher or Intervention teacher.	ELD Teacher schedule. Intervention Teacher schedule.	ELD and Intervention Teachers.
Note: All actions listed under Subpriority A of Priority #5 also apply to Subpriority B of Priority #5.		
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES [NOT APPLICABLE]		
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES [NOT APPLICABLE]		
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES [NOT APPLICABLE]		

<p>STATE PRIORITY #6— SCHOOL CLIMATE School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>		
<p>SUBPRIORITY A – PUPIL SUSPENSION RATES</p>		
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>RVC will minimize pupil suspension rates by implementing various methods to help students who are struggling schoolwide and for all subgroups.</p>	
<p>MEASURABLE OUTCOME(S)</p>	<p>RVC suspension rate is less than 2% in any given year, and less than 1% averaged over any given 6-year period schoolwide and for all subgroups.</p>	
<p>ACTION(S) TO ACHIEVE GOAL</p>	<p>METHOD(S) OF ASSESSMENT</p>	<p>PERSON(S) RESPONSIBLE</p>
<p>Refer children who are struggling emotionally or behaviorally for counseling.</p>	<p>Counseling referrals.</p>	<p>Teachers.</p>
<p>Note: All actions listed under Subpriorities A and B of Priority #5 also apply to Subpriority A of Priority #6.</p>		
<p>SUBPRIORITY B – PUPIL EXPULSION RATES</p>		
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>RVC will minimize pupil expulsion by implementing various methods to support students who are struggling.</p>	
<p>MEASURABLE OUTCOME(S)</p>	<p>RVC expulsion rate is less than 1% in any given year, and less than 0.5% averaged over any 6-year period schoolwide and for all subgroups.</p>	
<p>ACTION(S) TO ACHIEVE GOAL</p>	<p>METHOD(S) OF ASSESSMENT</p>	<p>PERSON(S) RESPONSIBLE</p>
<p>Work with parents of students who are struggling to consider other methods of support.</p>	<p>Suspension records. Records of School Director meetings with parents.</p>	<p>School Director.</p>
<p>Note: All actions listed under Subpriorities A and B of Priority #5 and Subpriority A of Priority #6 also apply to Subpriority B of Priority #6.</p>		
<p>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</p>		

<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Students and adults in the RVC community will participate in creating an environment in which students feel connected and physically and emotionally safe. Students, teachers, and parents will report a sense of safety and school connectedness. The RVC community will support students and teachers to achieve cultural competency: the will and ability to create, nurture, and sustain authentic relationships across differences.</p>	
<p>MEASURABLE OUTCOME(S)</p>	<ol style="list-style-type: none"> 1. 80% or more of faculty and parents report that the school provides a safe environment for students on the School Climate and School Parent surveys. 2. 80% or more of faculty and parents report that the school engages students on the School Climate and School Parent surveys. 3. 80% or more of all 5th graders including subgroups report positive scores on School Connectedness Scale questions of the California Healthy Kids Survey. 4. 80% or more of all 5th graders including subgroups report positive scores on School Protective Factor questions of the California Healthy Kids Survey. 5. 100% of teachers receive cultural competency training. 6. 100% of teachers will share at least one lesson or activity per year that teaches and reinforces cultural competency during Wednesday meetings. 	
<p>ACTION(S) TO ACHIEVE GOAL</p>	<p>METHOD(S) OF ASSESSMENT</p>	<p>PERSON(S) RESPONSIBLE</p>

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Incorporate a social-emotional curriculum, such as Tool Box.	Review of yearly, unit, and daily lesson plans.	Teachers, School Director
Hold regular classroom meetings to discuss issues.	Classroom schedules.	Teachers
Conduct regular community building events and activities.	Master schedule.	School Director
Invite parents to school events and celebrations.	Archive of school newsletter.	School Director, Leadership Council
Provide parents with an outlet to discuss concerns via the Leadership Council.	Leadership Council minutes.	Leadership Council
Conduct annual surveys of students, teachers, and parents.	California School Climate Survey, California School Parent Survey, California Healthy Kids Survey (Questions 1-38).	School Director
Train parent volunteers in appropriate ways to interact with students.	Parent training materials.	School Director, Teachers
Train playground supervisors in conflict management techniques.	Parent training materials.	School Director, Teachers
Train teachers in cultural competency. Work with all staff to improve cultural competency.	Professional development schedule. Records of all lessons/activities shared by teachers.	School Director,
Help students achieve cultural competency.	Yearly, unit, and daily lesson plans and student portfolios.	Teachers.

<p>STATE PRIORITY #7— COURSE ACCESS The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>		
GOAL TO ACHIEVE PRIORITY	RVC will provide all students including all subgroups access to a broad course of study.	
MEASURABLE OUTCOME(S)	1. 100% of students, including all subgroups, receive instruction in English, mathematics, social sciences, science, visual and performing arts, and health. 2. 100% of students, including all subgroups, are provided PE classes 200 minutes every two weeks.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Provide all students with instruction in English, mathematics, social sciences, science, visual and performing arts, health, and physical education (PE).	Master Schedule Review of yearly, unit, and daily lesson plans.	School Director
Provide teachers with professional development in elevating student achievement and engagement, cultural competency, and proficiency.	Professional development schedule.	School Director

STATE PRIORITY #8—OTHER STUDENT OUTCOMES		
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.		
SUBPRIORITY A – ENGLISH		
GOAL TO ACHIEVE SUBPRIORITY	All students, including all subgroups, will become competent readers, writers, and speakers of the English Language.	
MEASURABLE OUTCOME(S)	80% or more of all students, including all subgroups, demonstrate at least one year of growth on the English Language Arts portions of the CAASPP assessments.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Use CCSS to guide ELA instruction.	Review of yearly, unit, and daily lesson plans, as well as formative and interim (trimester) assessment data and student portfolios.	School Director
Provide support to EL students from classroom teachers and ELD teacher.	ELD schedule	ELD Teacher
Monitor student progress in English-Language reading, writing, and speaking.	TCRWP reading assessments, Lucy Calkins Units of Study writing checklists, CAASPP assessments.	Teachers
SUBPRIORITY B – MATHEMATICS		
GOAL TO ACHIEVE SUBPRIORITY	All students, including all subgroups, will acquire mathematical skills.	
MEASURABLE OUTCOME(S)	80% or more of all students, including all subgroups, demonstrate at least one year of growth on the Mathematics portions of the Smarter Balanced assessment.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE

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Use CCSS to guide mathematics instruction.	Review of yearly, unit, and daily lesson plans.	School Director
Monitor student progress in mathematics.	Math unit assessments, teacher observation and formative assessments, exit slips, interim (trimester) assessments, Smarter Balanced assessment results.	Teachers
Support students struggling in math.	Teacher schedules & student progress on formative, interim, and summative assessments.	Teachers, classroom volunteers
SUBPRIORITY C – SOCIAL SCIENCES		
GOAL TO ACHIEVE SUBPRIORITY	All students will develop an awareness of social studies in order to achieve civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life.	
MEASURABLE OUTCOME(S)	80% or more of students, including all subgroups, earn a rating of “understands content and concepts” on social studies progress reports.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Use California’s History-Social Science Content Standards to guide instruction.	Review of yearly, unit, and daily lesson plans.	School Director
Monitor student progress in social studies.	Assessments and self-assessments of projects and written work, RVC progress reports.	Teachers
SUBPRIORITY D – SCIENCE		
GOAL TO ACHIEVE SUBPRIORITY	All students, including all subgroups, will understand science concepts and scientific thinking.	
MEASURABLE OUTCOME(S)	<ol style="list-style-type: none"> 1. 80% or more of all 5th grade students score proficient or advanced on the science portion of the California Standards Test. 2. 80% or more of all students, including all subgroups, earn a rating of “understands content 	

	and concepts” in science on RVC progress reports.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Use Next Generation Science Standards for California to guide instruction.	Review of yearly, unit, and daily lesson plans	School Director
Teachers use hands-on, interactive activities to increase interest and competence in science.	Review of yearly, unit, and daily lesson plans.	School Director
Monitor student progress in science.	Teacher observation, assessments of science projects and classwork, CAASPP, RVC progress report, student portfolios.	Teachers
SUBPRIORITY E – VISUAL AND PERFORMING ARTS		
GOAL TO ACHIEVE SUBPRIORITY	All students, including all subgroups, will have frequent opportunities to practice visual and performing arts both in their regular classrooms and in specialized art and music classes.	
MEASURABLE OUTCOME(S)	<ol style="list-style-type: none"> 1. 100% of students, including all subgroups, do at least one art project per month as part of their daily classroom instruction. 2. 100% of students, including all subgroups, will have the opportunity to participate in at least one performance per school year, and at least 95% will participate. 	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Incorporate art projects into transdisciplinary instruction.	Review of yearly, unit, and daily lesson plans. Student portfolios.	School Director, Teachers
Offer art, music and poetry instruction to all students.	Master schedule.	School Director
Produce at least one performance per class per school year.	Performance schedule.	Teachers

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SUBPRIORITY F – PHYSICAL EDUCATION		
GOAL TO ACHIEVE SUBPRIORITY	Students, including all subgroups, will receive physical education instruction each week.	
MEASURABLE OUTCOME(S)	100% of students attending school, including all subgroups (with the exception of students excused for medical reasons) participates in an average of 200 minutes of PE every two weeks.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Hire a PE teacher.	Personnel records.	School Director
Schedule PE classes amounting to an average of 200 minutes of PE every two weeks.	Master schedule	PE Teacher
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)		
GOAL TO ACHIEVE SUBPRIORITY	Students school-wide, including all subgroups, will learn appropriate skills to ensure physical and emotional health.	
MEASURABLE OUTCOME(S)	<ol style="list-style-type: none"> 100% of students are provided health education as part of PE classes each week. 100% of teachers include lessons for 100% of the 12 tools of the Toolbox Project over the course of two years. 	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Incorporate a social-emotional curriculum.	Review of yearly, unit, and daily lesson plans.	School Director
Include a health component in PE classes.	Review of yearly, unit, and daily lesson plans.	School Director
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY) [NOT APPLICABLE]		
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY) [NOT APPLICABLE]		
SUBPRIORITY J – CTE (GRADES 7-12 ONLY) [NOT APPLICABLE]		

Additional RVC Goals

Ross Valley Charter has the following additional goals specific to our Mission and Core Beliefs:

RVC-Specific Goal: GRADUATE PROFILE SKILLS		
GOAL	<p>Students will demonstrate high levels of the following skills emphasized in RVC’s Graduate Profile:</p> <ul style="list-style-type: none"> • Independent and confident • Collaborative problem solvers • Effective communicators • Creative and adaptive thinkers • People who persevere • Caring community members • Solid in foundational academic skills 	
MEASURABLE OUTCOME(S)	80% of students show mastery of each of the specified skills on year-end progress reports.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Design open-ended projects for students to work on independently, with a partner, or in small groups.	Review of yearly, unit, and daily lesson plans. Student portfolios.	School Director, Teachers
Lead discussions with students on process skills, and identify for students when skills are being demonstrated.	Review of yearly, unit, and daily lesson plans. Student reflections.	Teachers
Monitor student progress in understanding and developing Graduate Profile skills.	Progress reports, teacher observations. Formative and Interim Assessments. Student portfolios.	Teachers
RVC-Specific Goal: SERVICE LEARNING		
GOAL	RVC will encourage students to be active participants in their communities and the larger world.	

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MEASURABLE OUTCOME(S)	100% of students participate in service-learning projects.	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Incorporate at least one service-learning project into each class each year.	Review of yearly, unit, and daily lesson plans.	Teachers
RVC-Specific Goal: FINANCIAL RESPONSIBILITY		
GOAL	RVC will demonstrate fiduciary and financial responsibility.	
MEASURABLE OUTCOME(S)	<ol style="list-style-type: none"> 1. Have a positive operating income every year. 2. Maintain positive cash balance. 3. After 5 years maintain a 10% reserve. 	
ACTION(S) TO ACHIEVE GOAL	METHOD(S) OF ASSESSMENT	PERSON(S) RESPONSIBLE
Maintain a balanced budget and adequate monthly cash flow with an annual reserve starting in the second year of operation.	Bimonthly (every other month) financial reporting to the Board including budgeted vs. actual revenue and expense and cash flow	School Director
Produce financial reports and submit an annual balanced budget demonstrating fiscal transparency, sound financial standing, and prudent resource allocation.	Bimonthly financial reporting to the Board including budgeted vs. actual revenue and expense and cash flow	School Director
Consult with staff and parents on the budget.	Parent meeting minutes. Staff meeting minutes.	School Director
Achieve and maintain full enrollment.	Enrollment records.	School Director
RVC-Specific Goal: BOARD OF DIRECTORS		

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<p>GOAL</p>	<p>The Board of Directors will provide effective and sound oversight of Ross Valley Charter. RVC governance and leadership will effectively support the essential work of the Charter School to promote teaching and learning.</p>	
<p>MEASURABLE OUTCOME(S)</p>	<p>The Charter School substantially meets its goals annually (or in accordance with other applicable timeframe specified in the goals).</p>	
<p>ACTION(S) TO ACHIEVE GOAL</p>	<p>METHOD(S) OF ASSESSMENT</p>	<p>PERSON(S) RESPONSIBLE</p>
<p>The Board of Directors will analyze student learning outcomes and parent, teacher, and student survey results each year and will devise an action plan to improve performance in any deficient areas.</p>	<p>Board approved reports on achievement of goals in the areas of parent, teacher, student surveys, balanced budget, CAASPP test results, and multiple measures of learning outcomes Trimester reports on Interim Assessments aligned with CCSS. Board approved action plans to mitigate any shortfalls in these goals.</p>	<p>School Director</p>

Progress Reports

RVC will use progress reports to monitor, summarize, and report student achievement. Progress reports will be a mechanism to report individual student progress toward our learning goals to parents at the end of each trimester. Data from the progress reports will also be summarized for reporting to the Board after each trimester.

Our progress reports will indicate the progress students are making toward the skills in our Graduate Profile. Because the skills we expect our students to master are complex, they may comprise several subskills. The chart below indicates how each element of the Graduate Profile is represented on the progress report.

Graduate Profile	Progress Report
RVC students will be independent and confident	21 st Century Skills: <ul style="list-style-type: none"> • Works independently with confidence • Is self-motivated and takes initiative • Seeks out and uses resources • Is organized and responsible for personal belongings, classroom materials, and homework
RVC students will be collaborative problem solvers	21 st Century Skills: <ul style="list-style-type: none"> • Works collaboratively with others • Demonstrates creative thinking • Uses a variety of strategies to solve problems • Seeks out and uses resources • Shows adaptability Speaking and Listening Skills: <ul style="list-style-type: none"> • Engages effectively in collaborative discussions
RVC students will be effective communicators	Writing Written Conventions Speaking and Listening Skills (each of these sections list specific Common Core State Standards)
RVC students will be creative and adaptive thinkers	21 st Century Skills: <ul style="list-style-type: none"> • Demonstrates creative thinking • Shows adaptability • Works independently with confidence
RVC students will be people who persevere	21 st Century Skills: <ul style="list-style-type: none"> • Perseveres
RVC students will be caring community members	Social/Emotional Development <ul style="list-style-type: none"> • Demonstrates self-control • Follows school rules and class agreements • Works and plays cooperatively

	<ul style="list-style-type: none"> • Is helpful to others • Accepts responsibility for own behavior • Respects rights and opinions of others • Shows consideration and respect for peers • Shows consideration and respect for adults
<p>RVC students will be solid in foundational academic skills</p>	<p>Reading Writing Written Conventions Mathematics (each of the above sections list specific Common Core State Standards) Science Social Studies</p>

Our progress reports will specifically demonstrate student development in the following academic areas: reading, writing, written conventions, speaking and listening, mathematics, social studies, and science. The reading, writing, written conventions, and mathematics portions of the progress reports will list Common Core State Standards for each grade span (K/1st, 2nd/3rd, 4th/5th). Science and social studies portions will indicate whether students understand content and concepts in the Next Generation Science Standards and California History–Social Science Standards. [See sample of 4th/5th grade progress report in Appendix G.]

Our progress reports also contain a narrative section in which teachers will detail examples of a child’s level of development/mastery based on observations, student work, portfolio submissions, project checklists, and/or various classroom-based and school-wide assessments. Students will do an age-appropriate self-assessment and reflection for each reporting period as well.

We will regularly analyze the results of interim and summative standardized testing to ensure that our progress reports fully reflect student progress toward the Common Core State Standards. We will adapt our progress reports as needed to ensure they are CCSS aligned and marked appropriately by teachers.

Portfolios

Portfolios will be used as a record of learning throughout students’ years at RVC. They will include samples of work, rubrics, assessments, and students’ reflections on their work. Portfolios will display the individual nature of child’s learning over time, provide evidence of academic achievement, and assist teachers with targeted instructional planning.

Students will help to choose the work that they feel represents them, and upper grade students will write a reflective cover letter that describes their experiences and growth during the school year. Graduating fifth graders will take home their portfolios as a representation of their growth and development during their elementary years.

Portfolios will be reviewed by students, parents/guardians, and teachers at the end of each school year. As a learning record, portfolios provide a continuum of student work from class to class over the years, allowing teachers to observe progress.

Multiple Assessment Measures

Ross Valley Charter's assessment plan includes multiple measures designed to monitor student progress over time. It includes baseline, formative, interim, and summative assessments. Teachers will use results of these assessments to complete trimester progress reports.

- **Baseline assessments** measure basic academic skills in English Language Arts and mathematics at the beginning of a school year or the beginning of a unit of study.
- **Formative assessments** will be frequent and will include formal and informal performance based assessments in the context of classroom activities and daily learning. These assessments will help students to better understand their strengths and areas in which they may be struggling. The information provided by the assessments will be used to guide instruction and to identify students who may need additional support and/or challenge.
- **Interim assessments** fall between formative and summative assessments and provide standardized data that can be aggregated and analyzed. Interim assessments may predict student performance on an end-of-year summative assessment, they may provide evaluation information about the impact of a curriculum or a program, and they offer instruction information that helps diagnose student strengths and weaknesses.
- **Summative assessments** will take place in English-Language Arts and Math at the end of the year in the form of Smarter Balanced tests. Additional summative assessments will include end-of-year leveled reading assessments, cumulative math assessments, and writing checklists, which can be compared to the baseline assessments from the beginning of the year. These will be year-end leveled reading assessments, cumulative math assessments, and writing checklists (detailed below). We will also use project rubrics for transdisciplinary unit final projects as summative assessments in science and social studies.

Teachers will analyze assessment results to identify student, class, and RVC trends, to find specific areas of instructional strength and weakness, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the CCSS. Assessments will be used to inform instruction as well as to track and monitor student growth and learning. The Board will also review results of these assessments to ensure RVC is achieving its goals.

RVC's Assessments are as follows:

- **State-mandated Assessments (summative)**—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Smarter Balanced assessments for English Language Arts and

Mathematics each spring beginning in grade two. Additionally, the California Standards Test for science will be administered annually in the spring to students in grade five (or a new science assessment if the state chooses one). The California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) will be administered to students as necessary. These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state and federal measurements as they evolve and replace API and AYP. The California English Language Development Assessment (CELDT), or ELPAC when it is developed, will be administered to English Learners annually.

- **Leveled Reading Assessments (baseline, formative, summative)**—All students in grades K-5 will be assessed at the beginning of the year, November, March, and June using the TCRWP Leveled Reading Assessment which measures decoding, fluency, and comprehension. Teachers will listen to individuals read a passage or short story and conduct running records, ask students to do a re-tell, and answer comprehension questions to determine their independent reading level. Reading levels will be used to help students select appropriate independent-reading books, and to help teachers identify which students will need extra support in reading.
- **Writing Assessments (baseline, formative, summative)**—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists from the Lucy Calkins Units of Study program throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- **Mathematics Assessments (baseline, formative, summative)**—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Some of these assessments will be teacher-developed based on Common Core State Standards, and others may be taken from a math program if we choose to purchase one. Students will be pre-assessed at the beginning of math units to identify students in need of extra challenge or support. On-going assessment will take the form of teacher observations, assignments, and performance-based assessments involving problem-solving. Frequent “exit slips”, short written responses at the end of a class used as quick, informal assessments, will help teachers know which students need extra practice with various concepts or skills. At the end of each unit, student understanding and mastery will be measured through performance tasks or formal assessments. Teachers will create these assessments or select them from curriculum resources.
- **Standardized Assessments in Language Arts & Mathematics (interim)**—In addition to leveled reading assessments and formative math assessments, students (beginning in grade two) will also take trimester Interim Assessments in language arts and math to assure they will be prepared for Smarter Balanced

Assessments. RVC is researching various assessment systems with CCSS-aligned performance tasks for English-Language Arts and Mathematics, including Measures of Academic Progress from Northwest Evaluation Association (NWEA), Smarter Balanced Interim Assessments, The Center for Research and Evaluation at UCLA (CRESST), and West Ed. We will select one for ELA and one for Mathematics and these will be used as the Method of Assessment in all the goals below where “Interim Assessments” appear.

- **Science Assessments (formative, summative)**—We will assess student progress toward the Next Generation Science Standards using unit assessments from the science program we choose. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects. There will also be assessments at the end of transdisciplinary units such as project rubrics, written checklists, and/or performance tasks.
- **Social Studies Assessments (formative, summative)**—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects. Teachers will also use assessments at the end of transdisciplinary units such as project rubrics, written checklists, and/or performance tasks.
- **Spelling Inventories (baseline, formative, summative)**—At the beginning of the year, all students in 1st-5th grade will take a spelling inventory from the *Words Their Way* book by Donald Beare. Students will then be placed in groups with other students who are working on learning similar spelling patterns. This assessment will be repeated at least once more mid-year, and groups of kids may be reformed if needs have changed.
- **Social Emotional Learning Assessments (formative, summative)**—Teachers will explore and develop tools to identify and support students’ social-emotional growth. Possible measurement tools include Classroom Assessment Scoring System (CALSS), Early Childhood Observation Measure (ECCOM), or teacher-created rubrics informed by CASEL’s five social-emotional core competencies.⁴⁹

Use and Reporting of Data

RVC will implement a Student Information System (“SIS”) to track and maintain student data. The School Director, in consultation with staff and the Board, will choose a SIS such as Aeries or PowerSchool in Spring 2016 to ensure the information collected is used in accordance with RVC’s mission as well as provide for all mandated reporting requirements at the local, county, state, and federal levels.

⁴⁹ <http://www.casel.org/social-and-emotional-learning/core-competencies/> [2015/

RVC teachers will be engaged in an on-going process of data review and evaluation in connection to student learning outcomes. They will analyze individual data to review performance for students in their classrooms and work in collaborative teams to review class performance. Teachers will identify patterns of underperformance or high performance, and identify students who are not making adequate progress. Additionally, assessment data will be used to judge the effectiveness of curriculum units and teaching. This information will then be used to refine or change future units and instruction. Collaborative grade-level teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes.

Teachers will meet to review reading, writing, spelling, and math assessments after initial assessments are done in the first month of school. CAASPP test data will also be reviewed at this time.

Teachers will review assessment data at the end of each trimester in December, March, and June using the Progress Reports and Interim Assessments described above. The School Director will work with the teachers to fashion a Quarterly Learning Assessment Report that can be provided to the Leadership Council, Charter Board, Authorizer, County Office of Education, CCSA, and State Office of Education using data from progress reports and Interim Assessments for three quarters. For the September report, data from SBAC results will be reviewed and will include an evaluation of how predictive the other three quarterly report data was and what adjustments need to be made to instruction or additional nationally normed tests introduced to complement SBAC. These quarterly reports will include, but not be limited to:

- Percentage of students below, at, or above grade level in reading and math as defined by the Common Core State Standards
- Subgroup analysis of all the State Defined Subgroups – ethnic subgroups, socioeconomically disadvantaged pupils, English learners, pupils with disabilities, and foster youth – if those subgroups are defined as statistically significant by statute, by the State Superintendent, or by the Charter School itself

Individual student achievement will also be tracked longitudinally. Reading progress will be charted throughout the student's years at RVC. Portfolios will allow teachers to track and monitor progress from one year to the next.

At RVC, we believe that teaching to deep understanding and mastery is complex and that teachers cannot approach this complex task formulaically. We must develop hypotheses about how a given child might master a particular objective based on that child's interests, current level of ability, level of engagement, personality, learning style, etc. Data will be used to confirm whether skills have been mastered, and teachers will implement an alternate approach if needed.

Reporting to Parents/Guardians

Frequent communication between parents and teachers is highly valued at RVC. We plan to have three parent/teacher conference periods each year (with students dismissed an hour early) and three progress reports each year. An approximate schedule is below. Teachers will also meet with parents at any time during the school year regarding student progress if there are changes or concerns.

Timing	Parent/Teacher Conferences	Progress Reports
August/September	<ul style="list-style-type: none"> Approximately six days of in-take conferences with parents of students new to each class Focus: parents tell teachers about their children 	(none)
November	<ul style="list-style-type: none"> Approximately eight days of parent/teacher conferences for the parents of all students Focus: teachers share with parents what they have observed and assessed; review progress report 	<ul style="list-style-type: none"> First trimester progress report
March	<ul style="list-style-type: none"> Conferences only if requested by parent or teacher 	<ul style="list-style-type: none"> Second trimester progress report with narrative comments
June	<ul style="list-style-type: none"> Approximately six days of student-led portfolio review conferences with parents and teachers Focus: celebrate student growth, set goals for next year 	<ul style="list-style-type: none"> Third trimester progress report

Note that teachers will continue to have early release (1:15 pm) on Wednesdays for teacher meetings during all conference weeks. This will be an opportunity for teachers to look at assessment data and monitor student progress.

Reporting to the Authorizer and Other Stakeholders

Ross Valley Charter will supply quarterly reports, described in the section above on the Use and Reporting of Data, to the Leadership Council, the Charter School Board, the Authorizer, and the County and State Offices of Education.

Ross Valley Charter will also promptly meet all reasonable inquiries for data from its authorized agency and assure timely scheduled data reporting in compliance with the law. In accordance with Title III, RVC will adhere to all mandated reporting guidelines in relation to English Learners, including notification to parents regarding CELDT/ELPAC results and reclassification. In accordance with IDEIA, RVC will comply with all state

and federal laws regarding reporting requirements for children with IEPs, including, at a minimum, trimester reports to a Special Education student's parents on progress towards goals stated within the IEP.

RVC will report interim assessment data to its Governing Board following trimester assessments. That information will include, but not be limited to:

- Percentage of students at or above grade level in reading
- Percentage of students scoring at least 80% on math assessments aligned with Common Core State Standards
- Subgroup analysis, particularly for EL students

The RVC board will review SBAC results every year as well.

School Accountability Report Card (SARC)

Ross Valley Charter will compile the necessary data and create a SARC at the end of each school year. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities). State law requires that the SARC contain all of the following:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

ELEMENT 4 – GOVERNANCE

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

Non Profit Public Benefit Corporation

RVC 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. RVC is filing for tax-exempt status under Internal Revenue Code Section 501(c)(3).

The RVC will operate autonomously from its authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the authorizer and RVC. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of RVC, operated as a California nonprofit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by RVC as long as the authorizer has complied with all oversight responsibilities required by law.

Please see Appendix E for the RVC Articles of Incorporation (4.1), nonprofit corporate Bylaws (4.2), and a Conflict of Interest Code (4.3).

Board of Directors

The RVC will be governed by a corporate Board of Directors (“Board”) whose members will be referred to as “Members,” in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board shall have five (5) to nine (9) Members. In accordance with Education Code Section 47604(b), the entity that grants the RVC charter to be operated as a nonprofit public benefit corporation shall be entitled to have a single representative serve on the Board of RVC. At least two Member positions are reserved for parents of students attending RVC at the time the Member's term on the Board commences. One Member position will be specifically identified as representing the RVC teachers’ perspectives. The other Board positions will be filled by members of the community. Board members are not subject to a limit on the number of terms they may serve. The following individuals will serve on the RVC initial Board of Directors:

Table with 2 columns: Role (Community Representative) and Name (Roni Adams, Kate Crist, Conn Hickey)

Community Representative	Kristi Kimball
Community Representative	Sharon Sagar
Parent Representative	Rana Barar
Parent Representative	Andrea Sumits
Teacher Representative	Chris Lyons

Barar, Hickey, Lyons, Sagar, and Sumits were appointed as the “initial directors of the Corporation” by the Sole Incorporator, Jason Morrison. The other three were appointed by the Board in July 2015.

The relevant experience of this Board can be found in Appendix F. Two members of the current Board have a combined 22+ years of Ross Valley School District governing board experience. One of the members is a practicing attorney in the field of regulatory law. Four board members are public educational professionals with many decades of combined public and charter school teaching, administration, and foundation support experience. Three board members have decades of experience in nonprofit administration. And one board member has 35 years of experience as a private sector and IT manager and executive with extensive financial experience. For future replacement, RVC will recruit members to insure that this breadth of experience in non-profit governance and administration, public education teaching and administration, and private sector finance and management be continued.

The terms of the initial Board shall be staggered – with two members serving a two (2) year term and three an initial three (3) year term. Thereafter, the term of each Member shall be two (2) years.

Subsequent to the initial Board, new Board members will be appointed by the existing Board, with input from the Leadership Council. The Board shall strive to retain a membership that includes expertise in varying fields (e.g., education, law, school finance) and which will be able to offer relevant and sound advice, direction, and discussion to RVC. Selection and appointment processes for Board members are detailed in the RVC Bylaws [Appendix E].

After the terms of the initial Board Member expires, the ongoing process of filling vacancies will be as follows:

- One Board Member position will be selected after considering a nomination by the classroom teacher employees of the Charter School.
- Two Board Member positions will be parents of students attending RVC at the time the Member’s term would begin, who will be selected after considering nominations by the parents of students of the Charter School with each family having students in the Charter School allowed two votes.

- The other Board Members will be appointed by the entire Board of Directors as vacancies occur with a nomination process that includes input from the Leadership Council.

Teachers' Role in Governance and Conflicts of Interest Code

One of the Charter School's Three Core Beliefs is that "a thriving and joyful learning community has inclusive decision-making structures that foster teacher and parent engagement, collaboration, and shared ownership of the committed work of graduating students who are critical thinkers and creative problem solvers prepared for the 21st Century." Accordingly, RVC intends to allow a currently-employed teacher to be a Member of the Board, should there be a current teacher who desires this role. The teacher representative Board position could also be filled by an individual who is not employed by RVC.

The RVC Conflict of Interest Code, which is included in Appendix E, addresses the requirements of the Political Reform Act as legally required. It clearly states that any Board Member, Officer, or the School Director will be disqualified (and the specific manner for doing so) from making, participating in making, or trying to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

The Legislature has passed a number of bills applying Government Code Section 1090 to charter schools, all of which have been vetoed (by Governors from both political parties).

RVC believes that empowering teachers in the governance of their schools is critical as a strategy for implementing the Common Core State Standards. In its report titled: "Teacher Leadership; The Pathway to Common Core Success," The Center for American Progress⁵⁰ makes the following recommendation to districts for a successful implementation of the standards:

Teachers involved in district- and school-level governance. In the profiled districts, teachers serve on school, district, and union governing bodies as a way to ensure that teachers' perspectives are included in decisions made about the standards and other district priorities.

In the 93 page California Common Core State Standards the words collaborate, collaborative, collaborating, and collaboration appear 40 times. In the five paragraph Introductory Message from the State Board President and State Superintendent of Public Instruction these words appear in each of the last three paragraphs.⁵¹

⁵⁰ <https://www.americanprogress.org/issues/education/report/2015/04/28/111762/teacher-leadership/>; April 28, 2015

⁵¹ <http://www.cde.ca.gov/be/st/ss/documents/finaletaccsstandards.pdf>

We believe that the reason this collaborative behavior is so strongly emphasized in the Common Core State Standards is that the 21st Century digital workplace requires this skill for success. We believe that collaboration is a skill that is best acquired when children are given the opportunity to see it modeled, first hand, by teachers, parents, and other school personnel, a belief substantiated by the Center for American Progress study.

For these reasons we have proposed our governance structure in a way that allows a Charter School teacher to sit on the Board.

Our Conflict of Interest Code prohibits Governing Board Members from making, participating in making, or trying to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family. This Conflict of Interest Code will require Governing Board members to disclose such a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

Notwithstanding the above, if our chartering authority strongly believes that Government Code Section 1090 ought to apply to our Charter School, the Charter School is willing to revise its governance structure and Conflict of Interest Code to include the application of this section and to alter the composition of the Board and/or the contents of its Bylaws and Conflict of Interest Code accordingly.

Board Meetings and Duties

Once the Charter is authorized, the Board of RVC will meet regularly, at least every two months, and in full compliance with the Brown Act. Two RVC Board Members and/or Officers of the corporation have a combined 22 year experience as Ross Valley School Board members and are fully conversant with the requirements of the Brown Act, namely that all matters within the jurisdiction of the Board must be heard, discussed, deliberated, and acted upon by a majority of the Board be held in open, public meetings, with limited exceptions allowed for closed session. All Board Members will attend Brown Act training, held by CCSA and /or Young, Minney and Corr, RVC's counsel.

The Board meetings will be held at the Charter School or in a place suitable for community attendance and participation. Meeting notices and agendas will be communicated to parents to encourage them to attend and protocols will be established with the intention of creating an inclusive and welcoming environment.

The Board will be responsible for certain operational and fiscal affairs of RVC, including, but not limited to:

- Personnel actions (e.g., hiring, dismissal, annual performance evaluations) for RVC's School Director;
- Approve hiring of all employees of RVC after considering recommendations by the School Director and/or Leadership Council;
- Approve termination of employees of RVC after considering recommendations by the School Director;
- Approve and monitor the implementation of general policies of RVC. These include, but are not limited to, effective personnel policies for career growth and compensation of employees;
- Act as a fiscal agent. This includes the receipt of funds for the operation of RVC in accordance with RVC Board By- laws and the receipt of grants and donations consistent with the Mission of RVC;
- Contract an external auditor to produce an annual financial audit according to generally accepted accounting practices;
- Monitor progress of student learning and overall staff performance in achieving annual goals;
- Approve plans to mitigate shortfall in achieving goals;
- Approve RVC strategic plans, annual goals, and annual calendars;
- Approve RVC policies and procedures and handbooks
- Approve charter amendments and material revisions (which must also be approved by the authorizer);
- Appoint an administrative panel to act as a hearing body and/or take action on recommended student expulsions if necessary;
- Approve and monitor annual budget and fiscal and performance audits;
- Communicate, negotiate, and collaborate with the authorizing entity;
- Initiate and oversee long-term strategic planning;
- Approve bylaws, resolutions, and policies and procedures of RVC operation;
- Select individuals to serve on the Board, taking into account recommendations from the Leadership Council; and
- Decide matters of policy after consultation with the Leadership Council.
- Review all contracts over \$5,000.

The RVC Board will attend periodic conferences and in-service opportunities for the purposes of training individual Board Members regarding their conduct, roles, and responsibilities. All Board Members will receive training at least once a year on various matters regarding charter school law and governance. Training includes attending conferences whereby relevant governance training is available. Additional trainings and workshops will be held at special and regularly scheduled Board meetings each year. Trainings may be given by RVC's legal counsel, the California Charter Schools Association, Marin County Office of Education, California School Boards Association, or other experts. Topics include, but are not limited to, conflicts of interest, RVC legal compliance, the Brown Act, special education, budget, and finance.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation shall be in writing; specify the entity designated; describe in specific terms the authority being delegated and the beginning and ending dates of the delegation; and require an affirmative vote of a majority of Board members.

Leadership Council

The day-to-day guidance of RVC will be jointly overseen by the School Director and the Leadership Council (“Council”). The Council is an essential organizational structure operating in furtherance of the Mission and Beliefs of RVC, founded on principles of collaboration between the stakeholders – parents, teachers, and administrators – in the education of the students.

As the only employee who directly reports to the Governing Board, the School Director has overall authority to ensure that the directives of the Board are carried out in the day-to-day operation of the Charter School.

The Leadership Council has no formal authority within the RVC governance structure and all its recommendations that effect budget, personnel, legal compliance, and other matters that relate to the responsibilities of the Board will be brought to the Board as recommendations. The Board retains ultimate legal authority and responsibility for the operation of RVC.

All three of our Core Beliefs are imbued with a spirit of voice, choice and collaboration.

1. Students learn best when constructing their own knowledge in a social context that offers rich and challenging content, collaboration with fellow students and parents, and teachers acting as facilitators of this process.
2. Student voice, choice, and engagement are critical to creating student agency and knowledge construction.
3. A thriving and joyful learning community has inclusive decision-making structures that foster teacher and parent engagement, collaboration, and shared ownership of the committed work of graduating students who are critical thinkers and creative problem solvers prepared for the 21st Century.

Each of these Core Beliefs echo the concept of modeling collaboration, choice, and voice in both learning and decision-making processes. In order to make these values real, the learning community has to have structures that give meaningful empowerment to stakeholders and require stakeholders to work through problems and differences in a straightforward, honest way.

The MAP program, on which the Charter is based, has a 19-year history of working to breathe life into Education Code Section 58500 which states:

ROSS VALLEY CHARTER

The governing board of any school district may establish and maintain one or more alternative schools within the district.

