

**ADELANTE CHARTER SCHOOL
OF
SANTA BARBARA**

RENEWAL CHARTER 2014

**SUBMITTED TO
SANTA BARBARA UNIFIED SCHOOL DISTRICT
FEBRUARY 11, 2014
Revised 4/17/14**

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*Adelante Charter School acknowledges the contributions of the Founding Members
of
César Estrada Chávez Dual Language Immersion Charter School*

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

In reviewing petitions for the establishment of charter schools the chartering authority shall be guided by the intent of the legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

The Charter Schools Act (Education Code Sections 47600, et seq.) requires each charter school to have a "charter" that addresses, at a minimum, the sixteen mandatory elements of the Act.

AFFIRMATIONS/ASSURANCES

- Adelante Charter School (“ACS” or “School”) shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute.
- ACS shall be non-sectarian in its programs, admissions policies, employment practice, and other operations.
- ACS shall not charge tuition.
- ACS shall admit all pupils who wish to attend the school subject only to capacity and program. If the number of pupils who wish to attend the ACS exceed the School’s capacity, attendance (except for existing pupils of ACS, their siblings and children of faculty) shall be determined by a public lottery.
- ACS shall not discriminate on the basis of actual or perceived race, ethnicity, nationality, religion, gender, sexual orientation, language, disability, 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.
- ACS 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 American with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- ACS shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act.
- ACS shall ensure that core teachers in the Charter School hold a California Multiple Subject Teaching Credential with BCLAD authorization, permit, or other document equivalent to that which a teacher in other public schools are required to hold. Only as allowed by Education Code Section 47605(l), flexibility will be given to non-core, non-college preparatory teachers.
- New teachers will participate in BTSA/Teacher Induction Program through the Santa Barbara County Education office, following the same requirements as the Santa Barbara School District.
- ACS shall at all times maintain all necessary and appropriate insurance coverage.
- ACS shall maintain a minimum reserve requirement for the school’s unrestricted ending fund balance of 3% or as delineated in the MOU. The reserve shall be calculated as a percentage of ACS’s total unrestricted expenditures.
- 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.

- ACS shall on a regular basis consult with its parents and teachers regarding the education programs.
- ACS shall operate a single charter school within the geographic jurisdiction of the District, and shall not serve grade levels not served by the District.
- ACS shall follow any and all federal, state, and local laws and regulations that apply to the charter school including, but not limited to the following:
 - ACS shall comply with applicable provisions of the Brown Act.
 - ACS shall meet or exceed the legally required minimum of school days (currently set by Title 5 of the California Code of Regulations Section 11960 at 175 days).
 - ACS 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).
 - ACS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - ACS shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - ACS shall comply with all applicable portions of the Elementary and Secondary Education Act.
 - ACS shall comply with the Public Records Act.
 - ACS shall comply with the Family Educational Rights and Privacy Act.
 - ACS shall comply with any and all State Board of Education regulations applicable to charter schools.
 - ACS shall comply with any jurisdictional limitations to locations of its facilities.
 - ACS shall submit to the District the annual LCAP
 - ACS shall comply with the National School Lunch Program if ACS receives funding under this program.
 - ACS's facilities shall meet state and local building codes, and federal requirements including the Americans with Disabilities Act.
- ACS shall continually strive for a healthy, collaborative, synergistic relationship with the District.
- Adelante Charter School and the Santa Barbara Unified School District shall comply with all applicable state and federal laws, this charter, the provisions of the MOU, Facilities Use Agreement, and Nutrition Services Agreement.

I. INTRODUCTION

Adelante Charter School offers a Two-Way Immersion (TWI) Spanish/English educational program committed to cultivating academic excellence in both languages, celebrating multiculturalism, innovation, creativity and the arts, while also promoting the development of a learning community in which students