For the purposes of this article, an alternative school is defined as a school or separate class group within a school which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- (d) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

The educational approach outlined in considerable detail in Element One above describes how the classroom is organized to meet goals a, b, and c.

The Leadership Council structure is designed to manage this opportunity for teachers and parents to develop the learning process, its subject matter, and to continuously react to the changing world. It is patterned after the School Site Council structure described in Ed Code 52852. It has the same number of voting members as the School Site Council Structure and has the same parity between school employees and parents. The Charter Leadership Council will be patterned after a similar 15-year old MAP structure for stakeholder engagement which was called the Advisory Council.

The Council shall be composed of eight (8) voting members and as many non-voting members as the Council shall, from time to time, deem appropriate. The School Director shall be a voting member. All RVC teachers will be considered members of the Council, and the teachers shall have a total of three votes for Council purposes. The four voting parent members on the Council will be elected annually by the parents of RVC, with each parent of a RVC student(s) having one vote with a maximum of two per family in the elections.

All parent positions on the Council serve for one-year terms. Parents elected to the Council are not subject to a limit on the number of terms they may serve.

ROSS VALLEY CHARTER

The Council, once elected, will enact its own bylaws, which must not conflict with any provisions of this charter petition, and decide on the different positions and roles of the four elected parents and any other non-voting parent members of the Council that the Council shall deem it appropriate to create. One voting parent role will be the Facilitator of all Council meetings.

The even number of voting members between staff and parents has proven to be a critical structure in the MAP for reaching consensus on issues where there has been disagreement and we expect the same to be true for RVC.

The recognized existence and importance of this kind of parallel, but unofficial, decision making authority in school reform is reflected in the Education Code's provisions on Alternative Education and School Site Council cited above and in the work of Patrick Dolan and the Teacher Union Reform Movement.⁵²

Council meetings shall occur at least monthly, and the schedule of meetings shall be decided and published to RVC parents and anyone else who shall request such information. Any special meetings of the Council will be communicated to the Charter School community. Anyone who has specifically requested in writing (including email) to receive notice of Leadership Council meetings shall be notified by email of any Leadership Council meetings. The Council's meetings will be open to the general public.

The duties and responsibilities of the Council for RVC, include, but are not limited to:

- Work to realize the Beliefs and Mission of RVC in the best interests of the students;
- Monitor the educational effectiveness of the program and make reports to the Board for its review and approval;
- Continuously evaluate opportunities for evolving and improving RVC as new educational theories and approaches emerge;
- Foster an ongoing culture of community and cooperation between parents, teachers, and administrators for the benefit of the students;
- Make decisions on recommendations to the Board, as appropriate, on how RVC can best meet the needs and interests of students and their families based on RVC Mission;
- Evaluate and monitor RVC's progress and performance in student learning and make frequent reports to the Board in these areas;
- Select new Council members in accordance with this Petition and Council Bylaws;
- Along with the School Director, allocate financial resources within budget categories that are delegated to it by the Board and not otherwise designated or restricted by law;

⁵² W. Patrick Dolan, *Restructuring Our Schools, A Primer on Systematic Change*, 1994, Systems and Organizations, Kansas City

ROSS VALLEY CHARTER

- Make recommendations to the Board regarding matters of policy, budget, or other matters within the Board' authority;
- Review and approve, and, where appropriate, participate in preparing, annual program evaluations or reports required by law and/or required to be submitted to the Board, the authorizing entity, or any other oversight entity;
- Report current activities and issues to the Board at Board meetings;
- Participate in personnel selection processes as outlined by the Board;
- Make recommendations to the Board regarding parent and teacher Board member selection based on election processes it oversees;
- With the School Director, develop the annual school calendar for approval by the Board;
- Serve as a transparent conduit of information between RVC and RVC's parent community-at-large; and
- Form and coordinate committees and other activities that enhance the intrinsic Beliefs of RVC and contribute to the fulfillment of its Mission. These committees work with various bodies within and outside RVC, providing support as appropriate.

Any decision of the Council can be appealed to the Board by anyone.

The Leadership Council will appoint members to a Diversity and Outreach Committee, subject to Board approval. The charge of this Committee will be to advise and evaluate the Leadership Council and the Board on the goals and activities outlined in both Element 7, Racial and Ethnic Diversity, and the Cultural Competency section of Element One. It will do a self-evaluation on an at least a semi-annual basis, in order to determine whether target goals/objectives are being met. This committee will identify strengths, weaknesses, opportunities and challenges and make recommendations for improvement, as necessary.

The role of the Board is to insure that compliance with state law and regulation is followed throughout the Charter School. It is where final decisions are made and ultimate responsibility rests. But it is also the role of the Board to make sure that stakeholders – particularly teachers and parents – are authentically engaged in making recommendations on Charter School matters that the Board has to decide on. This requires a careful balance between the Board fulfilling its legal responsibilities as a public agency while encouraging the spirit of open, honest conversation and collaboration about difficult issues so that solutions are found that meet all stakeholders' needs, as well as fulfilling legal requirements, through a collaborative process.

School Director

The School Director of RVC will be the administrative leader at RVC, who will model RVC's Beliefs and Mission, be the community leader of the Charter School, spearhead the development of culture, and have overall responsibility for student learning and performance. The School Director will be hired by and report to the Board. The School Director will attend all Board meetings but will not be a Member. The School Director will be a member of the interviewing and selection committee for other school staff. The

School Director will collaborate with the teachers as they develop the academic program, request professional development activities, improve curriculum and instruction, and provide support and resources aimed at increasing teacher effectiveness and leadership. The School Director also will ensure that the connection between RVC and families is strong, mutually respectful, and marked by continuous communication about student learning and behavior. The School Director shall create, facilitate, and support a positive and productive ongoing collaboration between parents and staff at RVC consistent with RVC's Beliefs and Mission. The School Director will be the primary liaison with the District, and with the County and State Offices of Education. A comprehensive description of the School Director's qualifications may be found in Element E—Employee Qualifications.

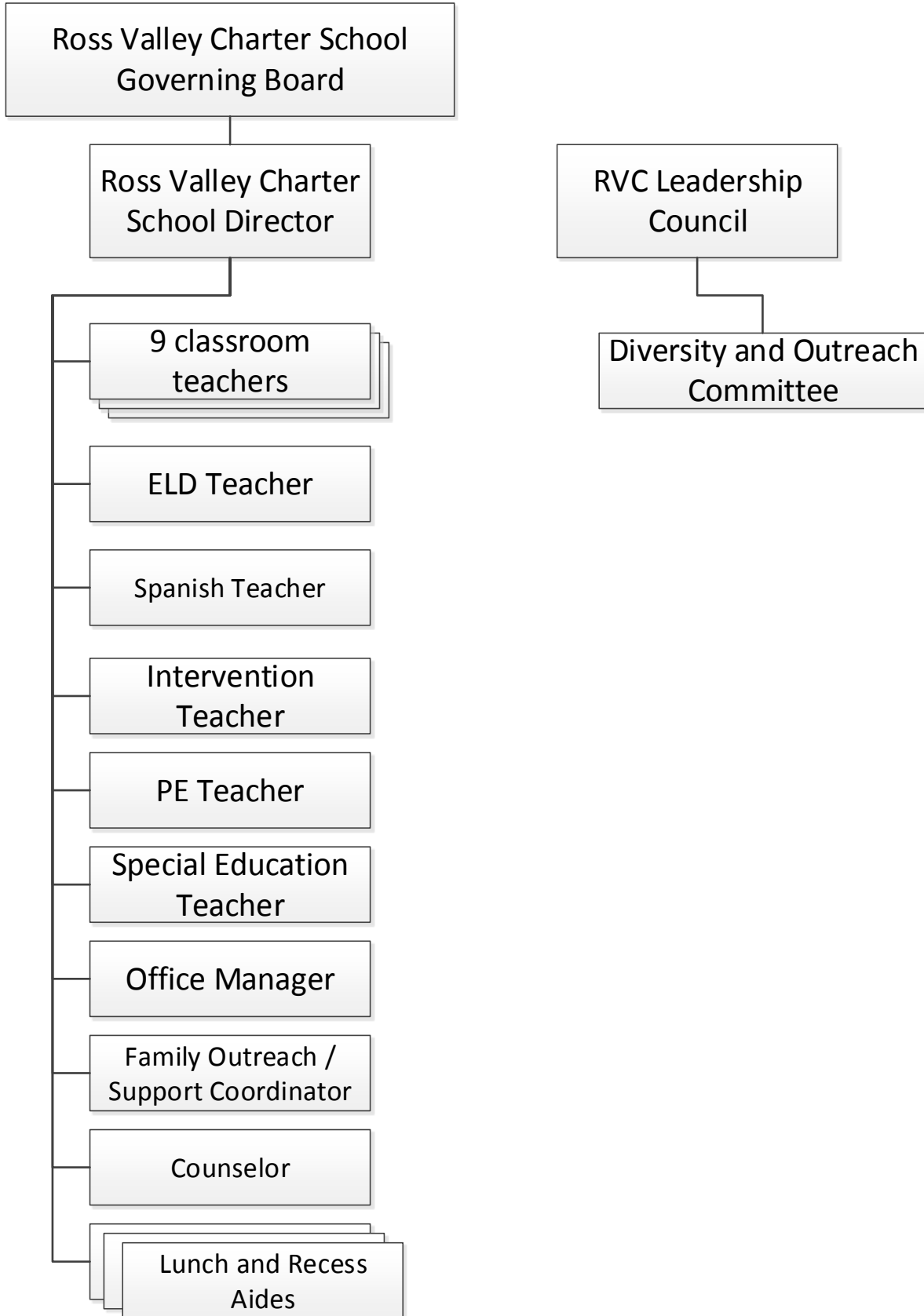
The School Director's duties shall include, but are not limited to, the following:

- Promote the success of all students, and support the efforts of the Board to keep RVC focused on learning and achievement
- Support and evaluate teachers and other employees, and facilitate staff professional development
- Guide RVC in its collection, analysis, and programmatic response to student learning data
- Manage Charter School revenues and expenses to stay within approved budget;
- Monitor site safety
- Participate as a member of the Leadership Council and attend its meetings
- Develop RVC Board meeting agendas in conjunction with the Board Chairman in compliance with the Brown Act
- Facilitate LCAP process.

Organizational Chart

The entire staff, reporting to the School Director in the Organization Chart which follows, will work as a team in supporting the education of RVC students with a spirit of collective responsibility for the students education and well being.

ROSS VALLEY CHARTER



Teachers

The teachers will have primary responsibility for the creation and development of the educational curriculum at the RVC. The School Director, Board, and Council of the RVC trust the professional expertise of the teachers on matters relating to curriculum and assessment of student performance. The founding teachers acknowledge the core value of collaboration with each other and with parent and administrator stakeholders in the educational Mission of the RVC. The responsibilities of the teachers include, but are not limited to, the following:

- Generate and implement curriculum design, educational methodology, and be collectively responsible for learning outcomes;
- Select resources and materials;
- Align standards with curriculum across the grade levels;
- In conjunction with the School Director, recommend expenditures that support the instructional program to the Council and the Board;
- Select, design, and implement ongoing assessments and student evaluations in alignment with Common Core State Standards, and communicate assessment results to parents;
- Facilitate parent-teacher conferences;
- Participate in the Council, including attending Council meetings;
- Engage in the inquiry process to encourage professional growth and development;
- Observe colleagues and provide feedback;
- Collaborate with colleagues and hold each other accountable for implementation of the Beliefs and Mission of the RVC to all students and families;
- Make recommendations for teacher professional development opportunities to the School Director and Council for approval.
- Nominate the Teacher Representative Member of the Board

Parental Involvement

Parent involvement and the parents' role as co-learners are important components of RVC and provide the backbone for the sense of community in the Charter School. Parents are viewed as critical stakeholders and co-learners (along with teachers and administrators) in the education of the students, and parents are given a voice in RVC policy setting and decision-making.

Teachers will often develop close relationships with parents in a spirit of creating a partnership for student learning. This is facilitated and deepened because parents spend two years with each of their child's teachers.

Parents may serve on the Board, serve on the Leadership Council, participate in the classroom or for special classroom events or needs, assist in planning and organizing RVC community-building events or school-wide student events, volunteer to assist during RVC events, and volunteer to support any Council needs or to serve on any Council-formed committees to address specific issues facing RVC. Parents also serve

an important role in electing the parent representatives of the Council. In MAP parent surveys over the years, this aspect of truly feeling a part of a small learning community has been a highly valued aspect of the Program. The Charter School plans to continue this culture of welcoming, but not requiring, parent involvement in our community.

RVC welcomes and encourages parents to be involved in RVC activities in any manner mentioned above or listed below or another manner determined to be suitable to the parents' schedule and interests and RVC's needs. While in-classroom parent participation is typically a very satisfying and helpful experience, RVC recognizes that being involved during the school day is not feasible for many parents. There are many ways of contributing parent support to RVC outside of the regular school day hours, and all are equally important to the success of the Charter School. The Leadership Council will include a Parent Participation Coordinator, who will help identify valuable involvement opportunities for all RVC parents looking to contribute time in support of the success of the Charter School, including working parents or other parents for whom participating in the classroom is not desirable.

Other examples of parent involvement include:

- Assist with technology;
- Prepare materials at home;
- Provide language support, including translation assistance;
- Supervise and/or drive for field trips;
- Serve as a classroom parent (e.g., organizing/facilitating communications to other parents, serving as a liaison between teacher and parents, assist with organization of field trips)
- Serve in a group formed to enhance the School environment (e.g., garden group, Safe Routes to School, Peace Coaches or social and emotional support for students);
- Playground supervision;
- Assist with School facility and grounds improvement projects

The School will also employ a Family Outreach/Support Coordinator, whose duties will be to provide additional support primarily for families of students that receive free/reduced lunch and students who are designated as English Learners. This coordinator will help advocate access to Charter School resources, will ensure that students and their parents feel welcome/comfortable in the Charter School community, and will serve as a bridge to help communicate with the student's educational team (i.e. teachers, support personnel, and administration).

Being involved in Charter School activities is in no way required of parents. The Charter School provides a free education to any families who attend the Charter School with no requirement for volunteering in the Charter School community or donating funds.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Qualifications of Charter School Employees

In general, the Charter School will recruit driven, qualified, and enthusiastic individuals to serve in all of the Charter School's employment positions. All prospective employees are required to successfully complete a Department of Justice ("DOJ") fingerprinting background check, tuberculosis ("TB") test, and reference checks, to ensure the health and safety of the Charter School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as determined by education codes and law as they pertain to charter schools. The Charter School staff may also be required to participate in random drug testing as may be required by the Board of Directors. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as determined by laws applicable to charter schools.

At RVC there will be no discrimination or harassment based on race, color, religion, sex, gender, gender identity, gender expression, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law. The Charter School is a school of choice and no employee will be forced to work there.

Qualifications of the School Director

The responsibilities of the School Director are described at length in the Governance Element above. The Board will develop a job description that summarizes the qualities and experience needed for the School Director prior to recruiting. The School Director will have demonstrated leadership qualities and experience that align with the RVC Core Beliefs and indicate that he or she will be able to effectively discharge all of the responsibilities and functions that are outlined in the Governance Element.

The School Director shall meet the following minimum qualifications:

- Bachelor's degree (required)
- Relevant experience with school and organizational leadership and educational innovation (preferred)
- Experience in supervision and evaluation of employees (preferred)
- Ability to communicate effectively with diverse groups, the Board and the community (required)
- Demonstrated ability to facilitate collaboration with individuals holding diverse views and reach consensus decisions (required)

- Interest in progressive education and commitment to the school's success (required)
- Experience with school operations including finances, fundraising, facilities, health and safety, and other operational management (preferred)
- Be familiar with special education services and the provision of these services (preferred)
- Other qualifications and/or qualities deemed important by the Board (preferred)

Qualifications of Teachers

Classroom teachers, the Intervention Teacher, and ELD teacher must hold a California teaching certificate, permit, CLAD/BCLAD certification or other documents equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Core courses include English language arts, mathematics, science, and social studies. The Charter School will confer with the California Commission on Teaching Credentialing ("CCTC") and the Marin County Office of Education for any clarifications regarding credentials as needed.

In accordance with Education Code Section 47605(l), the Charter School may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional capacity in noncore, non-college preparatory courses and activities.

RVC teachers shall meet or exceed all "highly qualified requirements" under the ESEA.

Accordingly, a teacher must have:

- a bachelor's degree
- an appropriate state multiple subject teaching credential (or credential relevant to the teaching position)
- demonstrated academic subject matter competence

RVC will hire faculty based on content mastery, academic excellence, academic ability, and performance reviews, and will consider bilingualism, and experience with progressive education, in multi-age settings, and/or with the MAP program. RVC believes that it will be best served if one or more of its 9 classroom teachers is bilingual in English and Spanish. We will use recruitment that includes the collection of transcripts, reference checks, writing samples, and an extensive interview process.

In addition, teachers who desire a position with RVC must:

- Be committed to our Mission and Core Beliefs;
- Be willing to work collaboratively with parents in the classroom and community;
- Show enthusiasm for collaboration with other teachers at the Charter School;
- Be willing to participate in professional development opportunities and to engage

- in continuous reflection on the goals and methods of education at RVC;
- Implement the RVC Mission and Core Beliefs;
 - Be skilled at or be willing to be trained in the current and future teaching practices used at RVC;
 - Be knowledgeable about educational psychology and developmentally appropriate practices;
 - Be willing to work beyond the typical school day, on some evenings and weekends.

Other Positions

All other personnel will be considered based upon their expertise and ability specific to the position. Specific hiring criteria will be developed by the School Director, the Leadership Council, and the Board. Job descriptions are in Appendix I.

First year staff will include the following positions:

ELD teacher

Spanish teacher

Intervention teacher

PE teacher

Special Education teacher

Office Manager

Family Outreach/Support Coordinator

Counselor

Lunch/recess aides

ELEMENT 6 – 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 with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the authorizer for review at least 30 days prior to operation.

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

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. RVC will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all state and federal laws concerning the maintenance and disclosure of employee records. The School Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board Chairman shall monitor the fingerprinting and background clearance of the School Director. 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, the same policies and procedures used by RVSD. RVC will provide annual training on child abuse and neglect reporting requirements to employees and persons working on their behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment.

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the Charter 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 that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School. In addition, a policy will be developed and approved by the Governing Board requiring instructional and administrative staff to receive training in emergency response, including appropriate 'first responder training' or its equivalent.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious substances 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, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall arrange for fire inspections from the local fire department/authorities. The Charter School shall conduct fire drills monthly as required under Education Code Section 32001 and in conjunction with the District (if the Charter School is housed at District facilities). The Charter School shall secure a Certificate of Occupancy from the applicable local land use permitting authority prior to the start of school, if required by law.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, gender, gender identity, gender expression, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School shall develop a comprehensive policy and include it in the relevant Charter School handbooks to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, student to student, and student to employee misconduct) by the time the Charter School opens. Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies. The Charter School shall comply with Seth's Law (Education Code Sections 234 through 234.5) regarding anti-bullying policies, training and intervention.

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

Ross Valley Charter will strive to enroll a student body that fully reflects the full range of diversity found in the broader school aged community. To this end, RVC will make every effort to actively seek students from all areas within Ross Valley School District, with an emphasis on reaching English Learners and students who are eligible for Free and Reduced Price Meals. The underlying belief that all students are capable of thriving academically, socially, and emotionally will guide our approach and ensure that all students have equal access to learning.

RVC plans to enroll EL and low-income students in numbers greater than the District’s averages. MAP has historically had a larger percentage of students of these subgroups than the District. However, without targeted outreach to those populations in recent years, the MAP student population has become much less diverse, as seen in the following chart.

	Ross Valley School District 2014-15	MAP (3-year averages from 2013-2014 Manor School Site Plan)	MAP 2014-15	Ross Valley Charter (target for 2016-2017)
English Learners	3.9%	7%	1%	6% (14 students)
Eligible to Receive Free or Reduced Price Meals	9.9%	12%	5%	12% (27 students)

RVC petitioners know that it is imperative to do active, ongoing outreach to attract students in these traditionally underserved groups. One of our major motivations to become a charter school is to have control over our outreach, so we will be able to work toward having a more diverse school community.

Community Outreach & Recruitment Efforts that Align with Targeted Population and Education Program

We have developed a comprehensive outreach plan to reach underserved communities in the Ross Valley School District. We have begun to develop a partnership with the Fairfax San Anselmo Children’s Center (FSACC), a local private non-profit Title 5 childcare program, diverse preschool, and aftercare center. Our plan is to develop a long-term partnership with the Children’s Center so we can better recruit and serve their students. We have had several meetings with the FSACC director and the founder, and

feel confident that this budding partnership will allow us to attract and serve a more diverse community of students and parents. The strength of this early partnership is evidenced by the number of FSACC parents who signed forms expressing meaningful interest in applying to RVC in the fall of 2016. Of the 222 intent to enroll forms collected, 38 students, or 17%, attend the FSACC. (See Appendix B for details) Additional efforts will be made to reach target populations utilizing bilingual print and online media outlets.

Meaningfully Interested in Applying Forms			
Grade Level	All Students	FSACC Students	Percent of Total
K	40	6	15%
1 st	47	8	17%
2 nd	38	6	16%
3 rd	37	9	24%
4 th	26	2	8%
5 th	34	7	21%
TOTALS:	222	38	17%

The RVC outreach plan also includes, but is not limited to additional strategies listed below. RVC will strive to ensure that all recruitment, outreach, and/or promotional materials are translated into Spanish and/or contain language appropriate sidebars with contact information for Spanish Speakers. Outreach may include the following media:

Online media:

- RVC will continue to update and maintain a bilingual website and link with other websites, including Spanish Language websites, as appropriate.
- RVC will create a Facebook page in order to maintain a social media presence;

Print based media

- RVC will create bilingual flyers, with targeted placements, to encourage enrollment and offer information about upcoming events.
- RVC will create and distribute a bilingual brochure to educate families about RVC offerings.

Broadcast Media:

- Free radio placement, including Spanish Language radio may be used to advertise upcoming events
- RVC has produced a short video with Spanish subtitles for use at recruitment and outreach events.

RVC will identify and attend relevant local meetings and events in order to present and/or distribute materials. RVC will also recruit multilingual parents to serve as community contacts and liaisons/ parent mentors.

Staffing and Staff Development Efforts to Support Racial and Ethnic Balance

Recognizing that cultural proficiency is a continuum, RVC will strive to provide on-going diversity reflection and training for and teachers, staff and parents. (See Education Element section on Cultural Competency)

RVC is committed to hiring instructional staff who can meet the needs of all students, including English Learners. To that end, RVC will try to hire at least one teacher who is bilingual in English and Spanish.

RVC will recruit and hire a part-time credentialed ELD Teacher to provide small group English instruction at students' current English level, and facilitate and monitor EL students' continued growth.

RVC will recruit and hire a part-time bilingual Family Outreach/Support Coordinator to assist with recruitment, outreach and support for diverse family populations.

Partnerships and Collaboration:

Identify local leaders from target populations in order to:

- educate them about Ross Valley Charter;
- continue to educate ourselves about the needs of local underserved communities;
- solicit their support and assistance with recruitment and retention efforts

Collaborative relationships may include, but are not limited to, the following organizations and/or meetings:

- Fairfax-San Anselmo Children's Center
- District DLAC meetings
- San Anselmo Seminary
- First 5 California
- The Fairfax Food Pantry
- Head Start
- Fairfax Town Council Members
- San Anselmo Town Council Members
- Ross Valley School Board
- St. Rita pastor

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Through innovative teaching strategies and built-in staff support, the RVC is confident in its ability to meet the academic needs of students and families from underserved communities.

A self-evaluation will be implemented by a Diversity and Outreach Committee, described in more detail in the Element Four: Governance, in the Leadership Council section, on at least a semi-annual basis, in order to determine whether target goals/objectives are being met. This committee will identify strengths, weaknesses, opportunities and challenges and make recommendations for improvement, as necessary.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

Ross Valley Charter will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or sexual orientation.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as otherwise required by law.

The Charter School shall require the parents of students who wish to attend the Charter School to complete a simple application form which includes the student's name, date of birth, entering grade level, and contact and address information for parents or guardians. An optional section of the form will indicate eligibility for one or more admissions preferences, as defined below.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Completion of student enrollment/registration forms including student data sheet, emergency medical information cards, National School Lunch Program application
2. Proof of Immunization
3. Home Language Survey
4. Proof of minimum age requirements, e.g. birth certificate
5. Proof of residency status, e.g. utility bill
6. Release of records

The only RVC admission requirement is that students wishing to attend RVC must follow the Charter School's admission procedures with respect to completing applications by the announced deadlines. The Charter School will also encourage the parents of potential students to attend one of our non-mandatory information sessions prior to submitting an application, to learn more about RVC's program. But these information sessions will not be mandatory and enrollment applications will be widely distributed to many communities and be available on-line.

The open enrollment deadline, which will normally be in the early spring for admission the following fall, shall be coordinated with local schools to give students and their parents the opportunity to consider the full range of educational opportunities available

to them. Applications received after the deadline will be maintained in the order received in the event subsequent open enrollment periods are offered or space is available. Late return of enrollment documentation, following notification of admission, will result in placement at the end of the waiting list.

Public Random Drawing

Applications will be accepted during a publicly advertised open-enrollment period each year for enrollment in the following school year. At the conclusion of the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (lottery) to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

In accordance with Education Code Section 47605(d)(2)(B), admission preferences in the case of a lottery shall be given to the following students in the following order:

1. Existing students of the Charter School will be exempt from the lottery (not applicable in first year)
2. Children of current employees of the Charter School and founders identified in the petition or subsequently by the Governing Board (both categories together not to exceed 10% of the Charter School's total enrollment) will be exempt from the lottery
3. Siblings of current students of the Charter School will be exempt from the lottery
4. English Learners whose primary language is not English and students who are eligible to receive Free or Reduced Price Lunch and who are residents of the District
5. Residents of the District
6. Students who reside outside of the District

Public random drawing rules, deadlines, dates and times will be developed by the Board in an "Enrollment and Lottery Policy and Procedures" document, and communicated on the application form and on the Charter School's website. The current Enrollment, and Lottery Policy and Procedures adopted by the Board is included in Appendix H. Public notice for the date and time of the public random drawing will also be posted once the open enrollment period has passed. The lottery will be held in a space large enough to accommodate all people who want to attend. Parents need not be present at the lottery in order for their children to gain admission if selected. RVC will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least one week prior to the lottery date. Except for year one as noted below, the Charter School will conduct the lottery by early March for enrollment in fall of that year.

At the conclusion of the public random drawing, the parents/guardians of all students who were not granted admission due to capacity shall be given the option to put their child's name on a waiting list according to their draw in the lottery. This waiting list will

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allow students the option of enrollment in the case of an opening during the current or subsequent school years. Admissions Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically and securely filed on campus, and lottery results and waiting lists will be readily available in the Charter School's main office for inspection upon request.

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by RVC as necessary.

The final schedule and due dates will be communicated to interested parents and students on Ross Valley Charter's website. In year one, if the charter is approved after the beginning of the timeline specified herein, the schedule proposed below will be pushed forward and abbreviated to ensure all steps are followed within a shorter timeframe.

November – January	Application forms available
2 nd week of February	Application forms due
Late February	Public Lottery
As soon as possible after lottery completion	Families notified
Approximately 3 weeks later after parent notification	Completed enrollment packets due to Ross Valley Charter

Recruitment

In the first year we will recruit from existing MAP families and from the MAP waiting list. Parents of 84 current MAP students (94% of MAP students who were in grades K-3 in 2014-15 and will still be in elementary school in 2016) have signed intent to enroll forms for 2016. We will also work closely with the Fairfax San Anselmo Children's Center (FSACC) to recruit from their Free and Reduced Price Lunch and English Language Learner families of all ages. Parents of 38 FSACC students have signed intent to enroll forms for 2016. Other strategies to recruit from this population of student are outlined in Element 7 above.

We will also recruit from all preschool programs within the district. Directors of three local preschools have written letters of support for RVC (see Appendix C) and most preschools have expressed a willingness to provide information to their families about RVC.

Included in Appendix B is a total list of parents who have signed a form indicating their interest in enrolling their student at RVC in 2016. There are 222 students on the list, following minimal outreach in the late spring and early summer of this year: contacting current MAP families, setting up a booth at the Fairfax Festival, dropping off informational flyers at local preschools, and visiting the FSACC two afternoons at pick-up time.

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If we do not have enough applicants to fill the school by the first year's relatively early application deadline, we will expand our recruitment and marketing and outreach activities by attending community events, hanging posters, distributing fliers, holding informational meetings, and using social media to recruit new students. If needed, we will expand these efforts to neighboring districts as well. We are confident that with more extensive outreach, we will be able to fill 9 classes.

ELEMENT 9 – INDEPENDENT FINANCIAL AUDITS

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

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

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. The Governing Board will contract for the audit and will receive the audit report. The School Director and designees will provide support to the Auditor. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURE

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

This Pupil Suspension and Expulsion procedure has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

If a Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time, without the need to amend the charter, so long as the amendments comport with legal requirements. 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. It will be reviewed and updated by the Board of Directors when they review and update other Board policies and procedures, or more frequently as needed. 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 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 the Policy and Procedures are available on request at the School Director'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 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 general education students, except when federal and state law mandates additional or different procedures. The 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 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.

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 any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed, or used, tobacco or products containing tobacco or nicotine products, including but not limited to: cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife 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 School Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

ROSS VALLEY CHARTER

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused, or attempted to cause, damage to school property or private property.
 - g) Stole, or attempted to steal, school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.

- l) 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

 - w) Possessed, sold, or otherwise furnished any knife 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 School Director or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to

campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

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 School Director or the School Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Director or designee.

The conference may be omitted if the School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter 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 Charter 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 Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Director or School Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the School Director or designee upon either of the following: 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.

Authority to Expel

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

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 School Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) 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 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 Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon 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 that 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 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 entity conducting the expulsion 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 entity 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 entity 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.

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.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

Written Notice to Expel

The School Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) 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 Charter School.

The School Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

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

No Right to Appeal

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

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

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

Readmission

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

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

1. Notification of Authorizer

The Charter School shall immediately notify the authorizer and coordinate the procedures in this policy with the authorizer of the discipline of any student with a disability or student who the Charter School or Authorizer would be deemed to have knowledge that the student had a disability. The Charter School will also notify the SELPA of which it is a part of any suspension or expulsion.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary

procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may

assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11 – RETIREMENT SYSTEMS

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

Compensation and Benefits

Employees of RVC shall receive compensation packages which are competitive with local charter schools and the Ross Valley School District. A comprehensive health benefits package will be included as part of each full-time employee's compensation. Full-time is defined as any employee working 30 hours per week or more, but special allowances can be made for employees sharing a full time job. RVC will strive to have certificated teachers' compensation and health benefits specifically align to the Ross Valley Teachers Association collective bargaining agreement with the Ross Valley School District, as it may change over time. The health benefits of other full-time employees will be the same as the teachers.

Retirement

RVC will make any contribution that is legally required of the employer, including STRS and federal social security.

All certificated employees of RVC will participate in the State Teachers' Retirement System (STRS). Employees will contribute the required employee percentage and RVC will contribute the employer's portion. All withholdings from employees and from RVC will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS.

All non-certificated employees will participate in federal social security.

The School Director is responsible for ensuring that appropriate arrangements for retirement coverage have been made.

RVC retains the option for its Board of Directors to elect for RVC to participate in additional retirement system(s) in the future, should it find that participation enables the school to attract and retain a high quality staff.

ELEMENT 12 – 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 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 or outside the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13 – EMPLOYEE RETURN RIGHTS

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

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

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Years of service credit at the Ross Valley School District will be granted to the six current MAP teachers who are the petitioners. Up to six (6) weeks of sick leave accumulated at the Ross Valley School District will be credited and provided to these same six Ross Valley School District MAP teachers. Newly hired teachers will not be guaranteed these rights to years of service credit and sick leave credit. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14 – DISPUTE RESOLUTION

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

The Charter School recognizes that it cannot bind the authorizer to a dispute resolution procedure to which the authorizer does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the authorizer.

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

In the event of a dispute between the Charter School and the authorizer, the Charter School and the authorizer agree to first frame the issue in a letter (dispute statement) and to refer the issue to the authorizer Superintendent and School Director of the Charter School. In the event that the authorizer Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the authorizer to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the authorizer's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent, or designee, and School Director shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent, or designee, and School Director and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, and the full Charter School Board agrees that mediation is an appropriate next step, the Superintendent and School Director shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and School Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the authorizer and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the authorizer and the Charter School. Both parties will agree not to make public comments during the process.

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The Charter School Board will develop, publish, and institute policies on internal dispute resolution. These will be published along with other Charter Policies as well as included in parent, student, and employee handbooks.

ELEMENT 15 – PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Ross Valley Charter 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 shall comply with the EERA.

ELEMENT 16 – CLOSURE PROCEDURES

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

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

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

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

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

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

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

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As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed by December 15th of the year of closure, or within six months of the closure date, whichever is earlier. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33. All academic reporting will be completed.

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

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

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

Marin County Board of Education Policy prefers closure procedures whereby the residual assets of the charter will accrue to the benefit of the MCOE. If the County authorizes the Charter, the Charter will distribute remaining assets after closure to a to a 501(c)(3) non-profit fund, foundation or corporation of the County's choosing, as allowed in the Charter's Articles of Incorporation (see Appendix E).

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As specified by the budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

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 D, please find the following documents:

- A projected first year budget including startup costs and cash-flow
- Budget narrative explaining budget and identifying assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

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

1. 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.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, including, for example, errors and omissions, fidelity bond, sexual molestation and abuse coverage, and employment practices legal liability. Coverage amounts will be based on recommendations provided by the authorizer and the Charter School's insurer. The authorizer Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

The Charter School anticipates securing following insurance policies:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Administrative Services

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

It is anticipated that the Charter School will provide, or procure, most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor for certain services (e.g., payroll).

District or Other Authorizer Oversight

Pursuant to California law, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School’s audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Contracted Services

RVC is contemplating contracting for the services listed below. The Governing Board will be considering the possible providers listed. All these services are included in the 5-year budget in Appendix D. The RVC Governing Board has adopted a Conflict of Interest policy which is included in Appendix E of this petition. This policy will be followed in evaluating and selecting all contract services and developing all contracts. After the charter is authorized, all these services will be worked on by the School Director or a consultant hired to coordinate this work for the Board prior to the School Director being employed.

Object Code	Service	Options to be considered in providing service
1103	Substitute Teachers	We will contract with someone to do sub calling and establish a process for activating.
1150	Certificated English Language Development Teacher 0.28 FTE	Our options are to hire our own part-time staff member as an employee, contract with someone to provide this as a professional service, or

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		contract with a school district to provide this as a service.
1200	Certificated Intervention Teacher 0.28 FTE	Our options are to hire our own part-time staff member as an employee, contract with someone to provide this as a professional service, or contract with a school district to provide this as a service.
2100	PE Instructor 0.32 FTE	Our options are to hire our own part-time staff member as an employee, contract with someone to provide this as a professional service, or contract with a school district to provide this as a service.
2100	Spanish Teacher 0.18 FTE	Our options are to hire our own part-time staff member as an employee, contract with someone to provide this as a professional service, or contract with a school district to provide this as a service.
2200	Counseling 2 hours per week	We will likely contract this service from a district, the County or a public or private licensed provider who might supply us with a intern
3400	Health Insurance for Employees	We will select a vendor to provide this insurance. CCSA has a subsidiary called CharterSafe that will be on the short list of vendors.
5450	Liability Insurance	We will select a vendor to provide this insurance. CCSA has a subsidiary called CharterSafe that will be on the short list of vendors.
5515	Janitorial and Gardening Services	Our options are to hire our own part-time staff member as an employee, or to contract with a professional cleaning service.
5535	Utilities: Gas, Electric, Water, Sewer, Garbage	We are planning to set up our own accounts with these utility providers.
5605	Copier Lease	We will select a vendor to provide this service.
5615	Building Repair and Maintenance	We will select a provider to do this work as a professional service.
5803	Auditing Services	The Board will select an audit firm to provide this service. In the petition budget submitted, the amounts (starting at \$8,200 and ending at \$8,702 per year) were left blank on the object code line but were included in the totals for Services and Other Operating Expenses for years 2 through 5.
5808	Banking Services	If we are authorized by the district, we believe we will have a bank account at a local bank. If we are authorized by the county, these services will be provided by MCOE.

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5812	Business Services including accounting, payroll, A/R, financial reporting to Board, district, county, and state	We will do our own accounting services and use licensed EdTec software offered as a service over the internet. We will use a payroll company, like ADP, for payroll.
5836	Fingerprinting Services	Service Provider
5845	Legal Services	Young, Minney and Corr, LLP. We have worked with YM&C to review our Petition and our Start Up grant. We also will receive free legal services through our membership in CCSA.
5863	Professional Development Services	This will be provided by several different vendors who will be selected based on our needs and their capabilities.
5872	Special Education Services	We are planning to hire a certificated special ed teacher as a Charter School employee so that the teacher can be part of our full-time team of 10 certificated teachers with a focus on both training our regular ed teachers to understand the special needs of their special ed students as well as to provide both push in and pull out support to the special ed students. We will contract for specialized special ed services, like speech therapy, either with public or private agencies.
5880	Student Health Services	We will likely contract these services from a health services vendor or a school district.
5881	Data Services	We have a bid from Aries to provide these services for \$1,500 per year, which we will do if we receive the PCSGP grant to cover the initial purchase and training. If not, we will build our own spreadsheets.
5887	Technology Services	We will select a technology service provider. We will not have a technology staff. Our device and infrastructure setup will be constructed so that 95% of support can be done remotely.
5910	Internet and Telephone Services	We will select our service provider(s) and apply for E-Rate.

Facilities

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

The Charter School plans to rent facilities within the District's boundaries. We have engaged a local commercial real estate firm and have identified potential private rental facilities that would meet our needs. We have budgeted an amount based on rental costs of similar types of property in the area, including properties rented by the District to non-public school entities. The Ross Valley School District has a closed school at Red Hill in San Anselmo that has 11 unrented classrooms. It is renting another closed school with similar capacity for \$92,000. A Catholic school in Fairfax with 12 classrooms and a multipurpose room has just closed and is being offered for rent at \$185,000 annually. The Charter School is budgeting rent at \$185,000 annually and will explore both private facilities and public school facilities to accommodate its educational program.

For our 222 students we are estimating our total space needs at 14,000 square feet of building space with the following capacities:

- **Classrooms** – We would like to have 9 classrooms for general instruction, and, additionally, a classroom for art and a classroom for music.
- **Offices/reception** – Offices available for school administrative staff and a reception area to greet guests, ensure school safety, and monitor physical access.
- **Education specialist office** – An office or room for 1:1 assessment, counseling, and instruction of ELL and special needs students.
- **Specialty rooms** – We would like a room for faculty meetings, space for library books, and a small multi-purpose room.
- **Outdoor play space** – On-site playground and access to off-site outdoor area for physical activity and play.
- **Indoor/Outdoor** – We would like a facility that integrates indoor and outdoor space – to extend the learning environment, support project-based learning, and drive learning and creativity.
- **Technology infrastructure** – We will have a technical infrastructure that supports reliable internet connectivity with sufficient bandwidth able to support all authorized users without restriction. Since we will rely on software and file space located in the internet cloud we will not need a dedicated server space.

Free and Reduced Lunch

The Charter School plans to provide Free and Reduced Lunch services. We hope to make arrangements with Choice Lunch to possibly coordinate services with the District's lunch service.

Potential Civil Liability Effects and Impact on Authorizer

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

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

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

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

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

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

The Charter School Board will develop, publish, and institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution. These will be published as Charter Policies as well as included in parent, student, and employee handbooks.

CONCLUSION

By approving this charter, the authorizer will be fulfilling the intent of the California Legislature in adopting the Charter Schools Act of 1992 to, among other objectives:

- Improve pupil learning;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers; and
- Provide parents and pupils with expanded choices in the types of educational opportunities available within the public school system.

Ross Valley Charter is positioned to be a successful school, with experienced and motivated teachers, parents eager to enroll their children, community support, a viable budget, and a proven philosophy and educational program.

The Petitioners are ready to function independently, yet also to work cooperatively with the authorizer to establish the highest bar for what a charter school can and should be. To this end, the Petitioners would be pleased to work with the authorizer to answer any questions regarding this petition and to enable the authorizer to approve the requested charter proposal with a five-year term from July 1, 2016 through June 30, 2021.

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Appendix A: Teacher Approval Sign-off

START-UP SCHOOL: Total number of full time teachers estimated to be employed at school during the first year of operation: 10 (9 classroom teachers plus possibly one special ed teacher)

We have reviewed and agree to the contents of the attached charter proposal dated July 15, 2015 and will work toward its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the charter school. We formally petition the authorizing board to whom we are applying or appealing to approve the charter school described in this petition.

We recognize Chris Lyons and Jason Morrison as Lead Petitioners and hereby authorize the Lead Petitioners to negotiate any amendments to the attached charter petition necessary to secure approval by the Ross Valley School District, Marin County, or the California Board of Education.

Teacher's Name	Teacher's signature and date	Address and Phone #	Credential #, type, expiration
Tim Heth	 7/1/15	95 Broadmoor San Anselmo, CA 94960 (415) 256-1796	Multiple Subject credential #140123962, expires 8/1/2019
Rebecca Wicker	 7/1/15	160 Laurel Dr. Fairfax, CA 94930 (415) 453-6275	Multiple Subject credential #110207041, expires 2/1/2017
Emily Korrell	 7/1/15	89 Magnolia Ave. San Anselmo, CA 94960 (415) 634-4806	Multiple Subject credential #110114031, expires 5/1/2016
Erika Smith	 7/1/15	349 Bolinas Rd. Fairfax, CA 94930 (415) 455-8928	Multiple Subject credential #101159025, expires 8/1/2015
Chris Lyons	 7/1/15	207 Meernaa Ave. Fairfax, CA 94930 (415) 485-5292	Multiple Subject credential #130225331, expires 1/1/2019
Nina Watson	 7/1/15	1552 San Anselmo Ave., San Anselmo, CA 94960 (415) 939-6095	Multiple Subject credential #150039976, expires 5/1/2020

Appendix B: Parent Support Signatures

Since the middle of May 2015, the Ross Valley Charter Development Committee has collected signatures of parents who agreed to the following statement, presented both in English and in Spanish:

The parent(s) listed below certify that they are meaningfully interested in enrolling their student(s) at the Ross Valley Charter School. As such, they believe that the charter merits consideration and hereby request the governing board of the Ross Valley School District to grant approval of the charter pursuant to Education Code 47600 et seq. They further authorize the Ross Valley Charter School founders to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature in addition to the legally required signatures of teachers who are meaningfully interested in teaching at the school.

We had two mechanisms of collecting signatures. First, we had an on-line form that could be filled out on-line and capture signatures using screen touch technology. This form can be found at <https://fs22.formsite.com/RVCS/form2/index.html>. We captured this data and have printed it out on a form for this appendix. Second, we had parents sign pieces of paper, either a form with many signatures, with the statement on top of the form, or single forms.

There were well over 260 students reflected on these forms. We used logic to find duplicates by matching based on name, phone and other personal information provided, and in the case of MAP families we compared to our family rosters to ensure that we did not double count students when either both parents signed a form or when parents submitted forms more than once. Some parents who signed have children who are or will be too old to attend. We believe there are 89 current MAP students including students who will be first graders through fourth graders in 2015-16 who will be eligible to apply for RVC in the 2016-17 school year once authorized. Of those, 84 have signed already in the two months we have been collecting these forms.

By eliminating duplicates and children too young or too old, believe we have a total of 222 students, who will be K-5 in 2016-17, whose parents have signed. 17% of these come from the Fairfax San Anselmo Children's Center (FSACC), a local private non-profit Title 5 childcare program, diverse preschool, and aftercare center for low income children. Many families there do not speak English at home.

The following table indicates total number of students by grade, the students by grade and per cent of all total students for the Children's Center students.







Meaningfully Interested In Enrolling Parent Signatures			
		Children's Center	
Grade Level	All Students	FSACC Students	FSACC %
K	40	6	15%
1st	47	8	17%
2nd	38	6	16%
3rd	37	9	24%
4th	26	2	8%
5th	34	7	20%
TOTALS:	222	38	17%

We collected these signatures without any marketing or outreach other than word of mouth. We are confident that the interest in our school will be high and that this modest effort is strong evidence of our ability to enroll at these and slightly higher levels as is assumed in our budget.

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL
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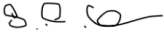

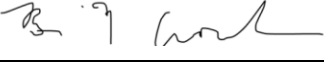


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8093317	Marla Hedlund		415-258-9116	Manor	K	K		07-06-2015
8093310	Quentin Cotillard		4156942813	Wade Thomas	1st			07-06-2015
8092068	Jennifer Loyer		4156869562	Manor Elementary	3rd			07-06-2015
8092045	Frances Epler-Cox		415-412-8635	Manor	K			07-06-2015
8092007	Sherri Hausser		415-306-7350	Manor School	Pre-K			07-06-2015
8091777	Eric Gower		415-613-6381	Wade Thomas	1st			07-06-2015

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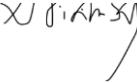

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8091415	Edda Loranger		415-320-4620	Manor	1st	Pre-K		07-06-2015
8089594	Delia van der Plas		4157478910	Wade Thomas	1st			07-06-2015
8087458	Annadel Dong		4153005376	Fairfax	1st	3rd	5th	07-05-2015
8051474	Bruce Crock		4152503902	Manor	5th			06-26-2015
8006195	Shannon Sobieraj		415-531-4331	Ross Valley School District	5th			06-19-2015
7998325	Lesly mancia		4158792934	Manor	3rd			06-18-2015

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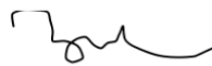
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7980095	Justin Sobieraj		4158588310	Manor	4th			06-15-2015	
7963899	Alisha Irwin		415-785-8192	Manor	2nd			06-12-2015	
7961732	diana schaefer		415 250-9076	Manor	4th			06-11-2015	
7957996	Henry Kyburg		4152796896	Manor	4th			06-10-2015	
7957459	Angela Vidinsky		8312143662	Manor	5th			06-10-2015	
7957316	Liz Pisco		415-279-6895	Manor School	4th			06-10-2015	

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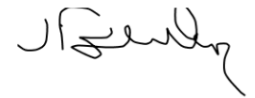




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7951067	Paul Guzman		4152725030	Manor	3rd			06-08-2015	
7948864	Mandee lopez		415-299-2810	Brookside	3rd	1st		06-08-2015	
7948481	Nuessle		(415)531-7118	Manor	4th	1st		06-08-2015	
7948051	Jennifer Coleman		4154575128	Hidden Valley Elementary	4th			06-08-2015	
7947894	Marilyn DeLaure		415-460-5242	Manor	3rd			06-08-2015	
7947445	Zuzelin Martin Lyncg		4155954039	Brookside	1st			06-08-2015	

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7947423	Huw Roberts		415-734-1337	Manor	2nd	K		06-08-2015	
7945685	Jennifer Bevilacqua		310-743-6937	del Sol Manhattan Beach CA	3rd	3rd		06-07-2015	
7943473	Jen Ciraldo		9172707382	Fairfax, CA	1st			06-06-2015	
7939229	Sarah Wotherspoon		5103754703	Brookside	1st	Pre-K		06-05-2015	
7936014	Susan Brillault-Bergen		760-522-1600	Manor	2nd			06-04-2015	
7935399	Joanna brook		415-503-8433	Manor	1st			06-04-2015	

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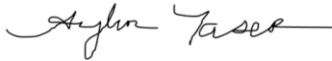





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7932770	Ying Chiu		(415)295-2707	Manor	5th	3rd		06-04-2015	
7930460	Manuel Guzman		4153125712	Manor Elementary School	5th			06-03-2015	
7925870	Anne Dubinsky Altman		415-457-6258	Manor Elementary School	4th	2nd		06-02-2015	
7925358	Jeffrey Turner	JT	415-455-8301	Manor	3rd			06-02-2015	
7925218	Kelly Turner		415-747-2275	Ross Valley School District - Fairfax	3rd			06-02-2015	
7924483	Scott Hurd		4153772240	manor	3rd	K		06-02-2015	

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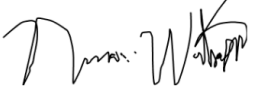


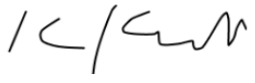

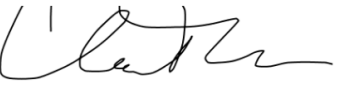
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7924287	aylin yaser		4154571561	manor	3rd	K		06-02-2015
7922544	Jeffrey Szilagyi		4153024021	Manor School	3rd			06-02-2015
7922213	Michelle Beare		4155966070	Brookside	4th	2nd		06-02-2015
7921037	Cassandra Chen		4158271408	Rvsd	4th			06-02-2015
7920967	Lisa Hillstrom		415 453-8220	Manor	4th			06-01-2015
7917980	Amanda Thomasson		4152991182	Manor Elementary	5th			06-01-2015

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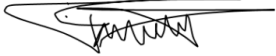


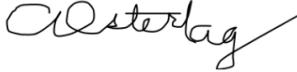


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7917703	Nina Watson		4159398586	Brookside	3rd			06-01-2015	
7917573	Liz Canning		415-717-5235	Manor School	3rd	3rd		06-01-2015	
7917058	Brook Wilkinson		4152588155	Manor district	K			06-01-2015	
7916445	Kristi Kimball		650-387-6352	Manor Elementary	1st	3rd		06-01-2015	
7915887	Katherine Csizmadia		415-256-9694	Brookside	3rd			06-01-2015	
7914469	Claire Thuesen		415-307-4807	Manor	5th			06-01-2015	

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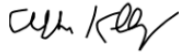




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7914466	Thue Thuesen		415-309-2045	Manor	5th			06-01-2015	
7914344	alice treves		415 460 0333	manor	4th			05-31-2015	
7912026	Maren DeGraff		4153361046	Sun Valley	1st			05-30-2015	
7910591	Cassandra Ostertag		4154196417	Hidden Valley	K	Pre-K		05-30-2015	
7906471	Allen Seidner		415-257-8815	Manor	5th	5th		05-29-2015	
7906396	Andrea Lange		4154828884	Manor Elementary School	5th	3rd		05-29-2015	

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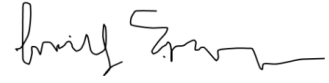
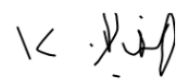


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7905687	Jim Collier		415-578-5786	Manor	3rd	5th		05-28-2015
7905678	Christopher Kelley		4159028115	brookside	5th			05-28-2015
7903266	Kimberly Hicks		6125549673	Ross Valley	Pre-K			05-28-2015
7901614	Fernanda Hausske		4154501714	Wade Thomas	2nd	1st		05-27-2015
7901019	Christopher Tonry		415-454-2116	Hidden Valley	2nd			05-27-2015
7900814	Samuel Trychin		4154250930	Ross Valley	K			05-27-2015

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL
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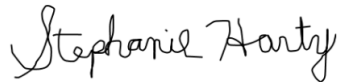


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7900353	Evangeline Heath		323-22909454	Ross Valley School District - Wade Thomas	K			05-27-2015	
7899575	Suraya Keating		510-841-0888	Fairfax	K			05-27-2015	
7898659	amy emerson		5103937224	manor hill	Pre-K			05-27-2015	
7898542	Kathleen Doody		509-280-0060	San Rafael	3rd	K		05-26-2015	
7898488	Samantha Terriss		5109675772	brookside	Pre-K			05-26-2015	
7898450	David Talamo		4154881917	Brookside	K			05-26-2015	

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7898381	Maria Quintana-Pilling		415-419-6934	Manor	1st			05-26-2015	
7898251	Ivy Lavie		415-339-7866	Ross Valley	2nd			05-26-2015	
7898016	Jennifer Reynolds		415-847-2449	MANOR	5th			05-26-2015	
7897784	STEPHANIE HARTY		4157858583	FAIRFAX - MANOR	2nd	4th		05-26-2015	
7897496	Suzuki Cady		4154642534	Manor Elementary	5th			05-26-2015	
7894492	Delia van der Plas		4157478910	Wade Thomas	K			05-26-2015	

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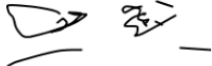

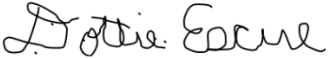
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7893093	eric steinberg		4155056000	Manor	4th			05-25-2015	
7890815	Paul guzman		4152725030	manor	3rd			05-23-2015	
7890175	Jennifer Loyer		4155782933	Manor	3rd			05-23-2015	
7890141	Eric Holmberg		4154544408	Hidden Valley Elementary	3rd	5th		05-23-2015	
7889418	Teal DuPre		415-472-2668	Manor	2nd	K		05-22-2015	
7886126	Grant W. Cox		415-412-7842	Manor	K			05-22-2015	

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7886040	Fiona Gillan		415 797 8932	Manor	4th			05-22-2015	
7885928	Madeleine Wood		415 457 3945	Hidden Valley	5th	1st		05-22-2015	
7885909	Teal DuPre		415-472-2668	Manor	2nd	K		05-22-2015	
7885418	Elizabeth Elliott		415-341-7896	Manor	5th	2nd		05-21-2015	
7884450	Melissa Jones Briggs		9176233513	Manor	2nd			05-21-2015	
7884289	Dottie Escue		415-259-0399	Manor Elementary	1st			05-21-2015	

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7876997	Andrea Suimts		415-939-7294	Manor	4th	4th		05-21-2015	
7876904	cathy/ Akasha Nilson		415 686 1017	san anselmo	3rd			05-21-2015	
7876889	Hazel Tudryn		415-823-5289	Hidden Valley	K			05-21-2015	
7876656	Akiko Schertell		415-781-9375	Manor	5th	2nd		05-21-2015	
7876646	Samantha Lyman		4155157980	Wade Thomas	K			05-21-2015	
7876643	Kim janson-smith		415-413-0448	Manor	5th			05-21-2015	

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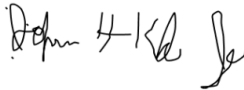


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7876518	Claire fitsimmons		4152987269	Manor	2nd			05-21-2015
7876459	Talia Friedman		415-283-6657	Fairfax, Brookside	4th	1st		05-21-2015
7876392	Lisa Goddard		415-533-1459	Manor Elementary	K			05-21-2015
7876391	Aaron Czerny		415 553 0273	Manor	4th			05-21-2015
7876313	Anne Mannes		415-309-4422	Manor	K			05-21-2015
7876291	Gabrielle Hall		415-335-1897	Wade Thomas	2nd	K	Pre-K	05-21-2015

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7876223	Ann Lockhart		5103881919	Wade Thomas	3rd	1st		05-21-2015
7876219	Elaine O'Malley		415-694-2812	Wade Thomas Elementary	1st			05-21-2015
7876216	Kim D'Arcy		415-290-8518	Hidden Valley	4th			05-21-2015
7876200	John H Kirk Jr		415-482-1174	Brookside however both children are in MA	3rd			05-21-2015
7875919	Shelby LaMotte		415-453-2316	Manor School	5th			05-21-2015
7875912	Brianna Cutts		4152982374	Ross Valley	K			05-21-2015

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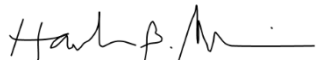
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7875889	Frances Epler		415-412-8635	Manor	K			05-21-2015	
7875883	Pascal Garneau		415-299-9699	Manor Elementary	4th	K		05-21-2015	
7875868	Caitlin Ryvlin		4153429132	Manor	2nd	K		05-21-2015	
7875788	Heather Windom		4152711276	Manor	1st	K		05-21-2015	
7875759	Lee Briggs		415-691-5884	Fairfax	1st			05-21-2015	
7875637	Daya karam		415-630-3273	Ross valley / manor	Pre-K			05-21-2015	

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7875625	John Hedlund		4153881913	Ross Valley	K	K		05-21-2015	
7875591	Marla Hedlund		415-258-9116	Manor, Ross Valley	K	K		05-21-2015	
7875565	Jennifer Joos-Wolf		4154537286	Manor Elementary	4th	K		05-21-2015	
7875527	Rana Barar		4154559936	Manor	5th			05-21-2015	
7875501	Michelle Rosen		415-342-1701	Manor	3rd			05-21-2015	
7875495	Hannah Merriman		415-233-2573	Sun Valley	K	1st		05-21-2015	

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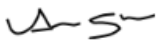




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Reference #	Your Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	Student #1 <i>No. 1:</i>	Student #2 <i>No. 2:</i>	Student #3 <i>No. 3:</i>	Today's Date <i>Fecha</i>	
7875492	Suzanne Lucas		444-6188	Sun Valley Elementary, San Rafael	1st			05-21-2015	
7875345	Betsy Appell		4152540706	Manor	3rd			05-21-2015	
7875300	Elizabeth Garneau		415 299-9254	Manor	4th	K		05-21-2015	
7875289	Natascha Nikolai	<i>N.N. Nikolai</i>	(510) 409-4520	Manor	4th			05-21-2015	
7875279	Amy Hoffman Puccinelli		4154573037	Manor	1st			05-21-2015	
7875218	Amy siriporn		415-595-0724	Manor	2nd			05-21-2015	

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL
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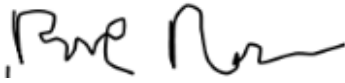



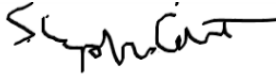
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7875187	Kimberly Hawks		415-310-7351	Wade Thomas	4th	2nd	Pre-K	05-21-2015	
7875182	Amanda Sheeren		5309066438	Manor	1st			05-21-2015	
7875086	Sarah Wotherspoon		510-375-4703	Brookside	1st	Pre-K		05-21-2015	
7875066	Matthew Sheeren		5309065080	Manor	2nd			05-21-2015	
7875052	Terry Rivera		4152588444	Ross Valley	5th			05-21-2015	
7875024	Matthew Sheeren		5309065080	Manor	2nd			05-21-2015	

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7875016	Christina Amini		4153123977	Ross	1st			05-21-2015	
7874955	Rebecca Nowlen		415-456-4766	Manor	4th			05-21-2015	
7847526	Rebecca Wicker		1(415)453-6275	Manor Elementary	5th			05-12-2015	
8095764	Eva polony		4155248122	Manor	K			07-07-2015	
8094763	Hazel Tudryn		415-823-5289	Hidden Valley	K			07-06-2015	
8094119	Stessie cattrell		831-566-9515	Hidden valley	2nd			07-06-2015	

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8104281	Thue Thuesen		415-492-0202	Manor	5th			07-08-2015

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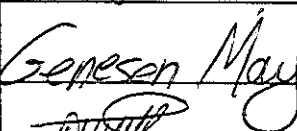
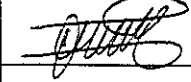
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1.	Amy Thompson	<i>Amy Thompson</i>	510 410 5424	MANOR	2016 ^(K) <i>Kindergarten</i>		
2.	Gloria de Leon	<i>Gloria de Leon</i>	415 324 5321	Monor	Kindergarten	<i>cevedelone@gmail.com</i>	
3.	Michelle Rosen	<i>Michelle Rosen</i>	415 342 1701	Manor	3 rd in MAP now.		
4.	Diana Gibson	<i>Diana Gibson</i>	415 302 5954	MANAR	4th / K	<i>Dee.monte@comcast.net</i>	<i>Pardee @Hotmail.com</i>
5.	Erika Wetzel	<i>Erika Wetzel</i>	415-346 5155	Hidden Valley	4th / K	<i>erikawetzel@gmail.com</i>	
6.	Nelda	HUEZO	415 7863081	Hiddoi			(older kids)
7.	Bridget Lee	<i>Bridget Lee</i>	415 459-1837	manor	5th	<i>Respect1433@aol.com</i>	

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL
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1.	Berenice Torres		415 489-2793	Children Center	Pre-K	berenice-torres54@hotmail.com	
2.	Derek Schutt		415. 455-9769	Brookside	2nd.		
3.	Genesis May		707-304-7240	Children Center	Pre-K		
4.	Leana Cruz		415 717-5934	1 ^{er} grade	Hidden Valley		
5.							
6.							
7.							

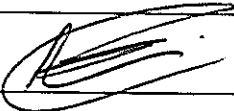
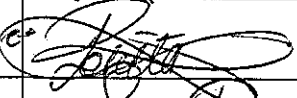
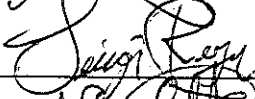

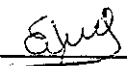
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1.	Anibal Gomez		(415) 454-1779	Hidden Valley	3 + 5		
2.	Zita Benavidez	Zita Benavidez	(415) 897-1945	White Hill	10 8-6		
3.	Kronica Abarca	V.A.A	415-5969254	Sanit Rita's	2		
4.	Jovita Rivera		415-261 3496	Manor Manor	1 + 7		
5.	Luigi Reyes		415-305 68-83	Brookside	3		
6.	Maclena Abarca		(415) 368-1340	Brookside	1		
7.	Isela Sosa		(415) 627-9223	hidden valley	2		

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1.	Manilyn Alfonso	<i>[Signature]</i>	415 599-6607	Yukate Manor Mett	5th	malfaro803@gmail.com	
2.	Eric Scholtz	<i>[Signature]</i>	482-7607	Manor	1st	siliconmountain@gmail.com	2575 SFD #12
3.	Estefana Alvarez	<i>[Signature]</i>	415 336-0035	35 MANOR	1		
4.	Jumiasen Preciado	<i>[Signature]</i>	350 502 0766	San Anselmo	Pre-K	jupre30@yahoo.com	
5.	Graciela	<i>[Signature]</i>	415 342-7050	Manor	5th		
6.	Sorget.	<i>[Signature]</i>	3752451	Hidden Valley	2 grade	U. Cabrero@hotmail.com	
7.	MARIO CANELA	M. CANELA	415 7858286	MANOR	5th/K		

Dante +
Danielo - (3yrs.)

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1.	<i>Isabel Guadalupe</i>	<i>[Signature]</i>	<i>55-415 438 33</i>	<i>Manor</i>	<i>5</i>		
2.	<i>IRAAC GARCILAZO</i>	<i>[Signature]</i>	<i>415 747 4443</i>	<i>Manor</i>	<i>2-5 & 5th</i>		
3.	<i>Marica Gonzalez</i>	<i>[Signature]</i>	<i>(707) 656 7062</i>	<i>Santa Rita</i>	<i>3 & K</i>		
4.	<i>Alvarado Mercedes</i>	<i>[Signature]</i>	<i>415 261 0404</i>	<i>Manor</i>	<i>PRE-K</i>		
5.	<i>Vigni Garcia</i>	<i>[Signature]</i>	<i>(415) 233 0152</i>	<i>Santa Rifa</i>	<i>5 grade</i>		
6.	<i>Cesar</i>	<i>[Signature]</i>	<i>9557 415-618</i>	<i>Hidden Valley</i>	<i>3</i>		
7.	<i>NAVELLY AVILA</i>	<i>[Signature]</i>	<i>(415) 337-3417</i>	<i>Manor</i>	<i>3 grade</i>	<i>navellyavila@gmail</i>	

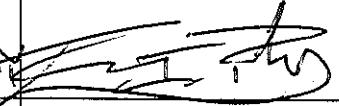
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	Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? <i>¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?</i>	(Optional) Email <i>Correo electrónico</i>	(Optional) ADDRESS <i>Dirección</i>
	EVA I. POLON		415 5248172	MANOR	1st	EVAPI966 @YAHOO.COM	2501 Sir Francis Drake Blvd. FAIRFAX CA 94930
1.							
2.							
3.							
4.							
5.							
6.							
7.							

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL
Petición para establecer la Escuela Charter Ross Valley
www.rossvalleycharter.org

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FAMILY INFORMATION | INFORMACIÓN DE LA FAMILIA

Your Name Nombre <u>Mary Mena</u>	Phone Teléfono <u>(915) 256-1984</u>
Name of neighborhood district school Nombre de la escuela dentro del distrito <u>Honor</u>	

STUDENT GRADE LEVEL INFORMATION | Información sobre la clase (grado) que corresponde al estudiante
 What grade will your student be entering in 2016/17 school year? | ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?

Student #1 Estudiante No. 1 <u>6</u>	Student #2 Estudiante No. 2 _____	Student #3 Estudiante No. 3 _____
-----------------------------------------	--------------------------------------	--------------------------------------

Signature of Parent/Legal Guardian | Firma Mary Mena Date | Fecha 06/05/15

Optional Contact Information which will not be shared in the petition | Cómo le ubicamos (optativo)
 Ross Valley Charter School will only use this information to keep you informed of our progress. We will not share this or use it for any other purposes. | La escuela charter Ross Valley solamente usará esta información para mantenerle informado sobre la marcha de la petición. No se proporcionará a terceros ni se usará con ningún otro propósito.

Email Correo electrónico _____				
Home Address: _____				
<table style="width:100%; border: none;"> <tr> <td style="width:45%; border: none;">Street Domicilio _____</td> <td style="width:15%; border: none;">City Ciudad _____</td> <td style="width:15%; border: none;">State Estado _____</td> <td style="width:25%; border: none;">Zip Código Posta _____</td> </tr> </table>	Street Domicilio _____	City Ciudad _____	State Estado _____	Zip Código Posta _____
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FAMILY INFORMATION | INFORMACIÓN DE LA FAMILIA

Your Name Nombre <u>Diana Chacon</u>	Phone Teléfono <u>(415) 532 4833</u>
Name of neighborhood district school Nombre de la escuela dentro del distrito <u>Hidden Valley</u>	

STUDENT GRADE LEVEL INFORMATION | Información sobre la clase (grado) que corresponde al estudiante
 What grade will your student be entering in 2016/17 school year? | ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?

Student #1 √3 Student #2 _____ Student #3 _____
 Estudiante No. 1 Estudiante No. 2 Estudiante No. 3

Signature of Parent/Legal Guardian | Firma Diana Chacon Date | Fecha 06/05/15

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Email Correo electrónico _____			
Home Address: _____	Street Domicilio _____	City Ciudad _____	State Estado _____
		Zip Código Posta _____	

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FAMILY INFORMATION | INFORMACIÓN DE LA FAMILIA

Your Name Nombre	Ashley McPeters	Phone Teléfono	(707) 529-9281
Name of neighborhood district school Nombre de la escuela dentro del distrito	Hidden Valley		

STUDENT GRADE LEVEL INFORMATION | Información sobre la clase (grado) que corresponde al estudiante
 What grade will your student be entering in 2016/17 school year? | ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?

Student #1 Estudiante No. 1 <u> 1 </u>	Student #2 Estudiante No. 2 <u> 1 </u>	Student #3 Estudiante No. 3 <u> </u>
---------------------------------------------	---------------------------------------------	--------------------------------------------------

Signature of Parent/Legal Guardian | Firma Ashley McPeters **Date | Fecha** _____

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1.	USA HAMILTON		415/847 5256	WADE THOMAS	1ST GRADE	mail@isamhamilton.com	18 HAZEL SA, CA 94960
2.	John Miller		415 392 7800	BROOKSIDE	2ND / 5TH	john_millere@me.com	14 SAN FRANCISCO BLVD SAN ANSELMO
3.	Wade Thomas		415 311 4791	WADE THOMAS	1ST		
4.	Wei Stuckey		415-652-2635	Jessy Hollow	2nd		
5.	David Stuckey		415 672 4924	HIDDEN VALLEY	1st		
6.	JACQUELINE ORCOTT		415 456 1204	SAN RAFAEL	1/2 1ST	jSenatororcott@gmail.com	
7.	Alexis Thorpe		310 999 1140	MANOR	K,	alexis.thorpe@gmail.com	

Bertacelli




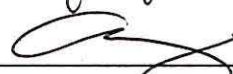


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1.	MERRELL MASCHELE		415 235 7717	MANOR	1/3	ROBSCHINO@ DEPLABS.COM	3 DEER PARK DRIVE
2.	Amanda Thompson		415-755- 0675	MANOR	3	amandathompson@att.net	2575 SFD Blvd #6
3.	Vic Tripathy		415 - 290-7833	Brookside	K/2 1/3		
4.	Narahya Byrne	Narahya Byrne	415-308- 6046	Brookside	Pre-K	narahya@gmail.com	
5.	Angie McSweeney		415- 408-8667	Manor	4	-	-
6.	ERIC RYAN		415 710 1566	BROOKSIDE	2/1	ERICRYAN1@SBCLUGAN.COM	
7.	Matt Shaffer		415 609 2750	Manor	OK		

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL

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1.	Jen Tripathy	<i>[Signature]</i>	415-309-4147	Brookside	1st & 2nd		69 Dominga Farfay
2.	Julio Garcia	<i>[Signature]</i>	415 532 4897	Wade Thomas	1st		632 oak st San Anselmo
3.	Ker Holmes	<i>[Signature]</i>	415 747 2151	Mill Valley	5th		320 McAmber Ave
4.	GINA DeCaso	<i>[Signature]</i>		Manor	K		
5.	Angelina Rivera	<i>[Signature]</i>	415-640-6265	Manor (St. Rita)	Kinder + 3rd	angelina.rivera@yahoo.com	
6.	<i>[Signature]</i>	<i>[Signature]</i>	523 229 9438	Wade Thomas	Kinder	evangelie.heath@gmail.com	1331 San Anselmo Ave
7.	Adam Weinberg	<i>[Signature]</i>	510 5574217	Manor	1st		

may be online

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1.	E. Rappaport		415-785-8795	Cañon Village	K/2		4 Rally Ct. Fairfax
2.	Emily McFarland		415-945-8865	Corte Madera	4th		31 Mohawk Ave Corte Madera Ct
3.	R. Volmer		415-328-1167	San Rafael	K	rwolmer@qcom.com	26 Naragausett Ct. SR Ca
4.	Ali Bello		717-6375	San Rafael	2nd	alibelloc@hotmail.com	
5.	Andrew Davies		415-822-8040	Mill Valley	K		215 California Ave. Mill Valley, CA
6.	Junio ESPARZA		459-4703	Fairfax	K		
7.	K. Saskia Holmes		953-410-6675	Fairfax	K	saskia.holmes@qcom.com	

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL

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	Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? <i>¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?</i>	(Optional) Email <i>Correo electrónico</i>	(Optional) ADDRESS <i>Dirección</i>
1.	Melissa Campos		510-582-5082	San Rafael	1 st grade		
2.	Van Hernandez		415 240 8110	San Anselmo	2 nd grade	junior20@hotmail.com	
3.	Mary Kay Brayden		415 933 7741	Larkspur - CA	2 nd grade		
4.	Doug Caviness		415 272-7477	SAN RAFAEL	kindergarten	chloe.caviness@gmail.com	
5.	Patrick Kipton		405 289 6155	San Anselmo	1 st grade		
6.	Pauline Melendrez		415 408 7291	SAN RAFAEL CA	1		
7.	Alyssa Martinez		415 374-4592	SAN RAFAEL	Preschool		

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1.	Patricia		415 747 1871	Hill Valley	1st	admiric@comcast.com	
2.	MORGAN MORPHY		415-860-9583	FAIRFAX	1st	MURPHMOTO@AOL.COM	942 BOLINAS RD FAIRFAX CA 94930
3.	Diane Faulkner		415-531-4125	San Rafael	2nd / 4th	ddmccurdy@yahoo.com	
4.	Marilyn		954-884	Fairfax	7	emsmarilyn@yahoo.com	
5.							
6.							
7.							

L. Miller

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	Name <i>Nombre</i>	Signature <i>Firma</i>	Phone <i>Teléfono</i>	Name of neighborhood district school <i>Nombre de la escuela dentro del distrito</i>	What grade will your student be entering in 2016/17 school year? <i>¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?</i>	(Optional) Email <i>Correo electrónico</i>	(Optional) ADDRESS <i>Dirección</i>
1.	Amy Callahan		206-20 9320	Ross	1 st	callahan.amy@yale.com	
2.	Michael Fischer		415 525-2484	LUCAS VALLEY	7 th	_____	_____
3.	Laura Marquit		415 309-3357	Brookside	5 th	laura.marquit@gmail.com	
4.	Camille Mouton		415 24-0778	Manor	2 nd	ellimac@aol.com	JGRIFFITH@FFsavings.com
5.							
6.							
7.							

PETITION FOR THE ESTABLISHMENT OF ROSS VALLEY CHARTER SCHOOL
Petición para establecer la Escuela Charter Ross Valley
www.rossvalleycharter.org

The parent(s) listed below certify that they are meaningfully interested in enrolling their student(s) at the Ross Valley Charter School. As such, they believe that the charter merits consideration and hereby request the governing board of the Ross Valley School District to grant approval of the charter pursuant to Education Code 47600 et seq. They further authorize the Ross Valley Charter School founders to negotiate any amendments to the charter necessary to secure approval by the District Board. Signature page is attached to petition upon signature in addition to the legally required signatures of teachers who are meaningfully interested in teaching at the school.

Los padres y apoderados que figuran a continuación certifican que están realmente interesados en matricular a sus estudiantes en la escuela charter Ross Valley. Como tales, creen que la escuela merece considerarse y, mediante esta petición, solicitan a la junta directiva del distrito escolar Ross Valley su aprobación de la escuela según el Código de Educación 47600 et seq. Asimismo, autorizan a los fundadores de la escuela charter Ross Valley a negociar toda enmienda a la carta constitucional necesaria para obtener su aprobación de parte de la junta directiva del distrito. Se adjunta la página con las firmas que respaldan esta petición además de las firmas de los maestros que han demostrado interés fehaciente en enseñar en la escuela charter Ross Valley.

FAMILY INFORMATION | INFORMACIÓN DE LA FAMILIA

Your Name Nombre	Jenny Wright	Phone Teléfono	415-634-8600
Name of neighborhood district school Nombre de la escuela dentro del distrito	Strawberry Jenny Wright		

STUDENT GRADE LEVEL INFORMATION | Información sobre la clase (grado) que corresponde al estudiante
 What grade will your student be entering in 2016/17 school year? | ¿A qué clase le corresponde ir a su estudiante durante el año escolar 2016-2017?

Student #1 Estudiante No. 1	Student #2 Estudiante No. 2	Student #3 Estudiante No. 3
2ND	K	

Signature of Parent/Legal Guardian | Firma _____ **Date | Fecha** 6/13/2015

Optional Contact Information which will not be shared in the petition | Cómo le ubicamos (optativo)
 Ross Valley Charter School will only use this information to keep you informed of our progress. We will not share this or use it for any other purposes. | La escuela charter Ross Valley solamente usará esta información para mantenerle informado sobre la marcha de la petición. No se proporcionará a terceros ni se usará con ningún otro propósito.

Email Correo electrónico _____			
Home Address: _____		City Ciudad	State Estado
Street Domicilio			Zip Código Posta

Appendix C: Letters of Support

- Genevieve Sollecito, Executive Director, DayCaring Preschool
- John Reed, Fairfax Town Councilmember
- John D. Wright, San Anselmo Mayor, 16 year School District Trustee
- Margot Enbom, Director, Little Mountain Preschool
- Renee Goddard, Fairfax Town Councilmember
- Torri Chappell, Community Educator
- Rebecca Nowlen, Director, San Anselmo Cooperative Nursery School



June 24, 2015

To Whom It May Concern:

I am the Executive Director at DayCaring Preschool, a non-profit preschool located in Fairfax California. We are a Marin County child centered, play based preschool serving children in the Ross Valley School district area and beyond for more than 40 years.

We support young children and their social emotional growth, curiosity and compassion for one another. We believe that all children deserve to grow and learn in a school environment that supports not only them but their families and communities as well.

I happily offer my support to the Ross Valley Charter School and its mission to create more quality tuition free, public education in our district. As a preschool Director I experience first hand the growing need for quality childcare for families not only in our own back yard but families moving from all over the country to our beautiful community and specifically into the wonderful Ross Valley School District.

With enrollment growing every year its time to create another happy, healthy, affordable school option for our district. Moving forward with the RVCS simply makes sense as it would provide a fifth public elementary school site to open up more choices and help to satisfy the needs of our growing community.

The teaching team involved with RVCS not only have years of experience, but a core understanding of the needs of children, how to foster their growth in a thriving way and the unique skill set of the Multi-Age Program model that has been so successful here in the Ross Valley District.

It is with pleasure that I offer my support to the parents, teachers and community members working hard to bring the Ross Valley Charter School to the Ross Valley School District and I urge you to accept their charter petition.

Sincerely,

A handwritten signature in blue ink that reads "Genevieve Sollecito".

Genevieve Sollecito
Executive Director, DayCaring Preschool

Genevieve Sollecito, Director

DayCaring Preschool, 2398 Sir Francis Drake Blvd., Fairfax, CA 94930, Phone: (415) 459-6291

Calif. Day Care Lic #210111764 / Non-Profit Tax ID # 942844498

www.daycaring.com

June 27, 2015

John Reed
36 Scenic Road
Fairfax, CA
94930

To Whom it may concern:

This letter is an endorsement of the efforts of the Fairfax Multi Age Program School in their efforts to become recognized as a Charter School.

Throughout its history, this school has been responsive to our community's desire to have an alternative school program that is mixed age, inquiry oriented, project based, and collaboratively organized.

Though it is unfortunate that MAP's status has been recently changed by the School Board, the response to seek a charter structure is a logical course of action. I believe that this new evolution of the MAP program will ultimately be a move for the better, as the impulse to respond to the long waiting list to attend, as well as a move to a better suited campus will likely be better served.

Thank you,
John Reed
Fairfax Town Councilmember

55 Avenue del Norte
San Anselmo, CA 94960
johndwright1125@yahoo.com
415-254-3881

June 10, 2015

Re: Ross Valley Charter School Proposal

To Whom It May Concern:

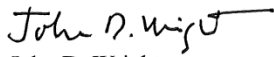
I am writing to voice my support, in principle, for the proposal to establish a charter school in the Ross Valley School District ("RVSD") that would provide a more independent structure, and opportunities for expansion, development, and increasing diversity, for the multi-age program of choice ("MAP") that has existed in the RVSD for nearly 20 years.

I served on the RVSD Board of Trustees from 1995-99. This was the board that approved MAP in its prior incarnation as the Innovative Learning Community ("ILC"). I supported then, and I support now, the concept of alternative programs in public schools when there is a significant segment of the local parent community that supports them and they are financially and administratively feasible.

Following my RVSD board service, I served for 12 years on the Tamalpais Union High School District and now serve on the San Anselmo Town Council, where I am currently the Mayor. While on the high school board I became more familiar with the financial and administrative challenges of alternative programs. I recognize that such challenges would also exist with the Ross Valley Charter School proposal. My support for the charter school proposal in principle is subject at a practical level to the satisfactory resolution of those concerns, which I have not studied in detail and about which I express no opinion.

In short, I support the approval of this charter proposal subject to the above qualifications.

Sincerely,



John D. Wright



June 23, 2015

To whom it may concern,

I am writing this letter in support of the Ross Valley Charter School. I believe the program will provide a much needed option to the parents and families of elementary aged children in Marin County.

I am the Director of Little Mountain Preschool, a play-based, multi-aged nursery school that serves families in Marin county. We are new (just two years old) but have a staff of 5 with over 100 years experience. We support young children, ages 3 – 5, and their parents in their social emotional growth and development during these wonderful years of childhood. Our children, when they leave to go off to kindergarten, are well prepared for the challenges that they will face. We are very proud of what we have created. We see the Ross Valley Charter School as following very similar values and ideals as ours.

There is a need for quality educational options in Marin county. The MAP program at Manor has been very successful and a wonderful alternative for many families. Having their own site and school, they would be able to serve more families and provide an alternative to many families as well.

I offer my support to the Ross Valley Charter School which I believe will provide a supportive, nurturing community for those families interested in a multi-age program.

Sincerely,

Margot Enbom
Director
Little Mountain Preschool

June 11, 2015

To Whom it May Concern,

I am writing to you as an individual member of the Fairfax Town Council, and also a parent of two children who both went all the way through elementary school in the Multi-Age Program (MAP) at Manor School.

The good news about Fairfax is that we are a unique and desirable community with great schools, which draw many young families.

The challenge is that as more families desire to live here, our public school options and capacity stays the same. Boundaries for school attendance have been redrawn to accommodate children in one of 4 elementary schools. People are forced to send their children to school outside of their communities.

Fairfax has a well-earned reputation as free-thinking, risk taking, and willing to challenge the establishment. MAP is the only alternative program in the Ross Valley School District. It was created to be a “program of choice”.

The Multi-Age program has grown in popularity year after year, and the demand far exceeds the capacity. The Manor School campus has also outgrown its footprint making it not only impossible to expand the MAP program to meet demand, but allow for the enrollment of Fairfax’s children who do not choose the MAP program.

We can no longer say that MAP is a program of choice, as far too many families who choose to put their children in MAP cannot be accommodated.

The Ross Valley School District is losing children to private schools for lack of choices in the public school system. We would like to have other free progressive education programs available to local families. We need to allow Fairfax residents to remain in their Town while making sure that there is room for families from the other Ross Valley School District attendance areas to attend their program of choice.

The Ross Valley Charter School would address the need for more public school options and allow Fairfax families to attend their local public school.

I strongly encourage the approval of the charter petition to insure that the innovative academic and creative talent and passionate community involvement in the program continues to nourish the needs of the families of the Ross Valley School District.

Thank you for your kind attention,

Renee Goddard
Fairfax Town Council

APPENDIX C

150 Morningside Drive
San Anselmo, CA 94960

June 14, 2015

To Whom It May Concern:

I am writing as a local educator in support of The Ross Valley Charter School. During my 30 year career in education, I have worked with teachers, parents and students in public and private schools across Marin County and the MAP program has consistently impressed me with their steady commitment to building relationships and creating a safe, respectful and rich learning environment that promotes risk taking and learning for all kinds of learners. The goals of Common Core are nothing new to MAP because this program has always valued critical thinking, problem solving and analytical thinking as key components of their students' success today and in the future.

I've been involved with MAP since its inception 18 years ago and I have great respect for their commitment and pedagogy. Even though my own children weren't able to participate in the program, I am so grateful that our community has had MAP as a program of choice. Current research has shown that there are three environmental factors that cultivate and promote resiliency in children and MAP embodies all three: Ongoing, caring relationships with adults, opportunities to contribute and high expectations related to who you are. How fortunate Ross Valley is to have such a program available to families and the fact that there has been a waiting list for many years demonstrates that there is a great demand for this program to stay and to grow in our community.

Thank you in advance for recognizing the value of MAP and granting this unique program a charter so the needs of children and families in our community will continue to be met.

Respectfully,

Torri Chappell
Community Educator

San Anselmo Cooperative Nursery School
24 Myrtle Ln. San Anselmo, CA 94960
415-454-5308
sananselmocoop.com



7/4/15

To Whom It May Concern:

I write this letter in strong support of the Ross Valley Charter School. I come to this position as an alumna of the Ross Valley School District, a mother to two children in the Ross Valley School District, and as the director of a preschool that feeds into the Ross Valley School District.

As the mother of a child in the K-5 program and another in the MAP program at Manor, I can speak personally to the excellence of all the staff at Manor. Both of my children have been served equally well by the programs that house them. I'm grateful to the staff at Manor School for their excellence and inspiration in their jobs.

However, I'm fortunate that I was able to have that choice – to situate each child in the program that suited her best. There are just not enough public school options in our area to accommodate the many families who feel that the traditional kindergarten-fifth grade curriculum, which focuses primarily on academic retention, is not a good fit for their children.

In the Ross Valley School District, there is great economic disparity. Many of the families who feel that the more traditional approaches do not serve their needs are able to enroll their children in private school. It is tragic and unfair that so many more families are forced to shoehorn their children into the traditional curricular models—models that can make some children begin their understanding of schooling with feelings of anxiety and inadequacy.

As a preschool teacher, I see children who are bright, inquisitive, warm, and curious become "concerns" the moment they enter kindergarten because they don't know their numbers or letters yet. These children need space where their own paces can be discovered and accommodated, and they can direct that pace while learning creative problem-solving and social interaction.

We need the Ross Valley Charter to exist so that every family can have the choice to enroll his or her child in the program that suits that child's needs. Children don't come out "one-size-fits-all." Neither should our public schools.

Thank you,

-Rebecca Nowlen

Director, San Anselmo Cooperative Nursery School

Appendix D: Budget and Supporting Documents

Budget Narrative

The attached budget and cash flow projections are based on estimates of the actual revenue and costs to implement Ross Valley Charter (referred to below as RVC or the Charter) as described in this Petition. RVC engaged EdTec to advise and consult in the development of accurately projected Revenues, Expenses and Cash Flow.

EdTec is a social venture founded in 2001 to develop, support, and advance quality charter schools. EdTec has built an excellent reputation throughout California among charter schools and their authorizers for providing the highest quality business services and operations support. EdTec's team provides expertise and support to more than 350 charter schools across a comprehensive range of services.

EdTec's economies of scale deliver experienced personnel specializing in various areas of school finance and operations, including: budgeting, cash flows and forecasts, accounting, payroll, accounts payable, financial reporting, compliance management and the development of benchmarks and best practices.

The narrative below lays out the assumptions on which this budget is based. The budget reflects a positive operating income in each of the five years, resulting in 5 years in an ending balance that is 30% of that year's expenses. Due to a 4-year, 1.5%, \$85,000 unsecured loan, and a first year operating surplus of \$110,000, RVC is budgeting a reserve of \$225,000 or 13% at the end of its first year.

A. Demographics

Under California law, the Charter School is petitioning to operate as a new school. But in practical effect it is patterning itself on the existing Ross Valley School District (RVSD) MAP program at Manor School which currently has six teachers in 6 multi-age classrooms (two K-1st, two 2nd-3rd, two 4th-5th) averaging 22 students per class with a total enrollment of about 131. All six MAP teachers are petitioners and plan to work for the Charter when it begins.

One of the motivations to create RVC is to better meet the demand in the community for progressive, multi-age education. Every year, many more families apply to MAP than can be accommodated. See table in the “Students to be Served” section of the petition for the annual applications over the last five years. The waiting list for the Program has traditionally been about 100 students.

In our first year, 2016-2017, RVC plans to open with 222 students in 9 classes: three each of K/1st grade and 2nd/3rd grade, two classes of 4th/5th grade, and an additional class that we have projected as 3rd/4th grade. Because of this start-up configuration, enrollment in the first three years is assumed to be 220, 230 and 228, and thereafter 222. The planned class size for all K-3rd classes will be 24, in keeping with the California class size reduction goals. The class size for 4th-5th classes has been budgeted at 26, allowing for the acceptance of additional students in the fourth and fifth grades. In the second and third year the three 4th-5th classes will have an enrollment of 28 to accommodate the extra original 12 3rd graders going through 4th and 5th.

The budgeted revenue assumes full enrollment, which is a reasonable assumption because of the traditionally oversubscribed nature of applications and the continuing existence of a waiting list. As of the date of petition submission, we have 222 students whose parents have signed their interest in enrolling. We are confident that with a good outreach program we can attract well over the 220 students we need for full enrollment in our first year. This will likely come from in-district but if needed we can market in San Rafael and elsewhere in Marin. For example, for this upcoming fall 2015, there were 49 applications for 24 MAP kindergarten spots with no outreach outside of our district and limited outreach by the District for this program. For more information on the evidence supporting full enrollment, see the petition section Students To Be Served -- Target Student Population Section of Element One.

The attendance rate is assumed to be 96% which is slightly lower than the attendance rate experienced by the RVSD over the last few years.

RVC is targeting the following demographics:

- 7.5% English Language Learner
- 12% Free & Reduced Lunch qualifying (70% of which is expected to qualify for Free Lunch)

To reach these percentages, which are higher than district averages, we plan to actively seek economic and ethnic diversity in our students through our outreach efforts, which are explained in the petition.

Revenues

Local Control Funding has been calculated using the FCMAT calculator released after the May Revise 2015. The calculator file is available on request. Major assumptions include:

- Enrollment and ADA assumptions as outlined above.
- 12% unduplicated in all years was assumed for Supplemental Grant.
- Due to the above unduplicated assumption, RVC would not qualify for Concentration Grant funding. Even if it were above 55% the charter would not qualify because the District percentages are well below.
- In order to calculate the floor rate, data was used from Ross Valley Elementary School District.

As the FCMAT calculator currently only includes annual COLA and Gap Closing Percentage assumptions through 2018-2019, the Local Control Funding in the last two years (2019-20 and 2020-21) was calculated by assuming 0% COLA each year to determine the target rate and a Gap Closing Percentage of zero per cent for both years. This is a very conservative assumption since the 2020-2021 is by law to be the year where the Gap is completely closed so it ought to be 100% by then if not before. At the rate it is currently being closed it may well be closed by 2017-2018, which would provide considerably more revenue than is being projected by this budget.

Given the above assumptions, the funding rates used for each year are as follows:

	2016-17	2017-18	2018-19	2019-20	2020-21
COLA	1.60%	2.48%	2.87%	0%	0%
Target Rate	7,944	8,085	8,321	8,333	8,333
Implementation	37.40%	36.70%	21.00%	0%	0%

The above revenues are funded by regular State Aid or “Local Control,” In-Lieu of Property Tax, and the Education Protection Account (EPA). The Education Protection Account (EPA) is assumed to be 17.9% of the above Local Control revenues, except in the first year when it is \$200/ADA for all new schools. The allocation of Property Tax is based on the Ross Valley Elementary School District 2013-14 P-2 rate of \$2,243 per ADA. The remaining amount is funded by regular State Aid or “Local Control.”

RVC has budgeted for Child Nutrition using 2013-14 reimbursement rates. To be conservative, RVC only expects to be reimbursed for 95% of Food Service costs.

The Charter School does not expect to receive Title I, II or III given the low rate of high need pupils.

For Special Education purposes, the budget assumes that RVC will operate as its own LEA for Special Education Purposes. The funding is based on current assumptions that are used for those charters that are members of either the Sonoma or El Dorado Charter SELPA. Special Education expenses are allocated to one Special Ed teacher and the rest to Special Education Contracted Services. We assume that Special Ed expenses will exceed revenues by 15%.

RVC will create a Special Ed allocated Reserve Account and will put \$30,000 per year into this Reserve until it reaches \$150,000. This reserve will be set aside for any non-public school placements or other extraordinary Special Ed expenses that might occur.

The budget assumes that the Charter will raise an average of \$125 per student per year through community fundraising efforts. This assumption is based on two experiences. First, in the Ross Valley School District, under a voluntary district-wide elementary school agreement called the Round Table Agreement, elementary schools are allowed to raise \$125 per student annually in their combined fundraisers and any amount over that is donated to the District's Educational Foundation (called YES). Historically Manor and the other elementary schools in the district have raised between \$25 and \$50 per student over that amount. Second, the Charter development team has raised \$40,000 in the last 13 months to support its development efforts. In addition, many current MAP parents and teachers have been very involved with YES fundraisers and Manor's Winter Faire. These parents and teachers have a lot of fundraising experience and feel confident they can raise at least the projected amounts.

The Charter School also has budgeted for state lottery revenue. These funds do not begin to arrive until year 2 (year 1 funds are accrued). This has been budgeted at \$162/ADA in 2016-17, which is based on the CDE's July 10, 2015 guidance.

The budget assumes that RVC can raise \$200,000 from local foundations and \$20,000 from parents in the 2016-17 fiscal year for start-up expenses. The Charter will apply for a PCSGP CDE grant after the CDE releases details for the application if the Federal government provides California a new 5-year grant. Last year the Charter applied for the \$375,000 level grant and received a score of 52 out of a possible 56. The Charter program and start-up planning process has not changed with this petition resubmission so we believe we will be eligible for whatever level of grant is available under the terms of the CDE RFA for this program. Therefore \$200,000 in start-up funding from some combination of foundation fundraising and state start-up grant is a reasonable assumption.

B. Expenses

Many expenses are projected to increase at 1-2% per year. Others are estimated at a per pupil, per square foot rate, per teacher, or a per cent of payroll and the rates are noted in the comments section of the budget.

Staffing and Benefits

We have assumed that all 6 current MAP teachers will be employed by the Charter at the Step and Column rate they would have had if they had stayed in the Ross Valley School District. The budget assumes the Charter will use the Ross Valley School District (RVSD) step and column salary schedule as its own full-time teacher salary

schedule on an ongoing basis as the RVSD RVTA negotiated schedule moves over time. The seventh, eighth, and ninth classroom teachers are all assumed to be new teachers who will start at the bottom of the salary schedule. The Special Ed teacher is assumed to start at Step 5, Column 2 on the RVSD salary schedule.

It is assumed that all certificated employees will participate in STRS. Non-certificated staff will be part of social security and not be part of PERS. Increases in STRS contributions contained in current law are assumed. Salary increases are assumed at RVSD salaries which have already been negotiated through 2016-17, and then 1% each year thereafter.

Ross Valley Charter will offer a cafeteria health plan to all full-time employees and will contribute the same as RVSD does for participating employees under its RVTA contract. Assumed rate in the budget is \$10,012 for 2016-17 for each employee participating and increasing by 2% per year thereafter. Three of the founding teachers do not use health benefits and do not plan to with the Charter School. It is budgeted for all other full-time teachers and administration. If these employees were not to join the charter, RVC would hire teachers with somewhat less experience than the average 16 years that current MAP teachers have.

The budget assumes substitutes needed for 5% of the student attendance days at a rate of \$140 per day.

The only other full-time staff will be a School Director and an Office Manager. Business services will be done by the classified full-time staff using EdTec Charter Accounting software, the license and support for which is included in the budget. The Board CFO has extensive business accounting and school accounting experience and will oversee accounting practices in conjunction with the School Director.

The budget includes salaries for three part-time certificated employees: a 10 hour a week intervention teacher, an 10 hour a week English Language Development specialist, and an 8 hour a week Spanish language teacher. It also includes several non-certificated part time employees: a PE instructor 18 hours/week so that each classroom will have two PE periods per week; a counselor for 2 hours/week; two two-hour-a-day lunch supervision personnel; and finally an 8 hour/week Spanish-speaking Parent Outreach/Support Coordinator to work with socio-economically disadvantaged parents to facilitate their access to and comfort in the charter educational community so that they feel part of the community. The budget assumes all these part-time people will be employees, but it is possible the services will be contracted for at equivalent cost.

Books and Supplies

The RVC curriculum will be taught to the Common Core State Standards but the teachers will develop their own reading and other curricular and reference materials. The budget reflects \$78 per student for ongoing purchasing of curriculum and reference materials, books, and other instructional equipment, materials and supplies.

Educational and administrative computing will all be done using the cloud for storage. Support to Chromebooks, laptops and office computers will be supported remotely using standardized disk images. This cloud use and technical support is budgeted at \$8,000 per year.

The Charter School will arrange for an outside vendor, possibly in conjunction with a local school district, to provide daily lunch service. The budget includes both revenues and expenses for these services at a small cost to RVC, assuming a conservative 95% reimbursement rate.

Services and Operating Expenses

Services and Operating expenses and cost rates were estimated by EdTec based on its experience doing back office services for more than 350 California Charter Schools.

RVC is planning to rent facilities privately. We have budgeted for up to twelve 900 sq. ft. rooms plus 30% of other space at a rate of \$1.10 a square foot per month for a total of \$185,328 per year.

Additionally, the Charter School is budgeting for utilities, janitorial, and repairs and maintenance. Utilities are based on the industry standard of \$.25 per square foot per month for 10 months of use. Janitorial and repairs and maintenance are based on the costs of these services at similarly-sized schools in EdTec's client base in the Bay Area.

The Charter School has included the required 1% oversight payment to its charter authorizer.

Professional development is an important part of the Charter School. Much of the professional development during the year will be run internally at minimal cost in twice weekly 2 hour teacher meetings, but the school is budgeting \$800 per teacher to pay for specialized support starting in year one.

The Charter school is budgeting \$15 per student to contract for required health screenings and health training for staff.

Start Up Expenses

The budget assumes \$30,000 for salaries and benefits (or contract expenses) for the equivalent of a School Director and Office Manager for two months before the start of the 2016-17 fiscal year. Under Books and Supplies it includes: \$22,200 for startup curricula materials @ \$100 per student; \$30,700 for classroom furnishings include furniture, printers, video display projection equipment, file cabinets, wall boards and shelves; \$32,500 for teacher laptops and 100 chrome/books laptops for a near 1:2 computer to student ratio; and \$5,000 for administrative computers and printers. Under Servicing and Other Operating Expenses it includes: \$5,000 for temporary office space; \$14,000 for setup and training of Accounting and Business Services; \$6,000 for new teacher professional development; \$9,000 for SIS system license and setup and training; \$15,000 for startup consulting services for Governance Training and the

development of HR, Risk Management, IT and other policies and procedures as well parent, student, and employee handbooks; \$8,000 for technology services; \$500 for student recruiting; and \$1,400 for telephone system purchase and set-up.

C. Capital Outlay

Budgeted Capital Outlay expenses are \$9,000 for school site prep and \$25,000 for Internet Network Infrastructure.

D. Cash Flow

The cash flow projection assumes the Education Protection Account is disbursed quarterly. Property Tax payments are paid each month by the district. State Aid or “Local Control” is paid according to the 5-5-9 schedule with no deferrals.

To allow for county processing time, all payments are expected in the month following the disbursement month. For example, the July state aid payment of 5% is included in August in the cash flow forecast.

Once authorized, RVC will apply for the California School Finance Authority Charter School Revolving Loan Fund. The Charter School has forecasted receipt of \$250,000 in principal in July 2016, and assumes a four year payback period. Repayments of this principal consist of \$62.5k per year, in six equal portions in September through February. The Charter School has also budgeted interest expense for this loan. The interest expense was calculated based on current expectations for Revolving Loan Fund terms (approximately 1.38% interest).

In the unlikely case that the Charter School does not receive the Revolving Loan, the Charter School could sell receivables to finance operations. The Charter School does not anticipate needing to borrow funds from the County Superintendent of Schools or the County Board of Education per Ed Code section 47603.

E. Contingencies and Reserves

Given its size, the Charter School plans to maintain at least 10% undesignated budget reserve for economic uncertainties starting in year one. The Charter has two former RVSD trustees on its Board and believes in the importance of maintaining strong budgetary reserves. One of these board members, Conn Hickey, has extensive private sector financial management experience. He managed an \$8 million IT budget and staff at Westamerica Bank for over 25 years. He has also been to numerous CBO

trainings presented by CASBO and ASCS. RVC's response to negative financial events will be to cut expenses and/or increase revenues, just as school districts have to do.

MULTI YEAR BUDGET

Ross Valley Charter School
Multiyear Budget Summary
7.4.15

	2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20	2020/21
	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
SUMMARY										
Revenue										
General Block Grant / Local Control	-	FCMAT LCFF worksheet available	1,579,776		1,700,602		1,714,268		1,660,819	1,660,819
Federal Revenue	-		12,666		37,589		38,680		37,995	37,341
Other State Revenues	-		130,401		136,353		135,176		131,610	131,610
Local Revenues	-		54,317		56,411		55,793		54,442	54,442
Fundraising and Grants	305,000		27,500		28,750		28,500		27,750	27,750
Total Revenue	305,000		1,804,660		1,959,704		1,972,417		1,912,617	1,911,962
Expenses										
Compensation and Benefits	30,024		1,244,500		1,270,484		1,318,203		1,359,408	1,379,495
Books and Supplies	93,460		95,852		103,068		102,787		101,284	102,338
Services and Other Operating Expenditure	59,738		346,909		395,897		484,542		390,626	390,628
Capital Outlay	34,000		-		-		-		-	-
Total Expenses	217,222		1,687,261		1,769,449		1,905,532		1,851,318	1,872,461
Operating Income (excluding Depreciation)	87,778		117,399		190,255		66,885		61,299	39,501
<i>Operating Income (including Depreciation)</i>	114,978		110,599		183,455		60,085		54,499	39,501
Fund Balance										
Beginning Balance (Unaudited)	-		114,978		225,578		409,032		469,117	523,616
Audit Adjustment	-		-		-		-		-	-
Beginning Balance (Audited)	-		114,978		225,578		409,032		469,117	523,616
Operating Income (including Depreciation)	114,978		110,599		183,455		60,085		54,499	39,501
Ending Fund Balance (including Depreciation)	114,978		225,578		409,032		469,117		523,616	563,117
Ending Fund Balance as a % of Expenses	53%		13%		23%		25%		28%	30%

Ross Valley Charter School
 Multiyear Budget Summary
 7.4.15

	2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20	2020/21
Detail	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
Enrollment Breakdown										
K	-		36	-	36	-	36	-	36	36
1	-		36	-	36	-	36	-	36	36
2	-		36	-	36	-	36	-	36	36
3	-		48	-	36	-	36	-	36	36
4	-		38	-	48	-	36	-	39	39
5	-		26	-	38	-	48	-	39	39
6	-		-	-	-	-	-	-	-	-
7	-		-	-	-	-	-	-	-	-
8	-		-	-	-	-	-	-	-	-
Enrollment Summary										
K-3	-		156	-	144	-	144	-	144	144
4-6	-		64	-	86	-	84	-	78	78
7-8	-		-	-	-	-	-	-	-	-
Total Enrolled	-		220	-	230	-	228	-	222	222
ADA %										
K-3	96%		96%	-	96%	-	96%	-	96%	96%
4-6	96%		96%	-	96%	-	96%	-	96%	96%
7-8	96%		96%	-	96%	-	96%	-	96%	96%
Average	0%		96%	-	96%	-	96%	-	96%	96%
ADA										
K-3	0.0		149.8	-	138.2	-	138.2	-	138.2	138.2
4-6	0.0		61.4	-	82.6	-	80.6	-	74.9	74.9
7-8	0.0		0.0	-	0.0	-	0.0	-	0.0	0.0
Total ADA	0.0		211.2	-	220.8	-	218.9	-	213.1	213.1
Demographic Information										
Current Year										
Enrollment (CBEDS)	-		220	-	230	-	228	-	222	222
# ED Students (P-1)	-		-	-	-	-	-	-	-	-
# Free Lunch (Con App)	-		1	-	1	-	1	-	1	1
# Reduced Lunch (Con App)	-		26	-	28	-	28	-	27	27
# ELL (CALPADS)	-		9	-	10	-	10	-	10	10
New Students	-		220	-	10	-	-	-	-	-

Ross Valley Charter School
 Multiyear Budget Summary
 7.4.15

		2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20	2020/21
		Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
Revenue											
General Purpose Entitlement / Local Control											
8012	Education Protection Account	-	\$200 per ADA in Year 1, then 17.92% of LCFF	43,507	Greater of: \$206 per ADA or 17.92% of Block Grant	304,748	Greater of: \$214 per ADA or 17.92% of Block Grant	307,197	Greater of: \$220 per ADA or 17.92% of Block Grant	297,619	297,619
8015	State Aid - Local Control Funding	-	Backfills Local Control	904,646	Backfills General Purpose Block Grant	735,521	Backfills General Purpose Block Grant	752,481	Backfills General Purpose Block Grant	725,836	725,836
8019	State Aid - Prior Years	-		-	In accordance with Local Property Tax of \$2990.63653239197 per ADA	-	In accordance with Local Property Tax of \$2990.63653239197 per ADA	-	In accordance with Local Property Tax of \$2990.63653239197 per ADA	-	-
8096	Charter Schools in Lieu of Prop. Taxes	-	Based on Local Property Tax from 2014 P1 of \$2991 per ADA	631,622		660,333		654,591		637,364	637,364
		-		1,579,776		1,700,602		1,714,268		1,660,819	1,660,819
8100 Federal Revenue											
8181	Special Education - Entitlement	-		-	\$130 per PY ADA, after Admin and Set-aside fees	23,997	\$130 per PY ADA, after Admin and Set-aside fees	25,087	\$130 per PY ADA, after Admin and Set-aside fees	24,869	24,215
8220	Child Nutrition Programs	-	Calculated as percent of free and reduced lunch population x # of school days	12,666	Calculated as percent of free and reduced lunch population x # of school days	13,592	Calculated as percent of free and reduced lunch population x # of school days	13,592	Calculated as percent of free and reduced lunch population x # of school days	13,126	13,126
8290	No Child Left Behind	-		-		-		-		-	-
8291	Title I	-		-		-		-		-	-
8292	Title II	-		-		-		-		-	-
8293	Title III	-		-		-		-		-	-
SUBTOTAL - Federal Income		-		12,666		37,589		38,680		37,995	37,341
8300 Other State Revenues											
8381	Special Education - Entitlement (State)	-		92,294	\$500 per ADA, after accounting for Admin and Set-aside fees	96,490	\$500 per ADA, after accounting for Admin and Set-aside fees	95,651	\$500 per ADA, after accounting for Admin and Set-aside fees	93,133	93,133
8520	Child Nutrition - State	-		935	Calculated as percent of free and reduced lunch population x # of school days	1,002	Calculated as percent of free and reduced lunch population x # of school days	1,002		968	968
8550	Mandated Cost Reimbursements	-	\$14 per ADA	2,957	\$14 per ADA	3,091	\$14 per ADA	3,064	\$14 per ADA	2,984	2,984
8560	State Lottery Revenue	-	\$162 per ADA per CDE School Fiscal Division, 7/3/14, accrued year 1, paid year	34,214	\$162 per ADA per SSC	35,770	\$162 per ADA per SSC	35,459	\$162 per ADA per SSC	34,525	34,525
8590	All Other State Revenue	-		-		-		-		-	-
SUBTOTAL - Other State Income		-		130,401		136,353		135,176		131,610	131,610

Ross Valley Charter School
 Multiyear Budget Summary
 7.4.15

		2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20	2020/21
		Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
8600	Other Local Revenue										
8634	Food Service Sales	-	Estimated reimbursement at 95% of total Food Service Cost.	54,317	Estimated reimbursement at 95% of total Food Service Cost.	56,411	Estimated reimbursement at 95% of total Food Service Cost.	55,793	Estimated reimbursement at 95% of total Food Service Cost.	54,442	54,442
SUBTOTAL - Local Revenues		-		54,317		56,411		55,793		54,442	54,442
8800	Donations/Fundraising										
8801	Donations - Parents	20,000	Annual pre-opening fundraising amount	27,500	\$125 per Students Total	28,750	\$125 per Students Total	28,500	\$125 per Students Total	27,750	27,750
8802	Donations - Private	-		-		-		-		-	-
8803	Fundraising	-		-		-		-		-	-
8804	Fundraising - Fund Development	85,000	4 year unsecured 1.5% loan	-		-		-		-	-
8811	School Defined Revenue 1	200,000	Foundation start up grant	-		-		-		-	-
8812	School Defined Revenue 2	-		-		-		-		-	-
SUBTOTAL - Fundraising and Grants		305,000		27,500		28,750		28,500		27,750	27,750
TOTAL REVENUE		305,000		1,804,660		1,959,704		1,972,417		1,912,617	1,911,962

Ross Valley Charter School
 Multiyear Budget Summary
 7.4.15

		2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20	2020/21
		Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
EXPENSES											
Compensation & Benefits											
1000	Certificated Salaries										
1100	Teachers Salaries	-		659,844	9 FTE	664,573	9 FTE	683,535	9 FTE	697,508	704,483
1103	Teacher - Substitute Pay	-		11,453	5% time off classroom teacher @ \$140/day	11,568	0.05 FTE	11,683	0 FTE	11,800	11,918
1148	Teacher - Special Ed	-		65,000	1 FTE	65,650	1 FTE	66,307	1 FTE	66,970	67,639
1150	ELD	-		13,453	0.25 FTE	13,588	0.25 FTE	13,723	0.25 FTE	13,861	13,999
1200	Certificated Pupil Support Salaries	-		30,269	0.56 FTE, RTI Specialist and Spanish Language Teacher	30,572	0.56 FTE, RTI Specialist and Spanish Language Teacher	30,878	0.56 FTE, RTI Specialist and Spanish Language Teacher	31,186	31,498
1300	Certificated Supervisor & Administrator Salaries	-		-		-		-		-	-
SUBTOTAL - Certificated Employees		0		780,019		785,950		806,125		821,324	829,538
2000	Classified Salaries										
2100	Classified Instructional Aide Salaries	-		9,769	0.45 FTE, PE instruction, 18 hours/week	9,866	1 FTE	9,965	1.25 FTE	10,065	10,165
2200	Classified Support Salaries	-		21,149	0.93 FTE, Counseling 2h/w, Family Support Coordinator 8h/w, 2 lunch supervisors,"	21,360	0.93 FTE	21,574	0.93 FTE	21,790	22,008
2300	Classified Supervisor & Administrator Salaries	16,667	0.22 FTE (School Director)	101,000	1 FTE	102,010	1 FTE	103,030	1 FTE	104,060	105,101
2400	Classified Clerical & Office Salaries	8,333	0.17 FTE (Office Manager)	51,808	1.05 FTE	52,326	1.05 FTE	52,849	1.05 FTE	53,378	53,912
2930	Other Classified - Maintenance/grounds	-		-		-		-		-	-
2935	Other Classified - Substitute	-		-		-		-		-	-
SUBTOTAL - Classified Employees		25,000		183,726		185,563		187,418		189,293	191,186
3000	Employee Benefits										
3100	STRS	-		98,126		111,947		131,237		148,906	158,442
3300	OASDI-Medicare-Alternative	1,927		25,512		25,739		26,173		26,537	26,801
3400	Health & Welfare Benefits	1,652	\$9909 per eligible employee per year. Growing at 4% per year.	133,970		139,328		144,902		150,698	150,698
3500	Unemployment Insurance	1,008	3.60% per first ~\$7K of pay per person	6,281		4,956		4,960		4,964	4,969
3600	Workers Comp Insurance	438	1.75% of payroll, per insurance quote for similarly sized school	16,866		17,001		17,387		17,686	17,863
SUBTOTAL - Employee Benefits		5,024		280,755		298,971		324,659		348,791	358,772

Ross Valley Charter School
 Multiyear Budget Summary
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		2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20	2020/21
		Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
4000	Books & Supplies										
4100	Approved Textbooks & Core Curricula Material	22,200	\$100/student for startup curricula materials	3,142	\$14 per Student	3,350	\$15 per Student	3,387	\$15 per Student	3,364	3,431
4200	Books & Other Reference Materials	-		3,142	\$14 per Student	3,350	\$15 per Student	3,387	\$15 per Student	3,364	3,431
4315	Custodial Supplies	500	Cleaning Equipment	3,000		3,458		3,527		4,029	4,603
4320	Educational Software	-		-		-		-		-	-
4325	Instructional Materials & Supplies	-		8,976	\$41 per Student	9,572	\$42 per Student	9,678	\$42 per Student	9,612	9,804
4326	Art & Music Supplies	-		-		-		-		-	-
4330	Office Supplies	2,000		5,000		5,100		5,202		5,306	5,412
4335	PE Supplies	-		1,100	\$5 per Student	1,150	\$5 per Student	1,140	\$5 per Student	1,110	1,110
4410	Classroom Furniture, Equipment & Supplies	30,700	Classroom Printers, Video Display Projection System, Furniture, File Cabinets, Boards, Shelves	-		-		-		-	-
4420	Computers (individual items less than \$5k)	32,560	Teacher and Student Computers	-		2,346	\$10 per Student	2,372	\$10 per Student	2,356	2,403
4430	Non Classroom Related Furniture, Equipment	5,500	First Aid Kits/Fire Extinguishers/Admin Printers & Computers	-		-		-		-	-
4710	Student Food Services	-	No Food Service Cost	71,493	Assumes that 0.95% of total Food Service Cost is reimbursed	74,743	Assumes that 0.95% of total Food Service Cost is reimbursed	74,093	Assumes that 0.95% of total Food Service Cost is reimbursed	72,143	72,143
4720	Other Food	-		-		-		-		-	-
SUBTOTAL - Books and Supplies		93,460		95,852		103,068		102,787		101,284	102,338

Ross Valley Charter School
 Multiyear Budget Summary
 7.4.15

	2015/16	2015/16	2016/17	2016/17	2017/18	2017/18	2018/19	2018/19	2019/20	2020/21
	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget
5000 Services & Other Operating Expenses										
5200 Travel & Conferences	-		2,000		4,080		4,162		4,245	4,330
5305 Dues & Membership - Professional	-		1,346	\$6 per Student	1,436	\$6 per Student	1,452	\$6 per Student	1,442	1,471
5450 Insurance - Other	-		15,708	\$71 per Student	16,750	\$73 per Student	16,937	\$74 per Student	16,821	17,157
5515 Janitorial, Gardening Services & Supplies	-	Custodial contract	17,901		20,259		18,624		18,997	19,377
5535 Utilities - All Utilities	-		35,802	\$2984 per Monthly Rate	36,518	\$3043 per Monthly Rate	37,248	\$3104 per Monthly Rate	37,993	38,753
5600 Rentals, Leases, & Repairs	-		-		-		-		-	-
5605 Equipment Leases	-		4,896	\$408 per Monthly Rate	4,994	\$416 per Monthly Rate	5,094	\$424 per Monthly Rate	5,196	5,300
5610 Rent	5,000	Temporary office space	185,328	\$15444 per Monthly Rate, \$1.1/sqft/month for private facilities rental	185,328	\$15444 per Monthly Rate	185,328	\$15444 per Monthly Rate	185,328	185,328
5611 Prop 39 Related Costs	-		-		-		-		-	-
5615 Repairs and Maintenance - Building	-	Misc. repairs;	1,020		1,040		1,061		1,082	1,104
5803 Accounting Fees	-	Consistent with multiple quotes for single site charter schools in Bay Area from approved accounting firms	-		8,300	Audit & 990 Tax Return	8,466		8,635	8,808
5804 Service 1	-		-		-		90,216	Repayment of 4 year 1.5% loan	-	-
5805 Administrative Fees	-		-		-		-		-	-
5808 Service 3	-		-		-		-		-	-
5809 Banking Fees	-		122	\$10 per Monthly Rate	125	\$10 per Monthly Rate	127	\$11 per Monthly Rate	130	132
5812 Business Services	14,000	Set up and Training, Accounting and Business Services	8,000		8,000		8,000		8,000	8,000
5813 Service 5	-		-		-		-		-	-
5814 Service 6	-		-		-		-		-	-
5815 Consultants - Instructional	6,000	Reading Writing x3	-		-		-		-	-
5820 Consultants - Non Instructional - Custom 1	5,000	SIS Training	-		-		-		-	-
5821 Consultants - Non Instructional - Custom 2	-		-		-		-		-	-
5822 Consultants - Non Instructional - Custom 3	-		-		-		-		-	-
5824 District Oversight Fees	-	1.0%	15,798	1.0%	17,006	1.0%	17,143	1.0% of General & Categorical Block Grants	16,608	16,608
5836 Fingerprinting	-		441	\$31 per FTE	536	\$36 per FTE	526	\$35 per FTE	579	579
5843 Interest - Loans Less than 1 Year	438	CSFA Revolving Loan interest based on recent loans from CSFA	601		386		171		-	-
5845 Legal Fees	15,000	Consulting Services for Governance, HR, Risk Management and IT Policies and Procedures	3,060		5,202		5,306		5,412	5,520
5846 Service 12	-		-		-		-		-	-
5848 Licenses and Other Fees	400	Admin Software License	-		-		-		-	-
5851 Marketing and Student Recruiting	500		510		520		531		541	552
5857 Payroll Fees	-		1,000		1,020		1,040		1,061	1,082
5860 Printing and Reproduction	-		-		-		-		-	-
5861 Prior Yr Exp (not accrued)	-		-		-		-		-	-
5863 Professional Development	-		8,000		8,000		8,160		8,323	8,490
5864 Professional Development - Other	-		-		-		-		-	-
5865 Service 16	-		-		-		-		-	-
5866 Service 17	-		-		-		-		-	-
5869 Special Education Contract Instructors	-		20,869	EdTec recommended 1.15% of SPED revenue as a total expense	51,123	EdTec recommended 1.15% of SPED revenue as a total expense	49,209		43,824	41,390
5874 Sports	-		-		-		-		-	-
5875 Staff Recruiting	-		-		-		-		300	-
5877 Student Activities	-		-		-		-		-	-
5878 Student Assessment	-		1,571	\$7 per Student	1,675	\$7 per Student	1,694	\$7 per Student	1,682	1,716
5880 Student Health Services	-		3,366	\$15 per Student	3,589	\$16 per Student	3,629	\$16 per Student	3,604	3,677
5881 Student Information System	4,000		1,500		1,545		1,591		1,639	1,688
5887 Technology Services	8,000		8,160		8,323		8,490		8,659	8,833
5900 Communications	-		-		-		-		-	-
5905 Communications - Cell Phones	-		-		-		-		-	-
5910 Communications - Internet / Website Fees	400	\$400 per Monthly Rate	4,896	\$408 per Monthly Rate	4,994	\$416 per Monthly Rate	5,094	\$424 per Monthly Rate	5,196	5,300
5915 Postage and Delivery	-		729	\$3 per Student	777	\$3 per Student	786	\$3 per Student	781	796
5920 Communications - Telephone & Fax	1,000	Telephone system	4,284	\$357 per Monthly Rate	4,370	\$364 per Monthly Rate	4,457	\$371 per Monthly Rate	4,546	4,637
SUBTOTAL - Services & Other Operating Ex	59,738		346,909		395,897		484,542		390,626	390,628
6000 Capital Outlay										
6100 Sites & Improvement of Sites	9,000	Site Prep/Tenant Improvement	-		-		-		-	-
6200 Buildings & Improvement of Buildings	25,000	Network Wiring	-		-		-		-	-
SUBTOTAL - Capital Outlay	34,000									
TOTAL EXPENSES	217,222		1,687,261		1,769,449		1,905,532		1,851,318	1,872,461

Three Year Cash Flow

Ross Valley Charter School

Monthly Cash Forecast

Jun-15

	2015/16												AP/AR
	Projected												
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	-	(0)	(0)	30,500	61,000	91,500	91,031	90,562	90,093	89,624	89,155	88,686	
Revenue													
8012 Education Protection Account	-	-	-	-	-	-	-	-	-	-	-	-	-
8015 State Aid - Local Control Funding	-	-	-	-	-	-	-	-	-	-	-	-	-
8096 Charter Schools in Lieu of Prop. Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	-
Total Revenue	-	-	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	30,500	-
Expenses													
Compensation & Benefits	0	0	0	0	0	4,289	4,289	4,289	4,289	4,289	4,289	4,289	0
Books & Supplies	-	-	-	-	-	13,351	13,351	13,351	13,351	13,351	13,351	13,351	-
Services & Other Operating Expenses	-	-	-	-	-	8,471	8,471	8,471	8,471	8,471	8,471	8,471	-
Capital Outlay	-	-	-	-	-	4,857	4,857	4,857	4,857	4,857	4,857	4,857	-
Total Expenses	0	0	0	0	0	30,969	30,969	30,969	30,969	30,969	30,969	30,969	-
Operating Cash Inflow (Outflow)	(0)	(0)	30,500	30,500	30,500	(469)	(469)	(469)	(469)	(469)	(469)	(469)	-
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-
<i>CSFA Revolving Loan</i>	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	(0)	(0)	30,500	61,000	91,500	91,031	90,562	90,093	89,624	89,155	88,686	88,216	

Ross Valley Charter School
Monthly Cash Forecast
Jun-15

	2016/17												AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	88,216	295,243	205,564	109,559	364,093	284,223	163,683	244,361	172,954	198,432	222,261	254,644	
Revenue													
8012 Education Protection Account	-	-	10,877	-	-	10,877	-	-	10,877	-	-	10,877	-
8015 State Aid - Local Control Funding	-	-	-	334,719	-	-	162,836	-	81,418	81,418	81,418	81,418	81,418
8096 Charter Schools in Lieu of Prop. Taxes	-	37,897	75,795	50,530	50,530	50,530	50,530	50,530	88,427	44,214	44,214	44,214	44,214
Federal Income	-	-	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	-
Other State Income	-	-	389	389	389	389	389	8,943	18,848	18,848	27,402	18,848	35,566
Local Revenues	-	-	5,432	5,432	5,432	5,432	5,432	5,432	5,432	5,432	5,432	5,432	-
Fundraising and Grants	-	-	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	-
Total Revenue	-	37,897	96,509	395,086	60,367	71,244	223,204	68,921	209,019	153,928	162,482	164,805	161,198
Expenses													
Compensation & Benefits	39,668	110,748	112,632	110,748	110,434	110,434	112,946	110,748	110,748	108,853	108,853	97,689	-
Books & Supplies	417	10,618	10,618	8,244	8,244	8,244	8,244	8,244	8,244	8,244	8,244	8,244	-
Services & Other Operating Expenses	2,889	6,210	60,931	13,226	13,226	64,773	13,002	13,002	64,548	13,002	13,002	64,548	4,387
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	42,974	127,576	184,181	132,218	131,904	183,451	134,193	131,994	183,540	130,099	130,099	170,481	4,387
Operating Cash Inflow (Outflow)	(42,974)	(89,678)	(87,672)	262,868	(71,537)	(112,207)	89,011	(63,073)	25,478	23,829	32,383	(5,676)	156,810
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	\$0.00	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	250,000	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-
<i>CSFA Revolving Loan</i>	250,000	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	295,243	205,564	109,559	364,093	284,223	163,683	244,361	172,954	198,432	222,261	254,644	248,968	

Ross Valley Charter School
 Monthly Cash Forecast
 Jun-15

	2017/18												AP/AR
	Projected												
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	248,968	344,561	309,202	255,416	259,054	271,494	234,372	235,132	246,568	365,270	348,221	340,114	
Revenue													
8012 Education Protection Account	-	-	10,877	-	-	10,877	-	-	141,497	-	-	141,497	-
8015 State Aid - Local Control Funding	-	45,232	45,232	81,418	81,418	81,418	81,418	81,418	47,593	47,593	47,593	47,593	47,593
8096 Charter Schools in Lieu of Prop. Taxes	-	37,897	75,795	50,530	50,530	50,530	50,530	50,530	97,997	48,999	48,999	48,999	48,999
Federal Income	-	-	1,359	1,359	1,359	1,359	1,359	1,359	6,159	6,159	6,159	6,159	4,799
Other State Income	-	4,615	5,024	8,716	8,716	8,716	8,716	17,658	9,555	9,555	18,497	9,555	27,030
Local Revenues	-	-	5,641	5,641	5,641	5,641	5,641	5,641	5,641	5,641	5,641	5,641	-
Fundraising and Grants	-	-	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	-
Total Revenue	-	87,744	146,803	150,539	150,539	161,416	150,539	159,482	311,317	120,821	129,764	262,318	128,421
Expenses													
Compensation & Benefits	40,658	113,112	114,599	113,112	112,865	112,865	114,847	113,112	113,112	111,271	111,271	99,660	-
Books & Supplies	425	12,127	12,127	8,710	8,710	8,710	8,710	8,710	8,710	8,710	8,710	8,710	-
Services & Other Operating Expenses	3,027	6,418	65,529	16,745	16,745	68,629	17,889	17,889	70,793	17,889	17,889	70,793	5,658
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	44,110	131,658	192,255	138,568	138,320	190,204	141,446	139,712	192,616	137,870	137,870	179,163	5,658
Operating Cash Inflow (Outflow)	(44,110)	(43,913)	(45,452)	11,971	12,219	(28,788)	9,093	19,770	118,701	(17,049)	(8,106)	83,155	122,764
Revenues - Prior Year Accruals	144,091	8,554	-	-	8,554	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(4,387)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-
<i>CSFA Revolving Loan</i>	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	344,561	309,202	255,416	259,054	271,494	234,372	235,132	246,568	365,270	348,221	340,114	423,269	

Ross Valley Charter School
 Monthly Cash Forecast
 Jun-15

	2018/19												AP/AR
	Projected												
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	423,269	482,850	438,171	432,842	412,925	402,198	405,731	382,909	370,687	423,509	408,516	402,387	
Revenue													
8012 Education Protection Account	-	-	76,187	-	-	76,187	-	-	77,411	-	-	77,411	-
8015 State Aid - Local Control Funding	-	36,776	36,776	66,197	66,197	66,197	66,197	66,197	69,589	69,589	69,589	69,589	69,589
8096 Charter Schools in Lieu of Prop. Taxes	-	39,620	79,240	52,827	52,827	52,827	52,827	52,827	90,533	45,266	45,266	45,266	45,266
Federal Income	-	1,200	2,559	3,519	3,519	3,519	3,519	3,519	3,737	3,737	3,737	3,737	2,378
Other State Income	-	4,824	5,231	9,091	9,091	9,091	9,091	17,955	8,923	8,923	17,788	8,923	26,246
Local Revenues	-	-	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	5,579	-
Fundraising and Grants	-	-	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	2,850	-
Total Revenue	-	82,420	208,422	140,063	140,063	216,249	140,063	148,927	258,622	135,944	144,809	213,356	143,478
Expenses													
Compensation & Benefits	41,810	117,398	118,886	117,398	117,150	117,150	119,134	117,398	117,398	115,520	115,520	103,444	-
Books & Supplies	434	12,132	12,132	8,677	8,677	8,677	8,677	8,677	8,677	8,677	8,677	8,677	-
Services & Other Operating Expenses	3,055	6,512	74,400	25,572	25,572	78,557	26,741	26,741	79,726	26,741	26,741	79,726	4,457
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	45,298	136,042	205,418	151,647	151,399	204,383	154,552	152,816	205,800	150,938	150,938	191,847	4,457
Operating Cash Inflow (Outflow)	(45,298)	(53,622)	3,005	(11,584)	(11,336)	11,866	(14,489)	(3,888)	52,822	(14,993)	(6,128)	21,509	139,022
Revenues - Prior Year Accruals	110,537	8,942	-	-	8,942	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(5,658)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-
<i>CSFA Revolving Loan</i>	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	482,850	438,171	432,842	412,925	402,198	405,731	382,909	370,687	423,509	408,516	402,387	423,896	

Ross Valley Charter School
 Monthly Cash Forecast
 Jun-15

	2019/20												AP/AR
	Projected												
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	
Beginning Cash	423,896	498,577	450,600	451,584	438,323	434,175	445,063	428,866	423,037	463,680	444,167	433,285	
Revenue													
8012 Education Protection Account	-	-	76,799	-	-	76,799	-	-	72,010	-	-	72,010	-
8015 State Aid - Local Control Funding	-	37,624	37,624	67,723	67,723	67,723	67,723	67,723	62,394	62,394	62,394	62,394	62,394
8096 Charter Schools in Lieu of Prop. Taxes	-	39,275	78,551	52,367	52,367	52,367	52,367	52,367	85,901	42,950	42,950	42,950	42,950
Federal Income	-	1,254	2,567	3,570	3,570	3,570	3,570	3,570	3,527	3,527	3,527	3,527	2,214
Other State Income	-	4,783	5,178	9,004	9,004	9,004	9,004	17,635	8,500	8,500	17,132	8,500	25,368
Local Revenues	-	-	5,444	5,444	5,444	5,444	5,444	5,444	5,444	5,444	5,444	5,444	-
Fundraising and Grants	-	-	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	-
Total Revenue	-	82,936	208,938	140,884	140,884	217,683	140,884	149,515	240,551	125,591	134,222	197,601	132,927
Expenses													
Compensation & Benefits	42,981	121,089	122,578	121,089	120,840	120,840	122,826	121,089	121,089	119,182	119,182	106,624	-
Books & Supplies	442	11,975	11,975	8,544	8,544	8,544	8,544	8,544	8,544	8,544	8,544	8,544	-
Services & Other Operating Expenses	3,189	6,714	65,067	16,179	16,179	69,078	17,378	17,378	70,277	17,378	17,378	70,277	5,652
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	46,612	139,778	199,620	145,811	145,563	198,462	148,748	147,010	199,909	145,104	145,104	185,444	5,652
Operating Cash Inflow (Outflow)	(46,612)	(56,842)	9,318	(4,928)	(4,679)	19,222	(7,864)	2,505	40,643	(19,513)	(10,882)	12,157	127,275
Revenues - Prior Year Accruals	125,749	8,865	-	-	8,865	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(4,457)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-
<i>CSFA Revolving Loan</i>	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	498,577	450,600	451,584	438,323	434,175	445,063	428,866	423,037	463,680	444,167	433,285	445,442	

Appendix E: Governance Documents

- Articles of Incorporation
- Bylaws
- Conflict of Interest Code

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FILED *gml*

Secretary of State
State of California

JUL 10 2014
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ARTICLES OF INCORPORATION
OF
ROSS VALLEY CHARTER SCHOOL

I.

The name of the Corporation shall be Ross Valley Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

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

Jason Morrison
25 Deer Park Lane
Fairfax, CA 94930

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

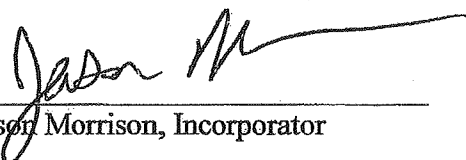
The initial street address of the Corporation is:

25 Deer Park Lane
Fairfax, CA 94930

The initial mailing address of the Corporation is:

P.O. Box 971
Fairfax, CA 94978

Dated: July 9, 2014



Jason Morrison, Incorporator



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUL 17 2014

Date: _____

bhs

Debra Bowen
DEBRA BOWEN, Secretary of State

ROSS VALLEY CHARTER SCHOOL
CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the **Ross Valley Charter School** hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of **Ross Valley Charter School** (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT ADesignated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2, 3
Chairman of the Board	1, 2, 3
CFO/Treasurer	1, 2, 3
Secretary	1, 2, 3
School Director of Charter School	1, 2, 3
Consultants	*

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The School Director may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The School Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EXHIBIT BDisclosure
Categories**Category 1**

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of the school district in which **Ross Valley Charter School** operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by **Ross Valley Charter School**.

Category 2

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by **Ross Valley Charter School**, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

Category 3

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by **Ross Valley Charter School**, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

**BYLAWS
OF
ROSS VALLEY CHARTER SCHOOL**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is Ross Valley Charter School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is Fairfax, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote the Ross Valley Charter School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School’s Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

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

Section 3. DESIGNATED BOARD MEMBERS AND TERMS. The number of Board Members shall be no less than five and no more than nine, unless changed by amendments to these bylaws. All Board Members shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional Board Member to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

After the expiration of the terms of the initial board members:

- The teacher representative, will be appointed by the Board after considering a nomination by the full time teacher employees of the Charter School.
- Two parent representatives will be appointed by the Board after considering nominations by the parents of students of the school with each student family having two votes.
- All other board members, except for the representative of the charter authorizer, will be appointed by the Board of Directors as vacancies occur.

Except for the initial Board of Directors, each Board Member shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor Board Member has been designated and qualified. Terms for the initial Board of Directors shall be staggered with three (3) seats serving a three (3) year term and two (2) seats serving a two (2) year term. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Chris Lyons (Teacher Representative)	May 31, 2017
Rana Barar (Parent)	May 31, 2017
Andrea Sumits (Parent)	May 31, 2016
Sharon Sagar (Community Member)	May 31, 2017
Conn Hickey (Community Member)	May 31, 2016

Section 4. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. BOARD MEMBERS’ TERM. Each Board Member shall hold office for two (2) years and until a successor Board Member has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors will appoint a committee to designate qualified candidates for election to the community member Board of Directors positions at least thirty (30) days before the date of any election of

Board Members. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for Board Member than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any Board Member; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Board Member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of Board Members.

Section 9. RESIGNATION OF BOARD MEMBERS. Except as provided below, any Board Member may resign by giving written notice to the Chairman of the Board, to the School Director, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Board Member's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. BOARD MEMBER MAY NOT RESIGN IF NO BOARD MEMBER REMAINS. Except on notice to the California Attorney General, no Board Member may resign if the Corporation would be left without a duly elected Board Member or Board Members.

Section 11. REMOVAL OF BOARD MEMBERS. Any Board Member may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a Board Member shall be filled as provided in Section 12.

Section 12. THE FILLING OF VACANT SEATS ON THE BOARD OF DIRECTORS. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Board Members then in office is less than a quorum, by (a) the affirmative vote of a majority of the Board Members then in office at a regular or special meeting of the Board, or (b) a sole remaining Board Member. If the charter authorizer appoints a representative to serve on the Board of Directors, a vacancy in the seat of the authorizer's representative shall be filled by the authorizer. The teacher and parent representative Board seats shall be filled pursuant to the procedure specified in Section 3, except that if there is a vacancy in the initial parent seats prior to the enrollment of students and the nomination of candidates to fill the parent seat(s), then the vacancy in the parent seat shall be filled by the Board with an existing parent from the converting MAP program.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF BOARD MEMBERS. Any reduction of the authorized number of Board Members shall not result in any Board Members being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. After charter approval, all meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Prior to charter approval all meetings of the Board of Directors shall be held in compliance with the California Corporations Code. The Board of Directors shall meet annually in June for the purpose of organization, election of a Chair and Secretary, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. After charter approval, regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. After charter approval, Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. After charter approval, in accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Board Members shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each Board Member at the Board Member's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Board Member for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be

deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the Board Members then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the Board Members in attendance, based upon the presence of a quorum. Should there be less than a majority of the Board Members present at any meeting, the meeting shall be adjourned. The Board Members present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of Board Members from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Board Members may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. After charter approval,¹ members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;²
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at

¹ Prior to charter approval, any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment consistent with the requirements of the California Corporations Code.

² This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

each teleconference location; and

- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.³

Section 21. ADJOURNMENT. A majority of the Board Members present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Board Members who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as Board Members or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Board Members then in office, may create one or more committees of the Board, each consisting of two or more Board Members and no one who is not a Board Member, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the Board Members then in office. The Board of Directors may appoint one or more Board Members as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the Board Members for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

³ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- g. Expend corporate funds to support a nominee for Board Member if more people have been nominated for Board Member than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its Board Members has a material financial interest.

The Board may also create one or more advisory committees composed of Board Members and non-Board Members. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the Board Members then in office, advisory committees to serve at the pleasure of the Board.

Section 24. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. **NON-LIABILITY OF BOARD MEMBERS.** No Board Member shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of the Corporation shall be a Chairman, Vice-Chairman, President, who shall be known as the "School Director," a Secretary, and a Chief Financial Officer. The officers, in addition to the corporate duties set forth in this Article VIII, may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of the Corporation shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** Once a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. There shall also be a Vice Chairman of the Board of Directors who will be elected by the Board of Directors. In the absence of the Chairman, the Vice Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. **SCHOOL DIRECTOR.** The School Director shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The School Director shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Board Members present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. **CHIEF FINANCIAL OFFICER.** The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the

Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to Board Members such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Board Member at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the School Director, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

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

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH BOARD MEMBERS.** The Corporation shall not enter into a contract or transaction in which a Board Member directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's Board Members are Board Members and have a material financial interest) unless all of the requirements in the Ross Valley Charter School Conflict of Interest Code have been fulfilled.

ARTICLE X CONTRACTS WITH NON-BOARD MEMBER DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-BOARD MEMBER DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-Board Member designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Ross Valley Charter School Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO BOARD MEMBERS AND OFFICERS

Section 1. **LOANS TO BOARD MEMBERS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any Board Member or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a Board Member or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Board Member or officer

would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its Board Members, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Board Member, officer, employee, or agent in such capacity or arising from the Board Member’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **BOARD MEMBERS’ RIGHT TO INSPECT.** Every Board Member shall have the right at any reasonable time to inspect the Corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the Board Member’s agent or attorney. The right of inspection includes the right to

copy and make extracts of documents as permitted by California and federal law.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any Board Member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board Members at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each Board Member and furnish to each Board Member a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than

\$50,000. For this purpose, an “interested person” is either:

- (1) Any Board Member or officer of the Corporation, its parent, or subsidiary (but mere common Board Membership shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any Board Member or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the Board Members present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the Ross Valley Charter School or make any provisions of these Bylaws inconsistent with that Charter, the Corporation’s Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Ross Valley Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on September 21, 2014 and amended on June 17, 2015; and that these bylaws have not been amended or modified since that date.

Executed on June 18 2015 at Fairfax, California.

A handwritten signature in blue ink, appearing to read "Katherine Blake", written over a horizontal line.

Katherine Blake, Secretary

Appendix F: Petitioner Team

- Governing Board Members
- Other Founding Officer(s)
- Additional Founding Team Members
- Consultants and Advisors

Governing Board Members

Roni Adams, Ph.D.

Roni Adams has a Ph.D. in Educational Psychology, specializing in Teaching and Learning, from the University of California at Santa Barbara. She has been teaching since 1970, first as a teacher of high school English, then as an elementary teacher/administrator in the Open Classroom Alternative Program in Ventura, California, a 30-year progressive education magnet school which her own children attended. Fueled by a passion for the philosophy of Open Education during a time of tension with conflicting school district mandates, she founded the Ventura Charter School of Arts and Global Education, where she served as Chair of the Board for several years. She taught teacher education at Antioch University and Southern Oregon University (“SOU”). Currently she is a professor of teacher education at SOU in Ashland, Oregon, and is also the Chair of the School of Education. Her fields of inquiry include educational reform, parent involvement in education, holistic teaching and learning, and multicultural education.

Rana Barar, MPH

Rana Barar, MPH, is an experienced researcher and public health manager with more than 15 years' experience in women's and adolescent health. She has overseen multi-million dollar programs around the US and the world and has been a public spokesperson for several projects at conferences and in the national media. Rana is a product of an alternative elementary school and is passionate about providing young learners with educational options that not only build their skills, but instill a life-long love of learning. Rana believes that students are capable of participating in designing their own education and knows first-hand the power that handing over the reins to a student can have. Rana has served on the MAP Advisory Board for four years as Public Relations Coordinator and then Facilitator and has been a classroom volunteer for five years. Rana's son is a graduate of MAP and she has a 3rd grader in the program as well.

Kate Crist, MAT

For the past three years, Kate has worked as an Implementation Specialist for the Washoe County School District in Reno, Nevada, where she has worked in elementary and secondary schools to help teachers align instruction, resources, and programs to the Common Core and College and Career Readiness Standards. Much of this work has focused on supporting reform efforts, providing professional learning, conducting classroom observations and feedback, and ensuring educators have appropriate resource support. Washoe County was an early adopter of Common Core and its implementation efforts in its Core Task Project have been widely reported on. During this time Kate has also worked for a variety of education consultant and support groups to provide professional learning and instructional coaching to various schools and educators around the nation. Kate is currently a Student Achievement Partner Core Advocate for the state of Nevada as well as a member of the EQuIP Peer Review Panel. During the previous ten years, Kate worked as a classroom teacher, program coordinator, and an instructional coach in California public schools. Kate received a Masters of Arts in Teaching from University of San Francisco and a Bachelor of Arts from University of California Santa Cruz.

Conn Hickey, MA, Board Treasurer

Conn Hickey has been deeply involved in the Ross Valley School District since 2000. He served as the School Board Liaison for the first MAP Advisory Board in 2001 and has attended most school board meetings since. He was a YES Foundation Board and Executive Committee Member from 2002 until 2007. He was a district Trustee for almost seven years between 2003 and 2011, during which time he became the board expert on school finance, renewed a parcel tax, and helped shape and pass the Measure A bond measure in 2010. He is currently a member the District's Measure A Citizen Oversight Committee. He graduated from the California School Board Association's Masters in Governance Academy in 2008 and the Association of California Administrators School Business (2013) and Superintendents (2014) Academies. He recently retired from a 27-year executive management career in Information Technology with Westamerica Bank, where he managed an annual profit center budget of \$8,000,000, supervised 50 employees, and negotiated and managed all IT contracts and led IT projects for the bank. Conn has written on Common Core implementation in guest editorials for the Marin IJ over the past year.

Kristi Kimball, M.P.A.

Kristi Kimball is the Executive Director of the Charles and Helen Schwab Foundation. The Foundation focuses on improving the quality of K-12 education for all children in California and nationwide through investments in high-performing charter schools, human capital development for teachers and school leaders, education technology and policy work. Prior to joining the foundation, she worked as a consultant and strategic advisor to a number of education foundations and non-profits. Kristi also worked for 8 years as Program Officer at the William and Flora Hewlett Foundation, where she managed more than \$85 million in grants. Her portfolio included investments in networks of model schools and school districts, research and evaluation, communications and state policy work. Kristi served in the U.S. Department of Education during the Clinton Administration, in the Education Policy Research Center at the Urban Institute, and in the Education Office of the U.S. Senate Health, Education, Labor and Pensions Committee. Ms. Kimball holds a B.A. from Dartmouth College and an Masters in Public Administration from the Woodrow Wilson School at Princeton University.

Chris Lyons

Chris Lyons teaches 4th/5th grade in Ross Valley School District's Multi-Age Program. She has taught in MAP for nine years, and previously taught in the Dixie School District, for a total of 19 years of elementary teaching experience. Chris has taught all the elementary grades, kindergarten through fifth. She has served on School Site Councils, District Advisory Teams, and numerous district committees. She has also been a mentor teacher, taught a class for Marin County's Beginning Teacher Support and Assessment ("BTSA") program, and received a Golden Bell award. She has been trained at the Teacher's College Reading and Writing Project at Columbia University in New York, and has also attended professional development workshops in Project Based Learning and Childhood Creativity. Chris served as president of the San Anselmo Cooperative Nursery School when her children were students there. Both her sons are MAP program graduates.

Sharon Sagar Board President

Sharon Sagar previously served on the Ross Valley School District Board of Trustees for 14 years. She served as School Board President, and on almost every districtwide committee at some point over those 14 years. In addition, Sharon served in many capacities as a parent volunteer including as Site Council President and PTA President, and on many fundraising committees. Some of the many district and countywide committees that Sharon has served on include Budget Committee, Superintendent Search, Policy committee, Strategic Planning Committee, negotiations representative, Facilities Committee, District English Language Advisory Committee, District Round Table, Safe Routes to Schools, YES Foundation board representative, Marin County Joint Legislative Advisory Representative, Wellness Committee, Tech Committee, and Marin County School Board representative. Sharon worked on several parcel tax and bond campaigns for the Ross Valley School District. Sharon also served as co-president of the Marin Education Task Force, a collaborative network of schools feeding into the Tamalpais Union High School District. Sharon has taken the California School Boards Masters in Governance training program twice. Sharon was an active founding member of the Innovative Learning Community/MAP and values offering educational choice to the families of the Ross Valley School District. She is committed to collaborative decision-making and partnerships between administration, teachers and parents in public education. Sharon currently works in a school business office.

Andrea Sumits, JD

Andrea has been an attorney for 20 years practicing primarily in the field of environmental and land use law. She advises her clients on sustainability, due diligence, and transactional projects, as well as regulatory compliance and corporate governance. Andrea has been actively engaged as a parent in Ross Valley School District since 2009. She helped lead successful campaigns for a 2012 Parcel Tax measure and a 2010 \$41 million bond measure, both of which provide needed financial means for all Ross Valley School District schools, and managed the successful 2011 campaign for a RVSD trustee candidate. Andrea has served on the MAP Advisory Board since 2010, including as the MAP-RVSD Board Liaison from 2011 through 2014. She has also served as the RVSD Board Liaison for the Manor PTA since 2011. She was a founding member of the MAP Vision Committee, which ultimately led to the vision to start a charter school. Andrea served as the parent/teacher representative on the Manor School Site Council during the 2013-14 school year. Andrea participated on the K.I.N.D. steering committee which helped bring a social-emotional curriculum to the RVSD in 2012, and has since served on the steering group for the PeaceCoaches program at Manor. She has served as room parent for several years for her children's classrooms, is a regular volunteer in the classroom, and has helped coordinate numerous school-wide and MAP events. For the 2014-15 school year, Andrea will be serving as the Facilitator on the MAP Advisory Board. She has a passion for progressive educational values, community engagement, and parent participation in education.

Other Founding Officer(s)

Kathy Lake, Secretary

Kathy Lake has 15 years' experience in the high technology software field, solving problems with technology solutions, managing projects, and managing global teams. Her undergraduate degree is in biology and she has a passion for science and technology, and mentoring women in that field. She is active in her community and a volunteer at the school. Kathy is a member of the MAP Advisory Board, helped lead a campaign for a school parcel tax renewal, and has two young children in the MAP program.

Additional Founding Team Members

Liz Canning

Liz Canning studied filmmaking at Brown University and established her production company, Liz Canning Creative, in 2000. Since then she's won multiple awards for her work and created media for companies like Whole Foods, Levi's, Clif Bar, and Bare Escentuals. Her post-college years were spent becoming certified in early childhood education and teaching at an alternative cooperative preschool in the San Francisco Unified District's Child Development Program. Later Liz taught media literacy and filmmaking classes to elementary and middle school students.

Jason Morrison

Jason Morrison holds a Master's Degree from Boston University's Center for Energy and Environmental Studies and a B.A. in Philosophy. Since 1993, he has been with the Pacific Institute, a non-profit, non-partisan sustainability policy research center, directing the Institute's Corporate Sustainability Program, where he is currently studying the policy implications of private sector sustainability initiatives. Under a 2008 Memorandum of Understanding between the Pacific Institute and the United Nations Global Compact, Jason serves as the Technical Director for the CEO Water Mandate, supporting the initiative with applied research, event organization, and other services. Jason is a co-founder and current Board Member of the Alliance for Water Stewardship, a global initiative working to develop a freshwater certification program to advance responsible water practices by water providers and large-scale users. As a Co-Chair of the Ross Valley Charter School's Fundraising Committee, he brings his two decades plus experience in the non-profit sector to his RVCS large donor solicitation and grant writing responsibilities.

Arielle Sumits

Arielle Sumits has been a senior analyst with Cisco for 14 years and is currently the chief architect of Cisco's Internet forecasting effort, the results of which have garnered extensive

media coverage from the New York Times, the Wall Street Journal, the Economist, the Huffington Post, and numerous business publications. She has delivered hundreds of presentations to high-level telecom executives and government officials, regularly meeting with the CTOs of North American cable operators and with the Commissioners of the FCC. As an analyst, she enjoys working with large amounts of data and is in the process of earning her data science and statistical credentials from Johns Hopkins. With a scientific background, Arielle has a strong interest in science and math education. Arielle believes in the charter school model as a means of fostering innovation in these key subjects. Her favorite pastime is playing with her one-year-old daughter.

Christopher Tonry

Designer, artist, father, volunteer.

Rebecca Wicker

Rebecca comes with 23 years of teaching experience and is passionate about weaving together her Waldorf and Montessori training to create the perfect patchwork for each set of students she teaches. For the last 9 years, she has enjoyed being a K/1, 1/2, and 2/3 MAP teacher at Manor Elementary School. She is also a founding staff member of both The Mountain School in Corte Madera and The Novato Charter School. She also spent years as a kindergarten teacher with Marin Primary in Larkspur, as well as starting her at-home preschool. Rebecca believes that successful teachers shine when they are able to treasure the wonder and magic of the young child while offering an interesting, challenging, and differentiated curriculum which engages students and meets the multi-intelligences found in each varied set of children.

Jennifer Wolf

Jennifer has worked as a public relations strategist with experience in the entertainment industry and politics. She has worked on grass-roots campaigns, most recently to get the Marin Clean Energy provider up and running, and other California ballot measures regarding energy issues. In the political sphere, Jennifer helped set up and run a media center and logistics department (“IMC”) that was a pioneer in using web based video and audio reportage to feed visuals and briefings to local and national media during the 2000 Democratic National Convention in Los Angeles. She has conducted media messaging and strategy workshops and specialized in multi-organizational relationship building and outreach. When Jennifer was working in the film and TV industry, she wore many hats: from being an executive assistant to the CEO of a TV production company, to researching, writing, directing and producing TV and film documentaries. She also spent many years professionally designing and decorating sets for productions and print. Jennifer has a graduate degree from the American Film Institute in Production Design.

Collaborators & Contributors

Guadalupe Alvarez

Guadalupe Alvarez was born in Mexico and has lived in the United States since he was three

years old. He received a B.A. in Architecture from the University of Illinois at Chicago, where he studied abroad for a semester in Denmark. Guadalupe moved to the Bay Area in 2007 and has worked on large architecture projects in downtown San Francisco. He began translating as a young boy for his parents, whose native language is Spanish. He was a member of the San Anselmo Cooperative Nursery School. He lives in Fairfax and has a four-year-old daughter.

Christina Amini

Christina Amini oversees the publishing of books, stationery products, and gift titles as the Editorial Director of Art Publishing at Chronicle Books, one of the most admired and innovative publishing companies. As the leader of the Art Publishing Group, she sets the strategy, manages the budget, identifies new opportunities, and oversees a cross-divisional team. A key driver for the gift product publishing at Chronicle Books, she mentors the gift product editors, cultivates thinking and processes, and leads “The Format Lab” to bring new ideas and tools to the team. She’s happy to be a professional collaborator and creator, cultivating and bringing new ideas to fruition. Christina has written for The San Francisco Chronicle, Salon.com, Readymade, and is the author of *Before the Mortgage: Real Stories of Brazen Loves, Broken Leases, and the Perplexing Pursuit of Adulthood* (Simon & Schuster, 2006). She also serves on the board of The Amini Foundation for the Study of Affects, which funds groundbreaking research on attachment, affect, and the development of children. She graduated with a B.A. in English and creative writing emphasis from Stanford University. Christina lives with her wife and family in Marin.

Katherine Csizmadia

Katherine Csizmadia has 15 years’ experience in marketing communications, primarily in technology and healthcare industries. She has served on the Board of the play-based San Anselmo cooperative preschool that both her children attended and on the MAP Advisory Board. She has been an active classroom volunteer during her children’s time as MAP students. They are currently in 6th and 1st grade.

Amy Ferhart, M.Ed.

Amy Ferhart has taught both primary and upper grades for the last 11 years in a variety of school settings. These include teaching in inner-city Oakland, a dual-immersion charter school in Chula Vista, a visual/performing arts magnet school in San Diego, and a high-performing school in Larkspur. She has also coordinated service learning projects through Americorps in San Francisco. Currently, Amy is an English Language Development/Response to Intervention (“ELD/RTI”) Specialist working with K-5 students. Her job is to create integrated, meaningful, and engaging curriculum to support English language learners. In addition, she assists students who require different teaching and learning strategies to succeed. Amy's educational background includes a Bachelor’s degree from UC Berkeley, a BCLAD teaching credential through the California State University system study-abroad program in Mexico, a Masters Degree in “Curriculum Design and Instruction” from San Diego State University, and she is GATE certified through USC. Amy is bilingual in Spanish and passionate about meeting the needs of all students while also bridging the achievement gap for individuals from diverse cultural and economic backgrounds.

Jenelle Ferhart

Jenelle is an experienced and committed educator who loves to learn. With 13 years of teaching experience in dual immersion, bilingual education, and Spanish enrichment programs, Jenelle is passionate about multilingualism, multiculturalism, and child-centered pedagogy. She earned her BCLAD teaching credential while doing her student teaching in private, public, and indigenous schools in Mexico. She taught 1st through 6th grades in four very distinct schools in California, including an inner-city public school in Oakland, two innovative and high-performing Dual Immersion schools in San Diego County, and Ross School in Marin, and she recently started a new position at Alt School in San Francisco. Jenelle has a son who is entering first grade and a daughter in preschool. Her son loved his first year in the Multi Age Program. She is passionate about working on attracting and supporting a diverse group of families that reflect the demographics of the Ross Valley School District.

Carolyn Gencarella

Carolyn Gencarella has been an educator in San Francisco Bay Area public schools since the mid-1990s. She holds a Multiple Subject Teaching Credential as well as a Single Subject Credential in Foundational Level Science. Carolyn's work specializes in bringing science knowledge and practice to culturally and linguistically diverse learners. She currently works within San Francisco Unified School District as a Science Specialist at the elementary level. For the past 3 years Carolyn has been a member of the BaySci Master Champions Science Network at the Exploratorium's Institute for Inquiry. This group regularly explores effective pedagogy to support the successful implementation of the Next Generation Science Standards through inquiry-based science. Carolyn has 2 older children who are graduates of the MAP program.

Tim Heth

Tim Heth began his teaching career 40 years ago in the Teacher Corps in Louisville, Kentucky. After two years, he moved to San Francisco where he worked in education and the social services in San Francisco Unified School District's ("SFUSD") child development centers, Tenderloin senior programs, and in Chinatown with families. Prior to moving to Marin, he was a SFUSD Kindergarten teacher in SF's Visitacion Valley neighborhood. Following a year of very long commutes between San Anselmo and "the city" he was offered a position as a founding teacher in Ross Valley School District's Innovative Learning Community (later re-named the Multi-Age Program). He believes young children are innately creative, and that through their pursuit of their interests and ideas, creativity will continue to flourish. He believes a child's school experience should integrate literacy and mathematical skills, science, visual and performing arts, outdoor education, and play in a holistic curriculum that will excite and engage a child.

Scott Hummel

Scott Hummel is a graphic designer who works with a range of clients, primarily in the finance and non-profit sectors, to give visual voice to their stories. Prior to starting Soar Creative, Scott initiated and developed programs at several universities—including Brown and Georgetown—enabling students to come together to engage in and enhance community-based

efforts while learning and building connection through their experiences. He has been a MAP classroom volunteer for seven years, as well as the lead organizer for Manor School's Field Day and a West Marin Little League baseball coach for three years. Scott earned both Bachelor's and Master's degrees from Virginia Tech and pursued post-baccalaureate studies at the California College of the Arts.

Emily Korrell

Emily Korrell has been involved in public education since 1998. Her career has taken her from Virginia to Maryland, New Hampshire, Washington, D.C., and now to California. She has taught second through sixth grades, served as a gifted and talented resource teacher, and worked in special education. Additionally, she spent two years as an educator at the Smithsonian National Museum of Natural History. Emily used her expertise in childhood education and curriculum design to author the book *Awesome Adventures at the Smithsonian: The Official Kids Guide to the Smithsonian Institution*, published in 2013 by Smithsonian Books. Additionally, Emily has completed trainings with The Reading and Writing Project through Columbia University, TCI's Social Studies Alive! program, Kagan Cooperative Learning, the Toolbox Project social-emotional curriculum, and has presented at the New England Regional Conference of the Social Studies in Boston, Massachusetts. Emily is passionate about travel, theater, and reading, and shares these passions with her second and third graders in the Ross Valley School District's School Multi-Age Program. She is excited to contribute her perspective and experience to the Ross Valley Charter School.

Barry Price

Barry Price has nearly 25 years of experience in his work as a Corporate Training and Team Building Facilitator. He began his career as a Ropes Course Manager for Adventure Associates, while earning a degree in Leadership Studies from San Francisco State University. He also earned a degree in Positive Health and Fitness and was honored as the Most Outstanding Student in his class. Since 1989, Barry has facilitated thousands of programs and workshops and has been the Lead Facilitator, Program Designer and Manager for over 500 clients. He consistently receives rave reviews for his professional, dynamic, and dedicated work. In 2009, Barry began pursuing another passion in home building and remodeling. As an amateur carpenter and furniture maker, Barry delighted in the art and science of construction. With dedication and determination he received his General Contractor License and has been responsible for the remodeling work and customer satisfaction of hundreds of clients. Barry's family is always his top priority. They live in the small town of Fairfax surrounded by nature and are usually found playing baseball, soccer, riding bikes, surfing, or standing in line for homemade organic ice cream.

Deborah Read

Deborah has 25+ years' experience in the branding and graphic design industry. She brings creative leadership with expertise in design strategy to projects large and small. Deborah leads teams to create powerful, compelling storylines for consumer goods and services for clients ConAgra Foods, Del Monte, Hormel, Safeway, PepsiCo, Williams-Sonoma, LVMH, Logitech, and Dominican University. Beyond client work, Deborah has regularly designed programs within the

Ross Valley School District including the Manor School Winter Faire, served on the PTA Executive Committee, and co-founded the Manor School Art & Garden Circle.

Amanda Sheeren

Amanda Sheeren holds a bachelor's degree in Psychology from the University of Utah and has nearly 15 years experience working with children. She has worked with at-risk youth as a mentor, foster-teens through the CASA organization, developmentally disabled children through the Riding High program, and, with children on the autism spectrum providing in-home therapy. Through these experiences, a passion for progressive education came alive. After becoming a mother, Amanda shifted gears and began working with children in an entirely new capacity, as a birth and postpartum doula. Amanda believes in a model of education that recognizes, and celebrates, individuality, while truly nurturing and nourishing each individual child. As a new MAP parent, she feels right at home.

Adam Smith

Adam Smith is a retail food executive with a diverse multidisciplinary skill set. Adam turned his culinary arts background and a decade of experience as a restaurant chef into a career at Whole Foods Market. He initially helped to develop and implement a prepared foods program with the quality and attention to detail to rival top Bay Area restaurants. Over the last seven years he has used his knowledge of food procurement, production, operations, and merchandising, coupled with his passion for functional design, to lead the Store Development Team for Northern California Whole Foods Markets. As Executive Director of this program, his responsibilities include site selection, lease negotiation, store design, construction, energy, and facilities maintenance. Adam has been involved with the design, planning and opening of 41 new Whole Foods Market locations in the Western US, Canada, and the United Kingdom. He is responsible for developing budgets, schedules, and obtaining approvals for all new projects and manages an annual capital budget of \$30-50MM.

Erika Smith

Erika Smith has been a committed educator for 20 years. She started her teaching career in Early Childhood Education, working in a developmental preschool with 2-5 year old children. After eight years as a teacher and assistant director, she earned her Multiple-subject Teaching Credential with emphasis in Early Childhood Development, Pre-K to 3rd grade, and started teaching elementary school. She is passionate about educating young children with a focus on developmentally appropriate practices, and seeing the world through the eyes of the young child. Erika has a Bachelor's Degree in Theatre with emphasis in vocal performance, and works to incorporate all the arts into her classroom teaching. She has been trained at the Teacher's College Reading and Writing Project at Columbia University in New York, and has also attended professional development workshops in Project Based Learning and Childhood Creativity. Erika has a passion for social justice which she shares with her students through civil rights lessons, and through service projects benefitting local and global assistance groups.

Sonya Stanley

Sonya Stanley has been involved in education for the past 15 years and actively participated in

MAP for 12 years with 4 years as the Facilitator of the MAP Advisory Board. Sonya was a weekly classroom volunteer during the 12 years her three children were enrolled in the program. Sonya's interest in education took an unexpected turn 4 years ago when she discovered her youngest child had a learning disability. She has been passionate about Special Education and learning disabilities, particularly dysgraphia, ever since. Sonya has extensively researched the field through reading all of the latest research and consulting with experts across the United States. Sonya has put this expert knowledge to use by consulting with other Marin County families and a local preschool to increase their understanding of the field and help them navigate the world of Special Education. Sonya serves as the Chair of the Special Education Advisory Committee (which is a part of SELPA) for Marin County. Sonya served as the chair of the White Hill Site Council for many years and is currently a member of the Drake Leadership Council and a board member of the Cure Me Too Childhood Cancer Foundation. Sonya's educational background includes a Bachelor's in Economics from UCLA (Magna Cum Laude) and an MBA from the Tepper School of Business at Carnegie Mellon University. Sonya's work experience also included work as a Product Manager for the HJ Heinz Company. Sonya, her husband and their children reside very happily in Fairfax, California.

Alice Treves, LCSW

Alice Treves is a licensed clinical social worker with extensive experience thinking about the healthy functioning of children and families, and working to create it. She has worked in various school settings as a counselor and group facilitator, and well as teaching mindfulness classes to children. She works in private practice consulting with families on how to support optimal psychological functioning in their children, and has been trained by premier developmental psychologist Gordon Neufeld, PhD. She brings her insight into child development, and inspiration for creating environments that help children thrive, to the charter petition.

Nina Watson

Nina Watson has 14 years' experience teaching 4th/5th grade in the MAP program. Nina has been a BTSA mentor, as well as a student teacher mentor. She is also the recipient of the Golden Bell award for teaching excellence at Manor School. Nina has attended the Teacher's College, Columbia University for numerous trainings in literacy, as well as conferences on Multiage Instruction, G.A.T.E., and Differentiated Instruction.

Belynda Webb Marks

Belynda Webb Marks is a freelance photographer with 20 years' experience working in the field of advertising. She is head of marketing for a furniture design firm and has worked on many marketing campaigns for large, not-for-profit, community events such as Earth Day Marin and Zero Breast Cancer's fundraisers. Belynda is a member of the MAP Advisory Board and an active volunteer at the K-5 school. Belynda's son has learning differences related to visual processing problems and he struggles with reading and writing; with an alternative learning style, he has been well recognized for his intelligence with spatial relations, building and problem solving. Belynda's communication and marketing skills, paired with her passion that more students have

public school access to alternative, project-based education drives her commitment to this charter school project.

Madeleine Wood

Madeleine Wood is the mother of two daughters in the MAP program. She holds a multiple subject BCLAD credential and an M.A. in Education with an emphasis on bilingual education. Currently she works as a high school Spanish teacher and has helped translate documents for the MAP charter school approval and presentations.

Catherine Woodman

Catherine Woodman is a mother to 4 year old Lila Alvarez, whose father, Guadalupe Alvarez, is Mexican American. Catherine is a financial advisor specializing in socially responsible investing. She has a masters degree in Integral Psychology and has lived in Fairfax for a little over 4 years.

Angela Vidinsky

Angela Vidinsky holds a bachelors degree in Anthropology from Colorado College. Prior to having children, Angela was employed in the non-profit arena working on social justice issues. As a bilingual community educator and direct service provider, she became intimately acquainted with the harsh realities of domestic violence and sexual assault. Working for an international public health organization, she learned the power of community mobilizing and social marketing as a means of effecting positive behavior change. Through executive-level advocacy, Angela gained further insight into the complex legal, ethical and political climate surrounding violence against women. For the past 10 years, Angela has had the privilege of devoting her time to raising her children, now aged eight and ten. She has embraced her role as “wife and mother” and is currently a proud advocate of progressive public education.

Consultants and Advisors

California Charter Schools Association

California Charter Schools Association (CCSA) runs a comprehensive portfolio of programs and services for operating charter schools and charter development teams. Through Charter Developer Membership, CCSA provides individualized support throughout the process, including technical assistance, workshops, web resources and templates. CCSA advances the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools. CCSA is a trusted source of data and information on California's charter schools for parents, authorizers, legislators, the press and other interested groups.

Edtec Inc. Business & Development Specialists for Charter Schools

EdTec is a social venture founded in 2001 to develop, support and advance quality charter schools. EdTec provides the quality business services and operations support. EdTec's team provides expertise and support to over 300 charter schools and charter developers across a comprehensive range of services. EdTec's economies of scale deliver experienced personnel specializing in various areas of school finance and operations, including: budgeting, cash flows and forecasts, accounting, payroll, accounts payable, financial reporting, compliance management and the development of benchmarks and best practices.

Young, Minney & Corr, LLP ("YM&C")

Young, Minney & Corr, LLP is California's most experienced, knowledgeable and respected firm working in the unique area of charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation — including charter petitions and negotiations, MOUs, non-profit incorporation, board governance, facilities, student issues, policy development and more. YM&C is a leader in charter school law, with experience representing over half of all charter schools throughout the state.

Brittany Erickson

Brittany Erickson is currently a doctoral student at Harvard University studying Education Leadership, and she has extensive experience in and outside the field of education. Most recently, Brittany worked as the lead designer and researcher for The New School of San Francisco – an inquiry-based elementary school opening in Fall 2015 in partnership with the Exploratorium Museum. Prior to beginning her doctoral studies, Brittany was the Director of 21st Century Learning at Teach For America where she led research and implementation efforts related to deeper learning and social-emotional growth. Her work led the organization to change the way it measures student learning and teacher effectiveness, and dramatically redesign its educator-training model. Brittany's success in advocating for organizational change was informed by her prior work in management consulting at Oliver Wyman. There, she focused on new product development and organizational strategy for leading technology companies. Brittany began her career as a 6th grade English teacher in San Francisco, CA, and she attended the University of Pennsylvania, completing a Master's degree in Public Policy and

a Bachelor's degree in Political Science.

Anne-Marie Evans

Anne received the benefit of an international education as a child in Europe and earned her Teachers Certificate from the University of London Institute of Education. Her 40+ year career in education has taken her all over the world, starting in Iran where she worked at Iran Girls College, a university for women, and later to California where she founded the Cascade Canyon School. In 1996, she became the principal of Santa Rosa Charter School. Under her leadership, the school was authorized to offer the Primary Years Programme (PYP) of the International Baccalaureate IB. She holds a Masters in Education from Greenwich University and has been a qualified field representative, workshop leader, consultant and school authorization and evaluation team leader for the IB since 2001. As a consultant, she has worked with schools in Hong Kong, Ghana, the Middle East, Europe, Indonesia and throughout the United States and Canada. In 2012, the IB commissioned her to be an editor of the book, Journeys in Learning Across Frontiers. Anne leads many workshops which participants rate highly. She is passionate about providing teachers and administrators the knowledge and skills to offer their students the highest quality education fit for the future; her workshops model the 21st century skills our students need.

Fernanda Gonzalez Hausske

Fernanda Gonzalez Hausske has an MA from Teachers College, Columbia University in Educational Leadership and has completed her doctoral coursework in the Policy, Organization, Measurement, and Evaluation program of the Graduate School of Education at UC Berkeley. She has created truancy and literacy programs in the Spanish-speaking, low-income community of North Philadelphia, and was a founding teacher of a small autonomous school in East Oakland. Most recently, she has served on the Board of the San Anselmo Co-operative Nursery School and as President of Parent Participation Preschools Marin. She is the mother of a first-grader, a preschooler, and a toddler.

Merritt Richmond

Merritt Richmond is a classroom coach, professional development facilitator, and educational consultant to private and public schools in the Bay Area. In 2012, Merritt helped found the Center for Childhood Creativity at the Bay Area Discovery Museum, an award winning teacher education program focused on creativity, active learning, and applying current brain research to classroom practice. Merritt is a teacher with 11 years of experience teaching children in pre-K through 5th grade classrooms and additional years teaching science, art, gardening, drama, sailing, and character development. Merritt has also served on the board of directors of several Bay Area Schools as well as a North Carolina based foundation that focuses on education and community development projects. She holds a Master's Degree in educational leadership from Mills College in Oakland, a BA in Art History from Duke University, and both a Multi-Subject teaching credential and a Tier I Administrative Credential in California.

Appendix G: Student Life Documents

- Sample School Calendar
- Sample Progress Report (4th/5th grade)
- A Day in the Life of Lucy (K/1st)
- A Day in the life of Jackson (4th/5th Grade)

ROSS VALLEY CHARTER SCHOOL

SAMPLE School Calendar

2016 - 2017

School Month	M	T	W	T	F	Days Taught	Important Dates to Remember
August	15	16	17	18	19		
	<22>	<23>	<24>	25	26		Aug. 22-24: Teacher Work/PD Days
	29	30	31			5	Aug. 25: First Student Day
September				1	2		Sept 5: Labor Day
	(5)	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30	21	
October	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31					21	
November		1	2	3	<4>		Nov. 4: Teacher Work Day
	7	8	9	10	(11)		Nov 11: Veterans Day
	14	15	16	17	"18"		Nov. 21-25: Thanksgiving Break
	[21]	[22]	[23]	(24)	[25]		Nov. 18: End Trimester 1
	28	29	30			15	
December				1	2		Dec 26-Jan 6: Winter Break
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29	30	17	
January	2	3	4	5	6		Dec 26-Jan 6: Winter Break
	9	10	11	12	13		Jan 16: Martin Luther King, Jr Day
	(16)	17	18	19	20		
	23	24	25	26	27		
	30	31				16	
February			1	2	3		Feb 20-24: Mid-Winter Break
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28				15	
March			1	2	3		Mar 20: Teacher Work Day
	6	7	8	9	"10"		Mar 20: End Trimester 2
	13	14	15	16	17		
	<20>	21	22	23	24		
	27	28	29	30	31	22	
April							Apr 17-21: Spring Break
	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28	15	
May	1	2	3	4	5		May 29: Memorial Day
	8	9	10	11	12		
	15	16	17	18	19		
	22	23	24	25	26		
	(29)	30	31			22	
June				1	2		June 15: End Trimester 3
	5	6	7	8	9		June 15: Last Day of School
	12	13	14	"15"	<16>		June 16-20: Teacher Work/PD Days
	<19>	<20>	21	22	23	11	
Student Days of Attendance						180	() Legal Holiday
Teacher Work/Professional Development Days						8	[] Local Recess
Total Teacher Contract Days						188	< > Teacher Work/Professional Development Day

Ross Valley Charter School

Fourth / Fifth Grade Student Progress Report

Student: _____ School Year: **2016-17** Grade Level: _____ Teacher: _____

KEY: Consistent Developing Not Yet Observed

READING

	NOV	MAR	JUN
4th Grade Benchmark Reading Level:	Q	R	S
5th Grade Benchmark Reading Level:	T	U	V
Reads with accuracy and fluency at this level:			
Compares and contrasts characters, settings, events, and stories			
Determines a theme of a story, how characters respond to challenges; summarizes a story			
Determines the meaning of words and phrases as used in a text, including figurative language			
Quotes from a text when explaining what the text says and drawing inferences			
Determines main ideas of a nonfiction text and supporting details; summarizes a text			

WRITING

	NOV	MAR	JUN
Writes narratives: establishes situation, develops characters, organizes events, uses dialogue, description, transitional words, sensory details, provides conclusion			
Writes opinion pieces in an organized structure: introduces topic clearly, states opinion, provides reasons supported by facts, includes concluding statement			
Writes informative/explanatory texts: introduces topic, provides observation/focus, groups related information, provides facts, definitions, details			
Develops and strengthens writing by planning, revising, editing			
Uses technology to produce and publish writing			
Conducts short research projects that use several sources to build knowledge by investigating different aspects of a topic			

21st CENTURY SKILLS

	NOV	MAR	JUN
Works independently with confidence			
Is self-motivated and takes initiative			
Works collaboratively with others			
Demonstrates creative thinking			
Perseveres			
Uses a variety of strategies to solve problems			
Seeks out and uses resources			
Shows adaptability			
Is organized and responsible for personal belongings, classroom materials, and homework			

SOCIAL / EMOTIONAL DEVELOPMENT

	NOV	MAR	JUN
Demonstrates self control			
Follows school rules and class agreements			
Works and plays cooperatively			
Is helpful to others			
Accepts responsibility for own behavior			
Respects rights and opinions of others			
Shows consideration and respect for peers			
Shows consideration and respect for adults			

WRITTEN CONVENTIONS

	NOV	MAR	JUN
Spells words using knowledge of spelling patterns			
Writes in complete sentences; recognizes and corrects fragments and run-ons			
Uses punctuation correctly and effectively			
Punctuates dialogue correctly			
Uses correct capitalization			
Starts new paragraphs appropriately			

SPEAKING & LISTENING SKILLS

	NOV	MAR	JUN
Engages effectively in collaborative discussions			
Plans and delivers oral presentations to share information or present an opinion			

SCIENCE

	NOV	MAR	JUN
Understands content and concepts			
Shows interest and enthusiasm			
Concepts: NOV:			
MAR:			
JUN:			

SOCIAL STUDIES

	NOV	MAR	JUN
Understands content and concepts			
Shows interest and enthusiasm			
Concepts: NOV:			
MAR:			
JUN:			

SPECIAL CLASSES

Specials Key

M	Meets standards
P	Progressing toward standards
N	Not meeting standards

MUSIC

	NOV	MAR	JUN
Participates consistently and appropriately			
5th: Demonstrates achievement of targeted musical skills and techniques			

ART

	NOV	MAR	JUN
Demonstrates effort			
Works responsibly			

PHYSICAL EDUCATION

	NOV	MAR	JUN
Understands concepts and actively participates			

ATTENDANCE

	NOV	MAR	JUN
Days Enrolled			
Days Absent			
Days Tardy			

SUPPORT SERVICES:

Student:

School Year: **2016-17**

Grade Level:

Teacher:

MATHEMATICS (4th grade standards)	NOV	MAR	JUN
Uses a variety of strategies to solve problems.			
Communicates mathematical thinking verbally and in writing.			
Reads and writes multi--digit whole numbers using base--ten numerals, number names, and expanded notation.			
Compares multi--digit numbers using <, >, and =.			
Rounds multi--digit whole numbers to any place.			
Fluently adds and subtracts multi--digit whole numbers.			
Uses addition and subtraction to solve problems with whole numbers, including variables.			
Uses multiplication and division to solve problems with whole numbers, including variables.			
Finds factors, multiples, and prime numbers in the range from 1--100.			
Memorizes to automaticity the multiplication facts through 10 x 10.			
Multiplies a multi--digit number by a one--digit number.			
Multiplies two two--digit numbers.			
Shows equivalent fraction with visual models.			
Compares fractions with different numerators or different denominators using <, >, and =.			
Adds and subtracts mixed numbers with like denominators.			
Multiplies a fraction by a whole number.			
Uses decimal notation for fractions with a denominator of 10 or 100.			
Adds fractions with denominators of 10 and 100			
Compares decimals to hundredths using <, >, and =.			
Performs long division with one--digit divisors.			
Makes a line plot to display a data set in fractions of a unit.			
Classifies two--dimensional figures based on their lines and angles			
Draws points, lines, rays, angles, perpendicular and parallel lines.			
Identifies right, acute, and obtuse angles.			
Measures angles using a protractor.			
Recognizes a line of symmetry.			
Applies formulas for area and perimeter of a rectangle.			
Generates and analyzes number and shape patterns.			
Solves problems involving measurement and conversion of measurements within a given system.			

MATHEMATICS (5th grade standards)	NOV	MAR	JUN
Uses a variety of strategies to solve problems.			
Communicates mathematical thinking verbally and in writing.			
Applies rules for orders of operation.			
Reads, writes, rounds, and compares decimals to the thousandths.			
Fluently multiplies multi--digit whole numbers.			
Divides multi--digit dividends by two--digit divisors.			
Adds and subtracts decimals to the hundredths.			
Multiplies decimals to the hundredths.			
Divides decimals to the hundredths.			
Finds equivalent fractions.			
Adds and subtracts fractions, including mixed numbers, with unlike denominators.			
Converts improper fractions and mixed numbers (i.e. $4/3 = 1\ 1/3$).			
Multiplies whole numbers by fractions.			
Divides whole numbers by fractions.			
Converts measurements within a given measurement system (i.e. metric or customary).			
Applies the formulas $V = l \times w \times h$ and $V = b \times h$.			
Graphs points on a coordinate plane.			
Classifies two--dimensional figures into categories based on their properties.			
Computes area of a triangle and parallelogram.			

Fifth grade standards rely heavily upon a strong math foundation. To build in complexity, many fourth grade concepts are reinforced throughout fifth grade, although they have been separated here for report card purposes.

Comments:

A Day in the Life of Lucy (K-1)

Six-year-old Lucy is starting first grade and does not have to change teachers or classrooms. Lucy is excited to have a living creature to touch, investigate and learn about. She knows that each class starts the year by studying a live critter and she'll become an expert over the course of the next month and then share her knowledge with the other classrooms in a presentation at The Critter Carnival. Lucy gives a quick hug to her mom and runs to one of the classroom tables. She reaches into the tank filled with rich soil and night crawler worms. She sits with a group of four other children and they pull the worms from the soil and begin to examine them.

The worms sit on a clear plexiglass table. Lucy crawls under the table to examine them from below. She uses her creativity and begins to imagine that she is a worm looking up at all the other worms. Another child notices that the worms are different sizes, some longer, others wider. The children hear a soft bell ring, and they all gather on the rug for circle time. As Lucy observes the worms, other students filter in and assemble.

Lucy begins her week knowing she has some responsibility for keeping the class running smoothly, and gets to choose from among various class jobs: Fish Feeder, Plant Helper, Taking Attendance, Table and Chair Monitors, Calendar Keeper, and Kindness Keeper (records and reports to the class kind deeds that are witnessed throughout the week). Lucy places the popsicle stick with her name on it in a Class Jobs Chart pocket labeled with the job that she wants. Lucy and her kindergarten partner choose to be the Class News reporters. They ask the class what topics they feel are newsworthy. A few hands are raised. Lucy calls on them and the teacher writes their suggestions on the whiteboard: seeing our friends, studying worms, sign up for the family campout were some of the class suggestions. The class votes for the reporters to write about studying worms. Lucy will write their observations and other things they know about worms and her partner will illustrate it.

The teacher presents the center time choices and dismisses the children to choose which activity they want to begin with. The room comes alive as children move around independently. They discuss, collaborate, and participate in a variety of activities in different curriculum areas (math, science, language arts, toolbox, art, etc.). There are parent volunteers stationed at the writing and math tables, while the teacher oversees them all. The children are responsible for checking the work (via the teacher, a peer, or a parent volunteer) and crossing their name off of the "I have been to this center" list and putting it in either the "work-in-progress" or the "completed work" box. There is a steady hum of voices as children initiate their learning and share their ideas with each other, parents, or teacher.

Lucy feels comfortable asking for help because she sees some familiar faces from last year. It's a safe classroom environment that runs smoothly. Lucy has chosen to be part of a small group reading *A Diary of a Worm* by Doreen Cronin. She has decided to write her own book using a similar format.

While recording observations about the worms in class, her kindergartner partner challenges her to a worm race. They measure the distance and the time it takes for their worms to wriggle across the finish line. Lucy decides this will be a page in her book, but hears the teacher's signal alerting the students it's five minutes until cleanup, so she gathers her work in progress and prepares to share her ideas with the class. Lucy listens to her classmate, Felix, describe how he built a worm obstacle course. He asks the teacher if he can test it out after recess. She agrees as the recess bell rings.

After snack recess, the children return to the classroom for Choice Time. They get to choose from among a variety of activities: dressing up in the playhouse area, painting at the easel, building with blocks, Legos, Lincoln logs, and big PVC pipes, or working on their own idea. Often the class is rearranged as several groups of students build stores, castle parts, or other imaginary settings.

Lucy works with several other children to set up the kitchen for making bread together. One cuts the wheat, another grinds the wheat and a third preps all the materials for baking the bread. This is collaborative playtime that was inspired by the traditional folktale of The Little Red Hen, whose moral is the now-well-known "It takes a village."

Lucy's good friend, Felix, can make something out of nothing. He loves the Creation Station, where their creativity begins. The Creation Station is a supply of recyclables — pipe cleaners, old magazines, egg cartons, etc. — where children can invent and build things. One child sews a dress while others use recycled goods to build an airplane, a home for a gnome and a board game. Lucy's kindergartner partner and several other children across the room are acting out the village scene of getting water from a well, as the first graders learned in their study of the Middle Ages last year. Her little buddy tells Lucy that she is hungry, for real. Lucy guides her year-younger partner over to the brain food bins, where students may serve themselves small cups of crunchy, chewy or other brain-stimulating food to enjoy and energize while they work.

Lucy's kindergartner partner's internal clock is right on target, as it is now time for the whole school to have the lunch and then recess together for 45 minutes. Lucy is one of twenty students who have chosen to be among the "campus keepers." Lucy's responsibility is to sort the lunchtime garbage into recyclable, compostable, and landfill matter. This heightened awareness of taking care of the campus instills a sense of ownership.

After lunch, Lucy and her classmates gather their small pillows and/or their "fiddle-fee" box from their cubby and find a comfy place on the carpet to listen as their teacher tells a fairy tale, "The Frog Prince," without a book. Lucy begins to imagine her own version of the frog's golden ball as she listens intently, while molding a ball out of the bit of clay in her "fiddle-fee" box. Each child is given a small box of clay, yarn and a paper clip that is kept in their cubby. They may get their "fiddle-fee" box to help them pay attention whenever they feel like they need to fidget. When the story comes to an end, Lucy knows she will have the choice of journal writing, participating in a project-based

activity, or gardening. Some days she'll get to attend music or art, or visit the school library.

The afternoon is also an opportunity to provide time for student-led lessons. Lucy has brought in a large dried sunflower full of seeds to share with the class. She explains the lifecycle of the flower and she has even brought in tweezers for the children to pull the seeds out with. She asks if she can make it a Class Center Time choice for her classmates. The teacher supplies her with several microscopes to further the investigation and hundreds charts to count the seeds of Lucy's sunflower. The self-esteem and confidence-building that occurs when a child feels like an expert is invaluable.

Bringing the school day to a close is a daily ritual in each classroom. As a first-grader, Lucy uses the "star-wand" to gently tap each of the kindergartners so they can be dismissed at 2 p.m. The first-graders have the last hour in a smaller class. Instructional lessons at this time vary throughout the year. It may be a lesson on place value, one-on-one reading instruction, writing and completing surveys, or could entail the first-graders deciding they want to do a play for the kindergartners and practicing to present it the next day. Lucy helps to pass out the whiteboards and pens to all the first- graders as she prepares for a Word Study Lesson. Lucy and her classmates treasure the "alone" time they get with their teacher.

As the day winds down for the first-graders, the teacher may read a chapter of a book, sing a class song, or the whole class may recite a poem. For example, one closing poems is; "Our work, our play, our song, in us becomes the light. We carry it along, until stars shine through the night." When transitions throughout the child's day are honored, the child feels safe and looks forward to coming to start another day at Ross Valley Charter School.

Several days later, at pickup time, Lucy's parents report to the teacher that Lucy is so happy to come to school. Lucy's parents share with the teacher a quote from Ruth Asawa, a noted San Francisco artist who championed art in the schools: "A child's joy of learning — one vital natural resource we dare not neglect."

As they offer the teacher a hug, they embrace knowing that they are all working together for the benefit of Lucy, her classmates and their future growth.

A Day in the life of Jackson: 4th/5th Grade

Jackson arrives at the Ross Valley Charter School ten minutes before the bell will ring. He locks his bike in the bike rack, chatting a bit with a few friends around. He dangles his helmet from the handlebars and heads towards his classroom. Hanging his backpack from his hook, he takes a moment to check out the garden that he and his classmates helped plant. The native California plants are starting to sprout. Next, he walks towards the group of his classmates that have congregated around the classroom door.

The bell rings, and Jackson and his classmates continue to chat and share, as more classmates come towards the group to start the day. Jackson's teacher opens the door, along with the other 4/5th grade teacher, and as the classes start to calmly enter the room, the chatter dies down, and instead the teacher greets Jackson and his classmates.

Once inside, Jackson, noticing the chairs are up on the tables, begins to take chairs down, along with his classmates. He looks to the schedule and notices the first item is "class meeting." Jackson heads to the rug, taking a seat in a circle. His friend, Matt, comes to sit down next to him, and soon the circle is filled in with his class and teacher. Since the class didn't get a chance to talk about the field trip they took the day before, the teacher starts by asking if anyone has anything to share. The sharing goes around the circle; some students pass, some students share. Jackson shares his favorite moment from the field trip. He notices Bella then puts her thumb up and he calls on her. She shares with him that she also loved that part of the field trip too, and wonders if he noticed that the docent was the same docent they had last year on their trip.

Once the group has shared, the teacher goes over the schedule and any special announcements/expectations for the day. Jackson gets excited when she mentions that during their science/project time, the groups will design their own experiments. Jackson has been thinking about ideas for his group for a couple days.

The teacher excuses the class for reading workshop. Jackson heads to his cubby to get his reading folder and pencil. He makes his way back to the rug, and while he waits, he looks at his character notes he's been writing for his book: Bud, Not Buddy. His teacher shares a story with the class, stopping along the way to share ways she can pay attention to the character's actions (what the character does), to establish their characteristics. She models how she looks to the way

the character acts and reacts, explaining the difference between the two. During a turn-and-talk, Jackson and his partner debate whether Bud running away is an action or reaction on Bud's part. When the mini-lesson is over, Jackson heads to a beanbag with his supplies to read. During his reading, Jackson takes notes about Bud's character to share with his partner. During partner time, Jackson shares his thoughts, at one point reading a passage to his partner to make his point. When they know they have two minutes left, they make a plan for reading that night. Jackson would like to read twenty pages again, as he feels it is the right pace for him.

The students gather side by side with their read-aloud partners. His teacher asks for partner A to please give a quick review summary of what happened with Esperanza in yesterday's reading. Jackson's teacher reads for 25 minutes, at times stopping to think aloud, or have students share.

Jackson heads outside to get a snack and runs to the shade to eat, before shooting some hoops with a group of friends.

After recess, Jackson gets some water before heading into the classroom and to his cubby to get his writing notebook and pencil. He sits on the rug next to his writing partner. His teacher uses the presenter to share a student's boxes and bullets plan for a personal essay. Then she hands out copies of a personal essay she wrote, and a blank outline. Jackson works on figuring out boxes and bullets based on the essay. They find evidence of the thesis in the first paragraph and put that inside the box. After the mini-lesson, Jackson goes off to create a box and bullet outline for his personal essay about what he's learned from being on a basketball team. During the bullet (supporting ideas), Jackson gets stuck and can't think of a third reason. He walks over to his partner and asks for help. His partner looks over what Jackson has already written and asks some questions. Jackson looks at his partner's box and bullets. Feeling like he has an idea, Jackson heads back to his work table and continues.

Once he feels his draft is done, Jackson grabs a computer off the cart, and creates his thesis and supporting ideas plan, then shares it with his teacher via Google Docs. With 15 minutes more of writing workshop, Jackson is finished with today's work, he gets out his vocabulary page and works a bit on Greek and Latin root words.

At lunch Jackson sits with a large group, and after cleaning up after themselves, walks to the basketball court to play knockout.

After lunch Jackson walks into the class, picks up a pencil from the bin, and heads back to his cubby to get his math materials. Jackson sits with his group, a table of 5th graders from his class and the other 4/5th grade. The group has been given a problem-solving task. They have an envelope of clues, and working together they share, work to solve the problem, each write down their work, and use a problem-solving tool to help. Jackson draws a picture to help show his thinking, and writes what he believes is the equation and answer underneath his picture. The teacher walks around, as well as a parent volunteer, checking in with the groups, asking questions, and giving help if needed. During math time Jackson works on equivalent fractions with a small group and his teacher on the rug. His teacher uses fraction pieces and the group is given strips to review equivalent fractions. The rest of the class is working on equivalent fractions independently, and some are writing a guide to finding equivalent fractions for others to use.

At the end of math, Jackson writes down his homework, and the classes mix again. Jackson leaves to use the restroom. When he returns, he gets his science journal, pencil, and joins his geology group. For the rest of the day they work on designing an experiment with erosion. His group looks in their science books and on the computer for ideas, and to research erosion a bit more. The group decides to test whether the small rock particles they have will move farther from water or wind. The group writes out their investigation. His teacher checks in and asks how they will simulate rain and wind? Jackson's group wants to use the garden hose and put it on mist for light rain to test, and also test heavier rain using the spray. Jackson has an idea to see if they can use the fan the librarian uses in the library. With permission, Jackson and a group partner walk to the library, and return a few minutes later with the fan.

During the next hour, Jackson's group tests the tray of rocks, measuring the movement, and recording their results. At the signal for clean-up, the groups work to clear their work stations, and put away materials. The teacher calls the class together for groups to share anything interesting so far, but runs out of time for all to share. She promises a morning circle for sharing if anyone still would like that.

Jackson is excused, thanks his teacher, and walks to the bike-rack to pedal

Appendix H: Enrollment and Lottery Procedures Board Policy

CHARTER SCHOOL POLICY

STUDENT APPLICATION ENROLLMENT AND PUBLIC RANDOM DRAWING/LOTTERY POLICY

Overview

This Policy shall apply to the Ross Valley Charter School (“Charter School”). This Policy shall be published in the instructions for student application for admission, the Charter School’s Parent and Student Handbook, and on the Charter School’s website, currently www.RossValleyCharterSchool.org.

All students who wish to attend the Charter School shall be admitted, subject to the Charter School’s capacity. If there are more applications than the Charter School has capacity, enrollment, except for pupils currently enrolled in the Charter School, shall be determined by public random drawing (or “lottery”), conducted in accordance with the procedures described below.

The lottery is held in March. Information about the date, time and location of the lottery will be posted on the Charter School’s website, at the school site, included in public notices, newsletters and/or flyers posted in the community, and will be available by calling the Charter School information number that will be included on all student admissions/lottery materials.

The Charter School strongly encourages all potential applicants to review the charter and the Parent and Student Handbook (available on the Charter School’s website), and published information regarding the Charter School, prior to submitting an application for admission.

Assurances

Adopted/Ratified: July 12, 2015

Revision Date:

In addition to any other requirement imposed under law, the Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.

The Charter School's Board of Trustees shall ensure that student outreach activities and information sessions, including but not limited to those activities as described in the Charter School charter, which are designed to recruit a broad, diverse representation of students, are conducted in accordance with the charter.

A. Application for Admission

1. Submission of an application for admission is not a guarantee of admission to the Charter School; if there are more applications in any year than there are available spaces in each grade as described in Section B.2 below, the application will be an entry into the Charter School's lottery. If an applicant does not submit an application by the posted open application deadline, the applicant will not be entered into the Charter School's lottery.
2. There is no fee to apply to or attend the Charter School.
3. All applicants must complete an application for admission. Applications are available online and at the Charter School and must be received by the Charter School staff at the Charter School administrative office. Applications for admission for each academic year are valid solely for that academic year. Any offers of admission to the Charter School or waiting list positions from one academic year shall not carry over to any other academic years. Any applicant who was not offered admission in one academic year, and who wishes to reapply to the Charter School in the future, must submit a new application for the new academic year by the posted open enrollment deadline. If the lottery happens in the first year special arrangements may need to be made to receive applications at a different location.
4. Applications for enrollment must be received at the Charter School's administrative office with a postmarked date no later than the specified application deadline date of the year of enrollment (e.g., February 2, 2016 for enrollment in academic year 2016-17). Applications may be hand-delivered prior to the specified deadline date. Submitted applications will be date- and time-stamped by the Charter School's staff. The application deadline will be posted on the Charter School's website and also indicated on all admissions applications. Email and facsimile copies of applications

Adopted/Ratified: July 12, 2015
Revision Date:

- will not be accepted. If the Charter School develops the capacity to have on-line applications, this policy will be amended accordingly to accept these applications.
5. Once an application is received, it is “on file” for entry in the lottery. Applicants may phone or email Charter School staff to ensure receipt of the application.
 6. Applications received with a postmarked date after the specified application deadline date, or hand-delivered after that date, will not be placed in the lottery but are marked with the date and time of receipt and will be added to the waiting list in the chronological order received by the Charter School, with no admissions preference taken into account.

B. Admissions Selection Process and Public Random Drawing/Lottery

1. Each year, the Board of Trustees, acting on recommendations from the Charter School Director (or designee), will approve a plan for school size for the upcoming academic year, which shall include the capacity per grade level, and in accordance with the charter. For capacity purposes, Transitional Kindergarten and Kindergarten will be considered one grade level. Transitional Kindergarten is for children who will have their fifth birthday between September 2 and December 2.
2. If, at the end of the open enrollment period, the Charter School receives more applications than it has capacity for any grade as determined by the Board of Trustees, except for existing students of the Charter School, admission shall be determined by a public random drawing in accordance with Education Code Section 47605(d)(2).
3. **Lottery Date and Time:** The lottery shall be held within eight weeks or less of the application deadline. Public notice of the lottery will be posted at the school site and on the Charter School’s website, regarding the date, time, and location of the lottery.
4. **Lottery Location:** The lottery will be held in one of the classrooms at the Charter School, or in the first year before school is opened it will be held at a public facility within the Ross Valley School District (“District”) boundaries. If necessary, the location of the lottery will be arranged to ensure maximum parent participation in a public space large enough to safely accommodate all interested families.
5. As specified in the Charter School’s charter, **exemptions from the lottery and preference in the lottery** will be given in the following order:
 - a. Existing students of the Charter School will be exempt from the lottery (not applicable in first year)

- b. Children of current employees of the Charter School and founders identified in the petition or subsequently by the Governing Board (both categories together not to exceed 10% of the Charter School's total enrollment) will be exempt from the lottery
 - c. Siblings of current students of the Charter School will be exempt from the lottery
 - d. English Learners whose primary language is not English, and/or students who are eligible to receive Free or Reduced Price Lunch, and who are residents of the District (4:1 preference)
 - e. Residents of the District (3:1 preference)
 - f. Students who reside outside of the District
6. If a student is extended an offer of admission due to one of the preferences, the Charter School shall require **supporting documentation** from the parent/guardian with the student's enrollment package. The Charter School shall conduct verification of such documentation prior to finalizing the student's enrollment. If the student was offered enrollment via a preference (e.g., 5 (d) and (e) above) and the Charter School deems that the student does not qualify for that preference, the offer of admission will be rescinded and the student will be placed at the bottom of the waiting list.

Acceptable proof of residency will include the following:

- a. Utility bill (current bill within 30 days)
- b. Homeowner's or renter's insurance policy
- c. Lease agreement
- d. Current property tax bill from the County Tax Collector's Office
- e. Official letter or form from a social services or government agency (current within 30 days)

Acceptable proof of status as an English Learner:

- a. Completion of the Home Language Survey indicating a language other than English is primarily spoken in the home

Acceptable proof of status as eligible for Free or Reduced Price Lunch (FRPL)

- a. Most recent W2 statement for parent(s)
- b. Completed FRPL enrollment form indicating eligibility

7. **Existing students** are exempt from the lottery and are guaranteed enrollment in the next academic year if the following step is completed:
- a. Letter of Intent: The Charter School will distribute a "Letter of Intent" to parents of currently enrolled students annually in January. This letter must be returned to the Charter School by the specified date in order to secure the student's enrollment at the Charter School. The letter will state the parents'

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intention for their student(s) for the following year. Parents who do not return the letter by the specified date will be contacted by the Charter School at least two times to attempt to assure that the letter is returned. If the letter is not received within three weeks of the specified date, the Charter School will document in its records and inform the parents that the student is not re-enrolling at the Charter School.

8. **Children of current employees** of the Charter School and **identified founders** of the Charter School, as identified in the charter petition or identified by the Governing Board before the first lottery, are exempt from the random public drawing, but admission is not guaranteed. For purposes of this policy, the term “current employee of the Charter School” is defined as an employee of the Charter School who works at least half time.. If more children of current employees apply than the Charter School has capacity (after taking into account admission of existing students), a lottery among only children of employees and identified founders will be utilized and a waiting list will be generated for children of employees and founders who exceed capacity. If needed, this waiting list will be utilized as the beginning of the overall admissions waiting list. Children of employees and named founders must submit an application for enrollment in accordance with the Charter School’s policy. Applicants must indicate on their application if they are the child of a current employee at the Charter School or the child of a named founder.

9. **Siblings** of currently enrolled students are exempt from the random public drawing, but admission is not guaranteed. This exemption has been established because keeping families together is an important value in our community. For purposes of this policy, the term “sibling” is defined as a child who has at least one biological or adoptive parent in common with the existing pupil, or who has been legally adopted by or placed under legal guardianship of at least one biological or adoptive parent of the existing pupil, or is a step-sibling. If more siblings apply than the Charter School has capacity (after taking into account admission of existing students, and children of current employees and named founders), a lottery among only siblings will be utilized to admit siblings, and a waiting list will be generated for siblings who exceed capacity. If needed, this waiting list will be utilized as the beginning of the overall admissions waiting list, but it would follow a waiting list generated from students qualifying for higher exemption categories, if any. Siblings of currently enrolled Charter School students must submit an application for enrollment in accordance with the Charter School’s policy. Applicants must indicate on their application if they have a sibling currently enrolled at the Charter School.

10. **English Learners (as defined by the California Department of Education) and students who are eligible to receive Free or Reduced Price Lunch and who reside in the District** will be given an 4:1 weighted admissions preference in the admissions process if a lottery is held.

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11. **Students residing within the District** will be given a 3:1 weighted admissions preference in the admissions process if a lottery is held.
12. **All other applicants** will not receive a preference in the lottery.
13. **Lottery Procedures:** The lottery will be operated by at least two currently employed Charter School staff members with no personal interest in the lottery. The first year it will be conducted by Governing Board members. The lottery will be open to the public and families will be encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils for whom applications were received by the application deadline. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Transitional Kindergarten and Kindergarten will be considered one grade level for the purposes of capacity and the lottery.

Each prospective student will be assigned a number. The assigned number of each prospective student will be written on poker chips that are of equal size, shape, and weight. If a student qualifies for an admissions preference, a number of chips will be entered for that student which is equal to the preference weighting. The chip will indicate if the applying student has a sibling(s) that has also submitted a timely application. All chips will be placed into a container or lottery device that will randomly mix the chips.

The persons leading the lottery will draw the chips one at a time and read the number on the chip. As each chip is pulled it will be posted visibly on a display in the order it was chosen. Numbers will be given a numerical ranking based on the order they were drawn. If a chip is drawn that indicates a sibling, because of the Sibling Exemption described in Section 9 above, the sibling(s) will be assigned the next available numerical ranking for the sibling's grade level if that sibling has also submitted a timely application. If maximum capacity has been reached in a particular grade level, and the applicant drawn in the lottery has a sibling in that particular grade that has reached capacity and has also submitted a timely application, enrollment shall be determined on a case-by-case basis as determined by the School Director.

The drawing will continue until all chips have been drawn and all numbers have been assigned a numerical ranking. These rankings will be recorded on paper and in an electronic database that will be double checked by the lottery officials.

14. During the lottery, once maximum enrollment is reached for a grade, the remaining numbers will continue to be drawn and will be placed on a **waiting list** in the order

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- drawn. If vacancies occur, the vacancies will be filled according to the waiting list. Once all enrollment slots have been filled, remaining students will be added to the waiting list in the order in which they were randomly drawn, which takes into account their admissions preference, if any. Records will be kept on file at the Charter School documenting the fair execution of the lottery. When a space opens, the student at the top of the waiting list will be offered admission.
15. Results from the lottery will be posted in hard copy in public locations. Follow up phone calls or emails will be made to those applicants who will be offered an enrollment spot as the spot becomes available.
 16. Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested by the parent/guardian to be removed. The waiting list shall be cleared at the end of the academic year for which the lottery was drawn and shall not carry over from one year to the next; students who remain on the waiting list at the end of the academic year will be required to submit an application again for the next school year.

C. Admissions Offers and Acceptance of Offers/Enrollment

1. Following acceptance through the lottery, families who are offered admission at the Charter School will have fifteen (15) business days to complete the following:
 - a. Registration Packet: All forms in the Registration Packet must be completed to gain enrollment at the Charter School. Each packet will include a “Registration Check List” to assist parents/guardians in ensuring that all necessary paperwork is accounted for and submitted to the Charter School. All paperwork and documentation, as indicated in the packet, must be returned per the Charter School’s instructions. Those who were selected in the lottery and had a preference will be required to return the appropriate documentation for the preference category as referenced in Section B.6 above.
2. Enrollment offers are valid only for the applied-for academic year. There is no option to defer an offer for enrollment. No *added* preference in the future will be given to an applicant who is offered a slot and declines that slot. However, applicants who remain eligible for admissions preference, as defined above, may still receive such preference if they decline an offer of enrollment and then reapply for a future academic year.
3. If slots become available because an accepted student declines acceptance or a student leaves the Charter School after the start of the academic year, or as slots become available, the Charter School staff will notify families on the waiting list via telephone and/or email (as stated in the student’s application for admission) in the

order they appear on the waiting list. Families shall have 5 business days to accept the enrollment slot (via telephone or email to the Charter School) and proceed with the enrollment process. Applicants must complete a registration packet with all required documentation by the deadline given by the Charter School to confirm enrollment. This procedure may be repeated until all slots for the upcoming/current academic year have been filled with applicants who confirm their enrollment in the Charter School. If an applicant is offered admission and does not accept within five business days, the offer of admission will be rescinded, and the student will be removed from the waiting list.

D. Issues Not Covered Under this Policy

In the case that the procedures herein do not cover a situation that arises during the admissions and enrollment process, the School Director will take any additional steps necessary to execute the admissions and enrollment process.

Appendix I: Job Descriptions

- Classroom Teacher
- Special Education Teacher
- English Language Development Teacher
- Intervention Teacher
- Spanish Teacher
- Physical Education Teacher
- Family Outreach/Support Coordinator
- Counselor
- Lunch and Recess Aids
- School Director
- Business Manager

CLASSROOM TEACHER

Ross Valley Charter School (RVC) hires teachers who are committed to creating challenging learning environments and opportunities for all students, continuous learning and improvement, creating a culturally responsive classroom environment, and building meaningful connections with families and the community.

As an RVC public school educator, classroom teachers will have the opportunity to work with a diverse group of students alongside supportive and talented colleagues. They will be an integral part of the school's effort to ensure that every student who enrolls in our school will get an education preparing him and her to be ready for college, career, and life.

We want talented people from diverse backgrounds and experiences, who share our Core Beliefs, philosophy of learning, and who are motivated to unleash our children's potential. RVC teachers are strong collaborators, skilled communicators, problem solvers, and are comfortable in a community of continuous learning.

ESSENTIAL DUTIES AND RESPONSIBILITIES

In accordance with the California Standards of the Teaching Profession, teachers work under the supervision of School Director and in collaboration with their school staff, families and community, and are responsible for the fulfillment of the essential duties set forth below:

- Support school-wide academic performance goals
- Create challenging learning environments and opportunities for all students
- Develop a culturally responsive and proficient classroom environment
- Work closely with colleagues to develop curriculum, analyze assessment results, support students, and reflect on teaching practices
- Seek continuous improvement of practice for self and colleagues
- Build connections with students, families, and community to support student learning
- Other duties as assigned by the School Director

MINIMUM QUALIFICATIONS

Possession of a valid California Elementary School Teaching Credential (or out-of-state equivalent)

SPECIAL EDUCATION TEACHER

Under the direction of the School Director, the special education teacher plans and provides for appropriate learning experiences for students with disabilities in a variety of educational settings. The person in this position is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.

ESSENTIAL DUTIES AND RESPONSIBILITIES

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.) The special Education Teacher is expected to:

- Provide direct and indirect instructional support to students in a positive environment.
- Collaborate with classroom teachers to provide support services for students with IEPs.
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.
- Teach socially acceptable behavior, as determined by the students' individualized education programs (IEPs) by employing techniques in an overall positive behavioral support system.
- Modify the general education curriculum for students with disabilities based upon a variety of instructional techniques and technologies.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Establish an environment conducive to learning for all students.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Develop plans for effective communication, monitoring, and follow-up of students in inclusive classroom settings.
- Provide crisis intervention, as needed, for students.
- Assist in collection of data for providing appropriate classroom interventions.
- Serve as a member of a multidisciplinary team as appropriate.
- Assist in preparation of data for local, state, and federal reports.
- Maintain professional competence by participating in staff development activities, curriculum development meetings, and other professional opportunities.

- Perform related work as required.

MINIMUM QUALIFICATIONS

Special Education Certification

At least 3 years of experience as a Special Education Teacher

ENGLISH LANGUAGE DEVELOPMENT TEACHER

The English language development (ELD) teacher at Ross Valley Charter (RVC) is a part-time teacher. The ELD teacher is responsible for ensuring the school's English language acquisition services are effective in meeting the needs of English language learners (ELs). This includes coordinating beginning-of-year home language questionnaires, administration of CELDT tests for ELs, and development of a plan for services based on students' needs. The ELD teacher provides pull-out support for ELs as appropriate. The ELD teacher also provides support for core academic teachers on sheltered instruction and other strategies to meet the needs of ELs in the regular classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The ELD teacher at Ross Valley Charter is expected to:

- Possess a clear and effective pedagogy that embodies our beliefs that instruction must be engaging, relevant, and challenging.
- Understand and apply effective strategies for intervention and differentiation for ELs in the classroom. Provide support for other RVC teachers in implementing effective intervention strategies for ELs.
- Create a weekly schedule and provide quality instruction and support for small groups of ELs.
- Communicate with other RVC teachers regarding ELs' needs and required classroom modifications and accommodations.
- Provide push-in support as needed and as time allows during core academic classes.
- Administer the Student Language Data Form/Parent Home Language Questionnaire as part of the enrollment process to identify students whose Primary or Home Language is Other Than English (PHOLTE).
- Administer a CELDT test at the beginning of each year for all PHOLTE students. Administer appropriate assessments for ELs annually each spring to ensure ELs are making adequate progress.
- Monitor the academic progress of ELs throughout the year to ensure they are making progress toward becoming proficient in English.
- Embed opportunities for student critical-thinking, communication, collaboration, and creativity, as well as use of technology and digital media, into all work with students.
- Develop appropriate and healthy relationships with students, including advocating for them and their success.
- Maintain open and consistent communication with teachers, students, and their families about their academic progress. Also communicate proactively with colleagues about student needs to ensure integrated support.

- Be an active participant in a supportive professional community that fosters respect, trust, risk-taking, open-mindedness, flexibility, collaboration, and continuous improvement.
- Operate in a demanding but rewarding environment that requires staff to be flexible problem-solvers who manage ambiguity and challenges well.
- Dedicate oneself to the school's mission and Core Beliefs, adopting a "whatever-it-takes" attitude in helping our students succeed.

MINIMUM QUALIFICATIONS

ELD Certification

At least 3 years experience

INTERVENTION TEACHER

The Intervention Teacher supports the Charter School and its students to provide access and equity, and to ensure students have the habits, skills, and dispositions necessary for 21st Century success. The Intervention Teacher will work with students and school staff to monitor progress and provide targeted, intensive instruction designed to accelerate learning for designated groups of struggling students, including students with Special Needs. The Intervention Teacher provides direct intervention services to students, supports classroom teachers, and coordinates with other staff to ensure that all children can achieve at grade level through academic interventions. Methods used include (but not be limited to) implementation of intervention programs to assist children who do not master grade level skills from first instruction. The Intervention Teacher may work outside of traditional school-day hours to coordinate or provide academic support to students before or after school. The Intervention Teacher will have an opportunity to receive training and professional development in the use and integration of appropriate instructional materials and assessments in order to effectively deliver academic intervention to designated students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The part-time Intervention Teacher reports to the school Director and is responsible for the fulfillment of the essential duties set forth below:

1. Deliver and Demonstrate Targeted Instruction to Small Groups of Students or Individuals

- Provide best-practice instruction in English/language arts, English language development, or mathematics to targeted groups of students with the objective of dramatically accelerating their academic achievement; students will be identified by data analyzed in collaboration with the school principal, teachers, and leadership team
- Develop and deliver instruction using culturally and linguistically responsive pedagogy and assessment that incorporates effective student engagement strategies

- Ensure instruction is equally effective for students across all ethnicities, language backgrounds, and genders
- Actively participate in student performance data analysis and academic progress monitoring
- Collaborate and plan with the charter school staff.

2. Identify and maintain progress data for students that need intensive support

- Assist with administration of identified student assessments (diagnostic, formative, summative) of students and enter the student data in the district data system
- Create indicators for intervention and criteria for intervention, schedules, exit criteria, and communication with parents and teachers
- Assist with collecting data from instructional assessments to identify areas of academic areas of strength and needed growth or support
- Participate in Student Support Team and IEP meetings as appropriate

3. Improve Standards of Practice for Self and Colleagues

- Provide additional support across the school to ensure high levels of student learning and engagement (i.e., vetting academic interventions and teaching other teachers about them)
- Proactively communicate with parents regarding student progress towards identified learning goals and academic interventions implemented
- Assist teachers in developing and implementing differentiated instruction and/or classroom-based interventions

MINIMUM QUALIFICATIONS

Either a General or Special Education Credential
At least 3 years Response To Intervention experience

SPANISH TEACHER

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Spanish Teacher is expected to:

- Implement Ross Valley Charter's Spanish Language curriculum and utilize classroom routines and procedures with consistency
- Develop engaging and effective lesson plans and assessments
- Collaborate with classroom teachers to discuss student work and share best practices
- Participate in on-going professional development in the spirit of continuous improvement.
- Adjust instructional strategies in order to reach year-end goals
- Be receptive to feedback and a desire to continuously improve
- Use outstanding instructional skills, including the ability to motivate and challenge students and maintain an orderly classroom environment

MINIMUM QUALIFICATIOS

Bachelor's degree required
Must have preliminary credential in Spanish
Fluency in Spanish
Experience teaching Spanish to children

PHYSICAL EDUCATION TEACHER

The physical education teacher develops in each student an understanding of the relationship of good body function and exercise; motivates each student to cultivate physical fitness, hygienic habits, and good social and emotional adjustment; discovers and develops talents of students in physical achievement; and develops strength, skill, agility, poise, and coordination in individual, dual, and team physical activities and sports, in accordance with each student's ability.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Physical Education Teacher is expected to:

- Teach knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports, and other appropriate learning activities.
 - Analyze, demonstrate, and explain basic skills, knowledge, and strategies of formal sports, games, rhythms, and fundamentals of body movement.
 - Provide individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible.
 - Provide appropriate safety instruction and makes safety checks on equipment and field areas to insure the over-all safety of pupils.
 - Incorporate information about physical and emotional health and nutrition.
-

FAMILY OUTREACH/SUPPORT COORDINATOR

The Family Outreach/Support Coordinator focuses on providing support to families whose primary language isn't English, and families from lower socio economic backgrounds, who may feel intimidated about participating in school events or activities or helping in the classroom. The Family Outreach/Support Coordinator provides parents with the support they need to engage in school events and activities of their choosing, if at all: support for translation, child care, or timing of activities can make the difference between a parent being able to participate or not.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Family Outreach/Support Coordinator is expected to:

- Recruit students from diverse backgrounds, assist with the enrollment process, and support families once they enroll at the Charter School.
- Ensure a strong home-school connection for EL families.
- Serve as a liaison between teachers and parents of EL students in order to answer questions, identify needs, and help families feel connected to the school community.
- Provide translation services during parent/teacher conferences as needed.
- Help advocate access to Charter School resources, ensure that students and their parents feel welcome/comfortable in the Charter School community, and serve as a bridge to help communicate with the student's educational team (i.e. teachers, support personnel, and administration).

MINIMUM QUALIFICATIONS

Fluent in Spanish

COUNSELOR

ESSENTIAL DUTIES AND RESPONSIBILITIES

The school Counselor is expected to:

- Coordinate with teachers, administrators, resource specialists and/or community (e.g. service clubs, courts, child protective services, etc.) for the purpose of providing/receiving requested information and/or making recommendations.
- Counsel students, parents, and guardians for the purpose of enhancing student success, academically, socially, and emotionally, in school.
- Monitor students' progress for the purpose of identifying issues and taking appropriate action for increasing student success.
- Prepare a variety of written materials for the purpose of documenting activities, providing written reference, and/or conveying information.
- Present information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.

MINIMUM QUALIFICATIONS

Bachelor's degree required

Must have or be working towards school counseling certification

LUNCH AND RECESS AIDES

Lunch and Recess aides are expected to have the following knowledge, skills, and abilities:

- Knowledge of applicable school regulations, practices and procedures, or the ability to rapidly acquire such knowledge
- Knowledge of games appropriate for play during recess
- Some knowledge of the field of child development
- Some knowledge of student behavior management techniques
- Ability to effectively communicate with students, staff and others
- Ability to effectively monitor elementary students and to supervise playground and recreational activities
- Ability to communicate with students during lunch periods
- Considerable patience and demonstrated skills in working with children
- Excellent human relations skills

MINIMUM QUALIFICATIONS:

First aid and CPR certificate desirable.

SCHOOL DIRECTOR

The School Director of the RVC is the administrative leader at RVC, who models RVC's Beliefs and Mission, is the community leader of the Charter School and spearheads the development of culture, and has overall responsibility for student learning and performance. The School Director is hired by and reports to the Board. The School Director will be the President of the Corporation. The School Director attends all Board meetings but will not be a member. The School Director is a member of the interviewing and selection committee for other school staff. The School Director collaborates with the teachers as they develop the academic program, request professional development activities, and improve curriculum and instruction. The School Director provides support and resources aimed at increasing teacher effectiveness and leadership. The School Director also ensures that the connection between RVC and families is strong, mutually respectful, and marked by continuous communication about student learning and behavior. The School Director creates, facilitates, and supports a positive and productive ongoing collaboration between parents and staff at RVC consistent with RVC's Beliefs and Mission. The School Director is the primary liaison with the District, and with the County and State Offices of Education. A comprehensive description of the School Director's qualifications may be found in Element E—Employee Qualifications.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The School Director's duties shall include, but are not limited to, the following:

- Promote the success of all students and supports the efforts of the Governing Board to keep RVC focused on learning and achievement;
- Be responsible for all personnel and human resource functions and duties (The Leadership Council shall be involved in hiring processes and the selection of interview panels), including supervision and evaluation all RVC employees;

- Value, advocate, and support public education and all stakeholders;
- Recognize and respect the differences of perspective and style on the Board and among staff, students, parents, and the community—and ensure that the diverse range of views inform board decisions;
- Act with dignity, treat everyone with civility and respect, and understand the implications of demeanor and behavior;
- Serve as a model for the value of lifelong learning and support the Board’s continuous professional development;
- Work with the Board as a “governance team” and assure collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture;
- Understand that authority rests with the Board as a whole; provide guidance to the Board to assist in decision-making; and provide leadership based on the direction of the Board as a whole;
- Communicate openly with trust and integrity, including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications;
- Accept leadership responsibility and accountability for implementing the beliefs, vision, goals, and policies of the Charter School;
- Facilitate staff professional development and improvement;
- Ensure teachers have adequate collaboration time;
- Support, mentor, and encourage teachers, giving them feedback and working with them to improve their craft;
- Guide RVC in its collection and analysis of student learning data as outlined in Elements 2 and 3 of this petition and subsequent LCAPs;
- Oversee all necessary RVC, District, County, State, and Federal applications and reporting, and ensure they are completed in an efficient, accurate, and timely manner;
- Reach out to parents, Ross Valley School District, the County Office of Education, and the community to build collaboration directed at student success;
- Manage school revenues and expenses to stay within agreed upon budget;
- Be available for contact with parents, students, and staff to discuss student progress and problems after class, evenings, or on weekends (via phone or in person);
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.;
- Maintain professional standards and a school environment that is productive, safe, and focused on the organizational and school mission;
- Participate in school-wide and individual professional development;
- Promote collaborative problem solving and open communication between teachers, students, and families;
- Consult with the Leadership Council on decisions affecting RVC, and bringing Council recommendations to the Board;
- Make recommendations to the Board for approval of hiring and termination of RVC teachers and all other RVC employees;
- Ensure a safe, respectful school environment that is welcoming to the community and supportive of student effort and achievement;
- Communicate with RVC’s legal counsel as needed;
- Stay informed on current school laws and regulations, including those unique to RVC;
- Ensure that all legal qualification requirements are met by all RVC personnel;
- Monitor site safety, facilities and manage all operations and maintenance of facility;

- Approve all purchase orders, pay warrants, and requisitions according to the policies and procedures adopted by the governing board;
- Supervise grant writing processes;
- Administer/oversee enrollment and attendance, including development and implementation of policies and practices, and administration of waiting list;
- Oversee the preparation of all necessary financial and ADA reports.
- Coordinate RVC's annual financial audit, under the direction of the Board;
- Along with financial auditor, present financial audits of RVC to the Board, and after review and approval by RVC Board, ensure presentation to the authorizer, County Superintendent of Schools, the State Controller, and the California Department of Education and oversee implementation of all finding correction measures;
- Handle crime reports and other legal matters;
- Facilitate the charter renewal process;
- Oversee website, public relations, marketing, and outreach processes, as support may be needed or requested by the Council;
- Oversee Special Education program and attend IEP meetings, as necessary;
- Handle Child Protective Services referrals;
- Supervise student disciplinary matters;
- Coordinate the administration of CAASPP testing;
- Plan and coordinate student and parent orientation;
- Facilitate educational and RVC events and activities;
- Oversee strategic planning;
- Develop RVC Board meeting agendas in conjunction with the Board Chairman in compliance with the Brown Act; oversee preparation and distribution of all Board meeting materials;
- Propose policies and make recommendations for adoption by the Board;
- Oversees maintenance of RVC policies and employee, parent, and student handbooks in conjunction with the Council and with the approval of the Board;
- Develop RVC Council meeting agendas in conjunction with the Council Facilitator; oversee preparation and distribution of all Council meeting materials;
- Correlate RVC goals with a user-friendly strategic fiscal plan;
- Develop, in conjunction with the Board, staff, and parents, an annual user-friendly RVC budget and LCAP meeting all the input and participation subgroup requirements of California law; and
- Facilitate LCAP process.

QUALIFICATIONS OF THE SCHOOL DIRECTOR ARE IN ELEMENT 5

OFFICE MANAGER

The Charter School Office Manager is responsible for planning, coordinating, and supervising the day-- to business operations of the school office, and serves as administrative aide to the School Director, relieving him/her of administrative details.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Office Manager is expected to:

- Promote and maintain a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
- Assist students, parents, and teachers in the school office.
- Supervise the preparation of student enrollment and attendance reports.
- Supervise the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
- Supervise student medication dispensation and injury reports.
- Supervise requisitions; receive, and distribute/store classroom, school office and work room materials and supplies; maintain ongoing inventory; process packing slips.
- Prepare and process field trip requests.
- Support the School Director in the developing school budgets; prepare budget changes as appropriate; monitor charter school budget.
- Prepare and maintain purchase orders and other expense records; approve, log, and monitor expenditures; reconcile site records with monthly financial reports; resolve discrepancies; and ensure expenditures are within budget allowances for the month and year.
- Organize interview process for hiring certificated and classified staff.
- Serve as the custodian of school office records.
- Arrange for conferences and travel of administrators and staff; prepare related purchase order or payment requisitions; and follow up with receipts, invoices, and expense claims.
- Investigate circumstances of employee on-the-job injuries; prepare required documentation; and report safety hazards to School Director.
- Jointly with the School Director, scrutinize facility wear and tear and makes recommendations as to facility improvement (i.e., carpet replacement, exterior and interior paint, turf).
- Recognize problems and impediments and report them promptly with options for solutions to the School Director; promote and assist with constructive resolutions.
- Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Prepare reports on student performance assessment data.
- Perform other duties as assigned by the charter School Director.

MINIMUM QUALIFICATIONS

Relevant and Appropriate Experience

Appendix J: Articles of interest

- “Examining the Reggio Emilia Approach to Early Childhood Education”, Valarie Mercillott Hewett¹
- Progressive Education: Why It’s Hard to Beat, But Also Hard to Find
- “What does a Growth Mindset School look like?” Carol S. Dweck, Ph.D.

Examining the Reggio Emilia Approach to Early Childhood Education

Valarie Mercillott Hewett^{1,2,3}

Reggio Emilia, a prosperous region in Northern Italy, is the site of one of the most innovative, high-quality city-run infant-toddler and pre-primary systems in the world. The Reggio Emilia Approach to early childhood education draws from the ideas of many great thinkers, yet it is much more than an eclectic mix of theories. With that in mind, the following points concerning the learner, the instructor, and knowledge serve to guide the Reggio Emilia Approach to educating young children: the learner possesses rights, is an active constructor of knowledge, and is a social being; the instructor is a collaborator and co-learner along with the child, a guide and facilitator, and a researcher; and knowledge is viewed as being socially constructed, encompassing multiple forms of knowing, and comprised of meaningful wholes.

KEY WORDS: curriculum; early childhood education; Italy; Reggio Emilia.

INTRODUCTION

Reggio Emilia, a prosperous region in Northern Italy, is the site of one of the most innovative, high-quality, city-run infant-toddler and pre-primary systems in the world (Edwards, Gandini, & Forman, 1993; New, 1990). Italy's nationwide dedication to the welfare and development of its children is evidenced by a 1968 national law instituting funding of public preschools for all children ages three to six years (Gandini, 1993; New, 1990; Walsh & Albrecht, 1996). Since the end of World War II, however, well before the establishment of this national law, the city of Reggio Emilia has been developing an educational system for young children through the collaborative efforts of parents, teachers, and the general community, under the guiding influence of Loris Malaguzzi (Gandini, 1994; Malaguzzi, 1993b; New, 1990).

As part of the city's post-war reconstruction, the first school for young children in Reggio Emilia was built literally by the hands of parents using proceeds gained from the sale of a war tank, three trucks, and six horses left behind by retreating Germans (Gandini, 1993; Malaguzzi, 1993b; Walsh & Albrecht, 1996). The essential role and intimate involvement of parents in their children's education is, to this day, a fundamental element of the Reggio Emilia Approach.

Today, the city of Reggio Emilia finances and runs 22 schools for children ages 3 to 6 years, as well as 13 infant-toddler centers. Forty-seven percent and 35% of children from the two age groups are served, respectively (Edwards, Gandini, & Forman, 1993; Gandini, 1993; Gandini, 1994; New, 1990). "The schools in Reggio Emilia... have grown out of a culture that values children, out of the intense commitment of a group of parents, out of the leadership of a visionary man" (Neugebauer, 1994, p. 67).

Similar to how the Reggio Emilia Approach to educating young children values the "processes of 'unpacking' or defamiliarizing everyday objects and events" (Katz, 1993, p. 23), I intend to unpack the Reggio Emilia Approach by examining several of its key principles. In this article I will explore the Reggio Emilia Approach

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within the context of its theories regarding (a) the image and role of the learner, (b) the role of the instructor, and (c) the nature of the knowledge to be learned.

THE IMAGE AND ROLE OF THE LEARNER

The Child as Having Rights

Within the Reggio Emilia Approach, the fundamental belief on which the image of the child is constructed is that of the child having rights rather than simply needs (Malaguzzi, 1993a; 1993b; Rinaldi, 1993). According to Loris Malaguzzi (1993b), "If the children had legitimate rights, then they also should have opportunities to develop their intelligence and to be made ready for the success that would not, and should not, escape them" (p. 51). Influenced by this belief, the child is beheld as beautiful, powerful, competent, creative, curious, and full of potential and ambitious desires (Malaguzzi, 1994; Rinaldi, 1993). Her nature, thoughts, and work are taken seriously and respected; therefore, the act of truly listening to the child is emphasized. This romantic view of the child is reminiscent of Friedrich Froebel's notion that a child possess a "divine essence" (Froebel, 1887, p. 4) in need of only cultivation and protection rather than interference.

The critical belief that the child possesses rights is the foundation on which the Reggio Emilia Approach is built. The eclectic blend of underlying theories which help to inform the Reggio Emilia Approach serves to support and expand this conviction.

The Child as an Active Constructor of Knowledge

The concept of the child having rights, and thereby possessing strength, competence, and potential, informs a view of the child as a protagonist, occupying the primary active role in her education and learning. As a protagonist, the child is understood as having an innate desire to discover, learn, and make sense of the world. Thus, within the Reggio Emilia Approach, the child is viewed not as a target of instruction, but rather as having the active role of an apprentice (Katz, 1993), working alongside others in the discovery and construction of solutions to meaningful questions and problems; learning is not something that is done to the child, but rather something she does (Firlik, 1994). Loris Malaguzzi (1994) summed up this idea when he eloquently described children as being "authors of their own learning" (p. 55).

This focus on "active education" (Malaguzzi, 1993b, p. 53) is influenced greatly by Jean Piaget's writings on constructivism in which he examined how children's active, physical interactions with the environment aid in their construction of knowledge (Malaguzzi,

1993b; Rankin, 1997). According to Piaget (1973), "A student who achieves a certain knowledge through free investigation and spontaneous effort will later be able to retain it" (p. 93).

The Child as a Researcher

Piaget's (1973) reference to children's "investigation" (p. 93) suggests the role of the child as that of a researcher. John Dewey (1966), also one of many theorists from which the Reggio Emilia Approach draws, more plainly stated, "All thinking is research" (p. 148). This idea is consistent with the image and role of the child within the Reggio Emilia schools. "They [children] are natural researchers as they question what they see, hypothesize solutions, predict outcomes, experiment, and reflect on their discoveries" (Staley, 1998, p. 20).

Within the Reggio Emilia Approach, the role of the child as researcher takes place within the context of projects, or "in-depth stud[ies] of a particular topic that one or more children undertake" (Katz & Chard, 1989, p. 2), the primary form of instruction and learning in Reggio Emilia schools. While engaging in a project, children have the opportunity to explore, observe, question, discuss, hypothesize, represent, and then proceed to revisit their initial observations and hypotheses in order to further refine and clarify their understandings, thereby expanding the richness of their thinking (Forman, 1996), and further defining their role as that of a researcher.

The Child as a Social Being

Although the Reggio Emilia Approach draws from Piaget's ideas, it also has sought to expand and overturn many of his theories (Malaguzzi, 1993b; Rankin, 1997). According to Malaguzzi (1993a), "[the Reggio Emilia Approach] has gone beyond Piagetian views of the child as constructing knowledge from within, almost in isolation" (p. 10). Rather, it places a strong emphasis on children's social construction of knowledge through their relationships (Malaguzzi, 1993a) within the context of collaboration, dialogue, conflict, negotiation, and cooperation with peers and adults (Edwards, Gandini, Forman, 1993; Gandini, 1993b).

Within Reggio Emilia schools it is believed that "only as children articulate to others that which they believe to be true do they come face-to-face with errors in their thinking" (Staley, 1998, p. 21). This emphasis on communication and language in learning may be found in the writings of Lev Vygotsky, whose theories have also greatly influenced the development of the Reggio Emilia Approach. Referring to Vygotsky's ideas con-

cerning language, Malaguzzi (1993b) stated, “[Vygotsky] reminds us how thought and language are operative together to form ideas and to make a plan for action” (p. 79). Children’s communication through language, any of “the hundred languages of children” (Edwards, et al., 1993, p. 6), is considered essential to bringing meaning to knowledge within the Reggio Emilia Approach.

THE ROLE OF THE INSTRUCTOR

The Teacher as a Collaborator and Co-Learner

Inasmuch as the child within the Reggio Emilia school is viewed as an active and competent protagonist in her learning, the teacher consequently takes on the role of collaborator and co-learner (Edwards, 1993; Gandini, 1997; Rankin, 1992). “In fact, teachers consider themselves to be partners in this process of learning . . .” (Gandini, 1997, p. 19). Reciprocal exchanges between children and adults throughout the course of constructing knowledge are valued and fostered. The idea that instruction travels in a two-way direction through the collaboration between children and adults is illustrated in Loris Malaguzzi’s (1993b) metaphoric description of a Ping-Pong match. Both players, adult and child, are required to make appropriate adjustments in order to allow for and advance optimal growth and learning. A single player would be unable to participate successfully in the game.

The role of the teacher as partner and co-learner is most clearly demonstrated as both child and teacher engage in collaborative learning during the process of working through a project. “. . . Reggio’s overarching educational principle of reciprocity appears again and again as teacher and learner together guide the project” (Rankin, 1992, p. 30). The teacher does not control nor dominate the child or her learning, but rather, demonstrates respect for the child’s rights through mutual participation and joint action.

The role of the teacher as collaborator is not understood in respect solely to his relationship with the child, as the teacher’s collaborative efforts with colleagues and parents are also considered vital (Albrecht, 1996; Malaguzzi, 1993a). “Our proposition is to consider a triad at the center of education—children, teachers, and families” (Malaguzzi, 1993a, p. 9). Collaboration, from all angles, is a cornerstone of the Reggio Emilia Approach.

The Teacher as a Guide and Facilitator

Although the teacher is a partner with the child in the process of learning, he also serves as guide and facilitator. According to Carolyn Edwards (1993), the teacher’s role

“centers on provoking occasions of discovery through a kind of alert, inspired facilitation and stimulation of children’s dialogue, co-action, and co-construction of knowledge” (p. 154). Within this role, the teacher does not sit back and simply observe a child construct her own knowledge, although at times he may if appropriate; rather, he plays an active role in providing the child with the provocations and tools necessary to achieve her personal goals and advance her mental functioning.

There is a fine line, however, between “provoking occasions of discovery” (Edwards, 1993, p. 154) and imposing ideas. As a partner to the child, the teacher is “inside the learning situation” (Bredekamp, 1993, p. 16) and, therefore, attuned to the child’s thought development, goals, and levels of ability and understanding. This insight provides him with the opportunity to ask questions, offer suggestions, or provide information and technical assistance without taking over the learning experience.

The role of the teacher as guide and facilitator is consistent with Vygotsky’s theory of the Zone of Proximal Development (ZPD), within which adults provide scaffolding to assist children in their learning and consequent development (Diaz, Neal, & Amaya-Williams, 1990; Vygotsky, 1978; Wertsch, 1985). Vygotsky (1978) defined the ZPD as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 86). Referring to the Reggio Emilia Approach, Malaguzzi (1993b) offered a similar description: “We seek a situation in which the child is about to see what the adult already sees. . . . In such a situation, the adult can and must loan to the children his judgement and knowledge” (p. 80).

The Teacher as a Researcher

The teacher’s role of facilitating children’s learning according to their interests, questions, curiosity, and current understandings necessitates that he also take on the role of researcher (Edwards, 1993; Malaguzzi, 1994). Through observing and listening to the children, following-up with the collection and analysis of data, the teacher is able to ascertain critical knowledge concerning the children’s development and learning, as well as their interests and curiosities, thereby enabling him to “produce strategies that favor children’s work or can be utilized by them” (Malaguzzi, 1993b, p. 82).

Connected to the teacher’s role of researcher is the substantial component of documentation. As teachers conduct their research they compile a large amount of

data including, but not limited to, photographs of the children engaged in learning endeavors, children's artwork in various stages of completion, videos, and transcribed audio recordings of the children's conversations as they engage in collaboration and reciprocal dialogue with peers and adults. In addition to analyzing the data through careful reflection and extensive discussion, the teachers prepare and display them on beautifully arranged panels (Edwards, et al., 1993; Gandini, 1993b). This meticulous documentation of the process and results of children's work serves three primary functions: (1) provides the children with a visual "memory" of what they have done and, thereby encourages a revisiting and expanding of old ideas, or the inspiration and development of new ideas; (2) provides teachers with a tool for research in order to assist them in continuing to improve and expand project ideas, better understand children, and evaluate their own work; and (3) is a way to provide parents with detailed information about what happens in the school and hopefully facilitate their input and involvement in present and future projects (Edwards, et al., 1993; Edwards & Springate, 1993; Gandini, 1993a; Katz & Chard, 1997; Staley, 1998).

The Teacher as a Reflective Practitioner

In order for a teacher within a Reggio Emilia school to successfully carry out his complex role, it is important that he engage in continuous reflection during which he questions that which he and others have previously assumed to be unquestionable (Filippini, 1993; McCarthy, 1995). Just as the schools in Reggio Emilia have, and will continue to, constantly evolve, so too must the teacher.

This notion of intense reflection advocates Maxine Greene's idea that rather than blindly accepting handed-down slogans and beliefs, teachers must participate in the act of "do[ing] philosophy . . . [in which they] become critically conscious of what is involved in the complex business of teaching and learning" (Greene, 1973, p. 7). According to the social constructivist-influenced philosophy of the Reggio Emilia Approach, this reflection and questioning on the part of the teacher must take place within the context of discussion and collaboration with colleagues, parents, experts within the community, and yes, even the children (Filippini, 1993; Malaguzzi, 1993a).

THE NATURE OF THE KNOWLEDGE TO BE LEARNED

Knowledge as Socially Constructed

Within the Reggio Emilia Approach knowledge is viewed not as a static list of skills and facts to be trans-

mitted from adult to child, as, according to Rinaldi (1993), "the potential of children is stunted when the endpoint of their learning is formulated in advance" (p. 104). Rather, knowledge is perceived as dynamic in that it is constructed within the context of the child-child and child-adult relationships (Malaguzzi, 1993a; Rinaldi, 1993). Communication and the sharing of ideas is believed to bring meaning to knowledge and, in turn, understandings may vary according to the individuals, the group, and the social context.

Social relationships, and the construction of knowledge within, often involve debate, discord, and conflict. In some cultures these emotions are frequently avoided and discouraged, however, in Reggio Emilia conflict is desired and valued as a means to advance higher-level thinking. According to Loris Malaguzzi (1993a), "Even when cognitive conflicts do not produce immediate cognitive growth, they can be advantageous because by producing cognitive dissonance, they can in time produce progress" (p. 12). This idea is clearly influenced by Piaget's (1973) theory outlining the value of cognitive conflict and disequilibrium as means to higher mental functioning.

Multiple Forms of Knowing

Since knowledge is perceived within the Reggio Emilia Approach as socially constructed and, thereby, dynamic, it follows that no ultimate truth may be understood to exist, but rather multiple forms of knowing. This notion is consistent with the constructivist view of knowledge. According to Fosnot (1996), "We as human beings have no access to an objective reality since we are constructing our version of it, while at the same time transforming it and ourselves" (p. 23). Consequently, within the schools of Reggio Emilia, the goal is not to pass information along or replicate thinking, but rather to advance thinking.

Within the Reggio Emilia schools there are no planned curriculums or standards indicating what is to be learned (Malaguzzi, 1993b; Rinaldi, 1993), as "these would push our schools towards teaching without learning" (Malaguzzi, 1993, p. 8). Rather, it is up to the children, in collaboration with teachers and one another, to determine the course of their investigations and learning (Malaguzzi, 1993b).

Just as there are multiple forms of knowing, so too are there multiple ways of expressing, demonstrating, and interpreting knowledge. Within the Reggio Emilia Approach children are encouraged and facilitated as they represent their plans, ideas, and understandings using one or more "languages, or modes of expression" (Edwards, et al., 1993, p. 3) including, but not limited to, sculpture, drawing, painting, dance, drama, writing, and

puppetry (New, 1990). In fact, this act in itself is valued as contributing to the advancement of knowledge. “As children compare these various representations, they confront new possibilities and generate new questions that would not have occurred had they used only one medium” (Forman, 1996, p. 172); meaning is enhanced and expanded. Therefore, the use of various expressions of knowledge may be understood as assisting to create and continually unfold multiple forms of knowing.

Knowledge as Whole

While constructing their own knowledge and achieving understanding within the context of reciprocal relationships with peers, teachers, and parents, children within the schools of Reggio Emilia create important connections for themselves. “In Reggio the process of learning involves making connections and relationships between feelings, ideas, words, and actions” (LeeKee-nan & Nimmo, 1995, p. 262). Through the course of making these connections, and guided by the belief that learning is a spiraling process in which ideas, opinions, and thoughts must be expressed, revisited, reflected upon, and expressed again, children consolidate their ideas, thoughts, and feelings into meaningful and cohesive wholes.

This view of learning and knowledge is consistent with the Gestalt approach in which the world is believed to be experienced in “meaningful patterns or organized wholes” (Phillips & Soltis, 1998, p. 35). Understanding the world through the detailed examination of isolated bits of information succeeds only in altering the whole and, thereby contravenes true understanding and higher level thinking.

Children’s effort to make meaning and create connections is again facilitated by the project-approach utilized within the schools of Reggio Emilia (Katz, 1993). Within the context of projects, “young children learn through meaningful activities in which different subject areas are integrated” (Edwards & Springate, 1995, p. 27). Children are provided opportunities and support as they discover interrelationships, connections, and underlying principles while following their interests and ideas and engaging in authentic tasks.

It is important to note, however, that even though the making of connections in the process of comprehending the whole is of utmost importance within the schools of Reggio Emilia, specific skills and understandings are not neglected; although, they are understood as needing to remain within the context of meaningful activities. According to Malaguzzi (1993b),

We . . . [are] convinced that it is not an imposition on children or an artificial exercise to work with numbers,

quantity, classification, dimensions, forms, measurement, transformation, orientation, conservation and change, or speed and space, because these explorations belong spontaneously to the everyday experiences of living, playing, negotiating, thinking, and speaking by children. (p. 45)

CONCLUSION

The Reggio Emilia Approach to early childhood education draws from the ideas and theories of many great thinkers—including and beyond those referred to within this article. Yet, the fundamental philosophy serving to guide this approach is much more than an eclectic mix of theories. The ideas from which it draws have, for over 30 years, been reflected upon, expanded, and adapted within the context of the unique culture of Reggio Emilia, Italy, thus resulting in the creation of a singular, cohesive theory.

The Reggio Emilia Approach to educating young children is strongly influenced by a unique image of the child and deeply embedded within the surrounding culture. It is not a model nor recipe with a set of guidelines and procedures to be followed, therefore, one cannot and should not attempt to simply import it to another location. Rather, it must be carefully uncovered and redefined according to one’s own culture in order to successfully affect practice elsewhere.

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Progressive Education

Why It's Hard to Beat, But Also Hard to Find

By Alfie Kohn

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If progressive education doesn't lend itself to a single fixed definition, that seems fitting in light of its reputation for resisting conformity and standardization. Any two educators who describe themselves as sympathetic to this tradition may well see it differently, or at least disagree about which features are the most important.

Talk to enough progressive educators, in fact, and you'll begin to notice certain paradoxes: Some people focus on the unique needs of individual students, while others invoke the importance of a *community* of learners; some describe learning as a process, more journey than destination, while others believe that tasks should result in authentic products that can be shared.[1]

What It Is

Despite such variations, there are enough elements on which most of us can agree so that a common core of progressive education emerges, however hazily. And it really does make sense to call it a *tradition*, as I did a moment ago. Ironically, what we usually call “traditional” education, in contrast to the progressive approach, has less claim to that adjective — because of how, and how recently, it has developed. As Jim Nehring at the University of Massachusetts at Lowell observed, “Progressive schools are the legacy of a long and proud tradition of thoughtful school practice stretching back for centuries” — including hands-on learning, multiage classrooms, and mentor-apprentice relationships — while what we generally refer to as traditional schooling “is largely the result of outdated policy changes that have calcified into conventions.”[2](Nevertheless, I'll use the conventional nomenclature in this article to avoid confusion.)

It's not all or nothing, to be sure. I don't think I've ever seen a school — even one with scripted instruction, uniforms, and rows of desks bolted to the floor — that has completely escaped the influence of progressive ideas. Nor have I seen a school that's progressive in every detail. Still, schools can be characterized according to how closely they reflect a commitment to values such as these:

Attending to the whole child: Progressive educators are concerned with helping children become not only good learners but also good people. Schooling isn't seen as being about just academics, nor is intellectual growth limited to verbal and mathematical proficiencies.

Community: Learning isn't something that happens to individual children — separate selves at separate desks. Children learn with and from one another in a caring community, and that's true of moral as well as academic learning. Interdependence counts at least as much as independence, so it follows that practices that pit students against one another in some kind of competition, thereby undermining a feeling of community, are deliberately avoided.

Collaboration: Progressive schools are characterized by what I like to call a “working with” rather than a “doing to” model. In place of rewards for complying with the adults' expectations, or punitive consequences for failing to do so, there's more of an emphasis on collaborative problem-solving — and, for that matter, less focus on behaviors than on underlying motives, values, and reasons.

Social justice: A sense of community and responsibility for others isn't confined to the classroom; indeed, students are helped to locate themselves in widening circles of care that extend beyond self, beyond friends, beyond their own ethnic group, and beyond their own country. Opportunities are offered not only to learn about, but also to put into action, a commitment to diversity and to improving the lives of others.

Intrinsic motivation: When considering (or reconsidering) educational policies and practices, the first question that progressive educators are likely to ask is, “What's the effect on students' *interest* in learning, their desire to continue reading, thinking, and questioning?” This deceptively simple test helps to determine what students will and won't be asked to do. Thus, conventional practices, including homework, grades, and tests, prove difficult to justify for anyone who is serious about promoting long-term dispositions rather than just improving short-term skills.

Deep understanding: As the philosopher Alfred North Whitehead declared long ago, “A merely well-informed man is the most useless bore on God's earth.” Facts and skills do matter, but only *in a context* and *for a purpose*. That's why progressive education tends to be organized around problems, projects, and questions — rather than around lists of facts, skills, and separate disciplines. The teaching is typically interdisciplinary, the assessment rarely focuses on rote memorization, and excellence isn't confused with “rigor.” The point is not merely to challenge students — after all, harder is not necessarily better — but to invite them to think deeply about issues that matter and help them understand ideas from the inside out.

Active learning: In progressive schools, students play a vital role in helping to design the curriculum, formulate the questions, seek out (and create) answers, think through possibilities, and evaluate how successful they — and their teachers — have been. Their active participation in every stage of the process is consistent with the overwhelming consensus of experts that learning is a matter of constructing ideas rather than passively absorbing information or practicing skills.

Taking kids seriously: In traditional schooling, as John Dewey once remarked, “the center of gravity is outside the child”: he or she is expected to adjust to the school’s rules and curriculum. Progressive educators take their cue from the children — and are particularly attentive to differences among them. (Each student is unique, so a single set of policies, expectations, or assignments would be as counterproductive as it was disrespectful.) The curriculum isn’t just based on interest, but on *these children’s* interests. Naturally, teachers will have broadly conceived themes and objectives in mind, but they don’t just design a course of study *for* their students; they design it *with* them, and they welcome unexpected detours. One fourth-grade teacher’s curriculum, therefore, won’t be the same as that of the teacher next door, nor will her curriculum be the same this year as it was for the children she taught last year. It’s not enough to offer elaborate thematic units prefabricated by the adults. And progressive educators realize that the students must help to formulate not only the course of study but also the outcomes or standards that inform those lessons.

Some of the features that I’ve listed here will seem objectionable, or at least unsettling, to educators at more traditional schools, while others will be surprisingly familiar and may even echo sentiments that they, themselves, have expressed. But progressive educators don’t merely say they endorse ideas like “love of learning” or “a sense of community.” They’re willing to put these values into practice even if doing so requires them to up-end traditions. They may eliminate homework altogether if it’s clear that students view after-school assignments as something to be gotten over with as soon as possible. They will question things like honors classes and awards assemblies that clearly undermine a sense of community. Progressive schools, in short, follow their core values — bolstered by research and experience — wherever they lead.

What It Isn’t

Misconceptions about progressive education generally take two forms. Either it is defined too narrowly so that the significance of the change it represents is understated, or else an exaggerated, caricatured version is presented in order to justify dismissing the whole approach. Let’s take each of these in turn.

Individualized attention from caring, respectful teachers is terribly important. But it does not a progressive school make. To assume otherwise not only dilutes progressivism; it’s unfair to traditional educators, most of whom are not callous Gradgrinds or ruler-wielding nuns. In fact, it’s perfectly consistent to view education as the process of filling children up with bits of knowledge — and to use worksheets, lectures, quizzes, homework, grades, and other such methods in pursuit of that goal — while being genuinely concerned about each child’s progress. Schools with warm, responsive teachers who know each student personally can take pride in that fact, but they shouldn’t claim on that basis to be progressive.

Moreover, traditional schools aren’t always about memorizing dates and definitions; sometimes they’re also committed to helping students understand ideas. As one science teacher pointed out, “For thoughtful traditionalists, thinking is couched in terms of comprehending, integrating, and

applying knowledge.” However, the student’s task in such classrooms is “comprehending how the *teacher* has integrated or applied the ideas... and [then] reconstruct[ing] the teacher’s thinking.”[3] There are interesting concepts being discussed in some traditional classrooms, in other words, but what distinguishes progressive education is that students must *construct* their own understanding of ideas.

There’s another mistake based on too narrow a definition, which took me a while to catch on to: A school that is culturally progressive is not necessarily educationally progressive. An institution can be steeped in lefty politics and multi-grain values; it can be committed to diversity, peace, and saving the planet — but remain strikingly traditional in its pedagogy. In fact, one can imagine an old-fashioned pour-in-the-facts approach being used to teach lessons in tolerance or even radical politics.[4]

Less innocuous, or accidental, is the tendency to paint progressive education as a touchy-feely, loosey-goosey, fluffy, fuzzy, undemanding exercise in leftover hippie idealism — or Rousseauvian Romanticism. In this cartoon version of the tradition, kids are free to do anything they please, the curriculum can consist of whatever is fun (and nothing that isn’t fun). Learning is thought to happen automatically while the teachers just stand by, observing and beaming. I lack the space here to offer examples of this sort of misrepresentation — or a full account of why it’s so profoundly wrong — but trust me: People really do sneer at the idea of progressive education based on an image that has little to do with progressive education.

Why It Makes Sense

For most people, the fundamental reason to choose, or offer, a progressive education is a function of their basic values: “a rock-bottom commitment to democracy,” as Joseph Featherstone put it; a belief that meeting children’s needs should take precedence over preparing future employees; and a desire to nourish curiosity, creativity, compassion, skepticism, and other virtues.

Fortunately, what may have begun with values (for any of us as individuals, and also for education itself, historically speaking) has turned out to be supported by solid data. A truly impressive collection of research has demonstrated that when students are able to spend more time thinking about ideas than memorizing facts and practicing skills — and when they are invited to help direct their own learning — they are not only more likely to enjoy what they’re doing but to do it better. Progressive education isn’t just more appealing; it’s also more productive.

I reviewed decades’ worth of research in the late 1990s: studies of preschools and high schools; studies of instruction in reading, writing, math, and science; broad studies of “open classrooms,” “student-centered” education, and teaching consistent with constructivist accounts of learning, but also investigations of specific innovations like democratic classrooms, multiage instruction, looping, cooperative learning, and authentic assessment (including the abolition of grades). Across domains, the results overwhelmingly favor progressive education. Regardless of one’s values, in other words,

this approach can be recommended purely on the basis of its effectiveness. And if your criteria are more ambitious — long-term retention of what’s been taught, the capacity to understand ideas and apply them to new kinds of problems, a desire to continue learning — the relative benefits of progressive education are even greater.[5] This conclusion is only strengthened by the *lack* of data to support the value of standardized tests, homework, conventional discipline (based on rewards or consequences), competition, and other traditional practices.[6]

Since I published that research review, similar findings have continued to accumulate. Several newer studies confirm that traditional academic instruction for very young children is counterproductive.[7] Students in elementary and middle school did better in science when their teaching was “centered on projects in which they took a high degree of initiative. Traditional activities, such as completing worksheets and reading primarily from textbooks, seemed to have no positive effect.”[8] Another recent study found that an “inquiry-based” approach to learning is more beneficial than conventional methods for low-income and minority students.[9] The results go on and on. In fact, I occasionally stumble upon older research that I’d missed earlier — including a classic five-year investigation of almost 11,000 children between the ages of eight and sixteen, which found that students who attended progressive schools were less likely to cheat than those who attended conventional schools — a result that persisted even after the researchers controlled for age, IQ, and family background.[10]

Why It’s Rare

Despite the fact that all schools can be located on a continuum stretching between the poles of totally progressive and totally traditional — or, actually, on a series of continuums reflecting the various components of those models — it’s usually possible to visit a school and come away with a pretty clear sense of whether it can be classified as predominantly progressive. It’s also possible to reach a conclusion about how many schools — or even individual classrooms — in America merit that label: damned few. The higher the grade level, the rarer such teaching tends to be, and it’s not even all that prevalent at the lower grades.[11] (Also, while it’s probably true that most progressive schools are independent, most independent schools are not progressive.)

The rarity of this approach, while discouraging to some of us, is also rather significant with respect to the larger debate about education. If progressive schooling is actually quite uncommon, then it’s hard to blame our problems (real or alleged) on this model. Indeed, the facts have the effect of turning the argument on its head: If students aren’t learning effectively, it may be because of the persistence of *traditional* beliefs and practices in our nation’s schools.

But we’re also left with a question: If progressive education is so terrific, why is it still the exception rather than the rule? I often ask the people who attend my lectures to reflect on this, and the answers that come back are varied and provocative. For starters, they tell me, progressive education is not only less familiar but also much harder to do, and especially to do well. It asks a lot more of the students and at first can seem a burden to those who have figured out how to play the

game in traditional classrooms — often succeeding by conventional standards without doing much real thinking. It's also much more demanding of teachers, who have to know their subject matter inside and out if they want their students to “make sense of biology or literature” as opposed to “simply memoriz[ing] the frog’s anatomy or the sentence’s structure.”[12] But progressive teachers also have to know a lot about pedagogy because no amount of content knowledge (say, expertise in science or English) can tell you how to facilitate learning. The belief that anyone who knows enough math can teach it is a corollary of the belief that learning is a process of passive absorption — a view that cognitive science has decisively debunked.

Progressive teachers also have to be comfortable with uncertainty, not only to abandon a predictable march toward the “right answer” but to let students play an active role in the quest for meaning that replaces it. That means a willingness to give up some control and let students take some ownership, which requires guts as well as talent. These characteristics appear not to be as common as we might like to think. Almost a decade ago, in an interview for this magazine, I recalled my own experience in high school classrooms with some chagrin: “I prided myself on being an entertaining lecturer, very knowledgeable, funny, charismatic, and so on. It took me years to realize [that my] classroom was all about me, not about the kids. It was about teaching, not about learning.”[13] The more we're influenced by the insights of progressive education, the more we're forced to rethink what it means to be a good teacher. That process will unavoidably ruffle some feathers, including our own.

And speaking of feather-ruffling, I'm frequently reminded that progressive education has an uphill journey because of the larger culture we live in. It's an approach that is in some respects inherently subversive, and people in power do not always enjoy being subverted. As Vito Perrone has written, “The values of progressivism — including skepticism, questioning, challenging, openness, and seeking alternate possibilities — have long struggled for acceptance in American society. That they did not come to dominate the schools is not surprising.”[14]

There is pressure to raise standardized test scores, something that progressive education manages to do only sometimes and by accident — not only because that isn't its purpose but also because such tests measure what matters least. (The recognition of that fact explains why progressive schools would never dream of using standardized tests as part of their admissions process.) More insidiously, though, we face pressure to standardize our practices in general. Thinking is messy, and deep thinking is really messy. This reality coexists uneasily with demands for order — in schools where the curriculum is supposed to be carefully coordinated across grade levels and planned well ahead of time, or in society at large.

And then (as my audiences invariably point out) there are parents who have never been invited to reconsider their assumptions about education. As a result, they may be impressed by the wrong things, reassured by signs of traditionalism — letter grades, spelling quizzes, heavy textbooks, a teacher in firm control of the classroom — and unnerved by their absence. Even if their children are obviously unhappy, parents may accept that as a fact of life. Instead of wanting the next generation to get better than we got, it's as though their position was: “Listen, if it was bad enough for me, it's

bad enough for my kids.” Perhaps they subscribe to what might be called the Listerine theory of education, based on a famous ad campaign that sought to sell this particular brand of mouthwash on the theory that if it tasted vile, it obviously worked well. The converse proposition, of course, is that anything appealing is likely to be ineffective. If a child is lucky enough to be in a classroom featuring, say, student-designed project-based investigations, the parent may wonder, “But is she really *learning* anything? Where are the worksheets?” And so the teachers feel pressure to make the instruction worse.

All progressive schools experience a constant undertow, perhaps a request to reintroduce grades of some kind, to give special enrichments to the children of the “gifted” parents, to start up a competitive sports program (because American children evidently don’t get enough of winning and losing outside of school), to punish the kid who did that bad thing to my kid, to administer a standardized test or two (“just so we can see how they’re doing”), and, above all, to get the kids ready for what comes next — even if this amounts to teaching them badly so they’ll be prepared for the bad teaching to which they’ll be subjected later.[15]

This list doesn’t exhaust the reasons that progressive education is uncommon. However, the discussion that preceded it, of progressive education’s advantages, was also incomplete, which suggests that working to make it a little more common is a worthy pursuit. We may not be able to transform a whole school, or even a classroom, along all of these dimensions, at least not by the end of this year. But whatever progress we can make is likely to benefit our students. And doing what’s best for them is the reason all of us got into this line of work in the first place.

The Growth Mindset, Carol Dweck, PH.D.

Why the Growth Mindset?

When students and educators have a growth mindset, they understand that intelligence can be developed. Students focus on improvement instead of worrying about how smart they are. They work hard to learn more and get smarter. Based on years of research by Stanford University's Dr. Dweck, Lisa Blackwell Ph.D., and their colleagues, we know that students who learn this mindset show greater motivation in school, better grades, and higher test scores.

What does a Growth Mindset School look like?

Administrators support teachers' learning. They are responsive to honest feedback, rather than defensive. They seek to build their skills, and are willing to learn from their teachers.

Teachers collaborate with their colleagues and instructional leaders, rather than shut their classroom doors and fly solo. They strive to strengthen their own practice, rather than blame others. They truly believe that all students can learn and succeed—and show it.

Parents support their children's learning both inside and outside the classroom. They partner with teachers, and respond to outreach. They worry less about advocating for their children to get good grades and focus on making sure kids are being challenged and put in the effort needed to grow.

Students are enthusiastic, hard-working, persistent learners. They take charge over their own success.

What is the impact of Mindset?

Mindsets Predict Motivation and Achievement

In one study, Blackwell and her colleagues followed hundreds of students making the transition to 7th grade. They found that students with a growth mindset were more motivated to learn and exert effort, and outperformed those with a fixed mindset in math—a gap that continued to increase over the two-year period. Those with the two mindsets had entered 7th grade with similar past achievement, but because of their mindsets their math grades pulled apart during this challenging time. (Blackwell, L.S., Trzesniewski, K.H., & Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child*

Development, 78. 246-263, Study 1.)

Growth Mindset Training Boosts Motivation and Achievement

In another study, also with adolescents, Blackwell and her colleagues divided students into two groups for a workshop on the brain and study skills. Half of them, the control group, were taught about the stages of memory; the other half received training in the growth mindset (how the brain grows with learning to make you smarter) and how to apply this idea to their schoolwork. Three times as many students in the growth mindset group showed an increase in effort and engagement compared with the control group. After the training, the control group continued to show declining grades, but the growth-mindset group showed a clear rebound in their grades. (Blackwell, L., Trzesniewski, K., & Dweck, C.S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78. 246-263, Study 2).

Growth Mindset Training Narrows the Gender Gap in Math

In a third study with adolescents, students who received growth mindset training (compared to matched controls who received other instruction) showed significantly increases in both their math and verbal achievement test scores. It was interesting to note that girls who received the growth mindset training narrowed the gender gap in math. (Good, C., Aronson, J., & Inzlicht, M. (2003). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Applied Developmental Psychology*, *24*, 645-662.)

Growth Mindset Training Narrows the Racial Achievement Gap

Aronson and colleagues taught college students a growth mindset and taught the control group about multiple intelligence (don't feel bad if you don't do well in one area, you may still be smart in other areas). There was also a no-training control group. The growth mindset group showed significantly higher grades than the control groups. This was particularly true for African American students, who also showed a sharp increase in their valuing of school and their enjoyment of their academic work. (Aronson, J., Fried, C. B., & Good, C.

(2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*, *38*, 113-125.) You can read more about mindset and narrowing the achievement gap by downloading this [free report from UNC Greensboro](#).

Brainology® Improves Resilience, Behavior, and Achievement

Direct studies of the Brainology program demonstrate the efficacy of this program. In a large study in Scotland, classrooms were randomly assigned to receive Brainology. These classrooms, compared to matched controls, showed significant increases in their reading achievement test scores, as well as greater resilience in the face of setbacks and increased life satisfaction.

In a recent study of California middle schoolers, Brainology led to an increased grade point average among Latino students (compared to a matched control group), as well as improved conduct scores for students who had prior conduct problems.

See [handout summarizing results from recent studies on Brainology® and the](#)

Research shows that Intelligence is Malleable

It's also important to know that the growth mindset has been receiving scientific confirmation from cognitive psychology and from neuroscience. For example, neuroscientists tracked students during their teenage years. For many students, they found substantial changes in performance on verbal and non-verbal IQ tests. Using neuroimaging, they found corresponding changes in the density of neurons in the relevant brain areas for these students. In other words, an increase in neuronal connections in the brain accompanied an increase in IQ-test performance, while a decrease in neuronal connections in the brain accompanied a decrease in IQ-test performance. This is just what Brainology teaches. (Ramsden, S., Richardson, F.M., Josse, G., Thomas, M., Ellis, C., Shakeshart, C., Segquier, M., & Price, C. (2011). Verbal and non-verbal intelligence changes in the teenage brain. *Nature* **479**, 113–116.

See other articles about the growth mindset in [In The News](#), or read our co-founder Carol Dweck's book [Mindset: The New Psychology of Success](#).

Appendix K: Program History

In 1992, a group of parents in the Ross Valley School District, under a large grant given to the District by the Buck Foundation (then called the Marin Community Foundation) to explore innovative education, began researching an alternative education for their children. They were looking for a hands-on, experiential approach to education, which viewed the child as having the primary active role in the construction of his or her own education and learning, within a context of collaboration, dialogue, and negotiation with peers and adults, in which the teacher would take on the role of collaborator and co-learner, and in which the involvement of parents was fundamental. In their exploration process they came across what is known in the education community as the Reggio Emilia approach for early childhood education. (See article, Appendix K.) They did extensive research and visited alternative schools in the Bay Area, including Ohlone School in Palo Alto. After some years of discussion with the District, a school board elected in November 1995 based on a campaign platform on the need for choice in Ross Valley public schools agreed in the spring of 1996 to the creation of the then-named Innovative Learning Community (“ILC”). The ILC was inspired by the philosophy of Reggio Emilia and founded on the core belief that children learn by constructing their own knowledge within the context of relationships with peers, teachers, and parents, and that the teacher is a guide and facilitator who collaborates, co-learns, and researches with the students. These principles are elements of a tradition called progressive education, which incorporate these components: attending to the whole child, community, collaboration, social justice, intrinsic motivation, deep understanding, and active learning.

The parents of the ILC were deeply involved in forming the approach to the curriculum, establishing the structure and hiring the initial teaching staff based on this Reggio Emilia approach. The ILC’s first year was in 1996 with three multi-age classes. The program formed slowly through its first four years, guided primarily by parents and teachers with minimal District administrative involvement.

In January 2001 the school District administration and a new Manor School Principal assumed some of the program’s administrative responsibilities, and an Advisory

Board, which included the principal, was formed to guide program governance. This Advisory Board Structure – with teachers having three votes, parents four, and the administrator one – has for 15 years operated on the basis of consensus. As a practical matter, however, when any two of the three represented interests has agreed on something, the third interest group most often has found a way to accommodate. This practice of collaborative self-governance has been critical to empowering the teachers and parents and allowing them to model a MAP Core Belief for the students, namely that a thriving and joyful learning community has inclusive decision-making structures that foster teacher and parent engagement, collaboration, and shared ownership of the committed work of graduating students who are critical thinkers and creative problem solvers prepared for the 21st Century.

In the ensuing years, the program was renamed the Multi-Age Program and significant documented formality was added to the program including MAP Fundamentals, MAP Philosophy, MAP Handbook, MAP Enrollment Procedures, MAP Field Trip Guidelines, and MAP Parent Volunteer Guidelines.

As demand for the program grew, the Ross Valley School District authorized the expansion of MAP to meet this demand. An additional K/1 class was approved by the RVSD Board of Trustees in the 2003-2004 school year, and as this class progressed through the next four years, it resulted in the establishment of a second three-class strand, for a total of six classes.

Throughout its history, MAP students have enjoyed hands-on experiences, integrated thematic learning, collaborative problem solving, creative thinking, visual and performing arts, and community traditions, while mastering basic skills and knowledge as set forth in state-adopted standards. Parents have been very involved in the program from the start, serving on the MAP Advisory Board, coordinating community-building events, and supporting student learning in the classroom.

MAP has continued to flourish as it has gained stability. Four of the current six teachers have taught in the program for 10 or more years, and the other two have been teaching in MAP for 5 and 9 years. There is consistent parental interest in the program, with a wait list of more than 100 students throughout the grade levels. Parent satisfaction in the program is evidenced by the fact that 97% of children who have entered MAP, a program of choice, in the last five years have remained in the program. MAP students' scores on standardized tests are in the same range as the average test scores in the rest of RVSD, which is a high performing District. MAP

students transition well to White Hill Middle School, with GPAs at or above the average of all White Hill students.

We feel grateful to the Ross Valley School District Trustees and administrators for providing us the space and support we have needed over most of these 19 years, to seed the Program and allow it to evolve to its current state. We feel becoming a charter school is a natural step in our evolution, and believe it will be beneficial for the Ross Valley community.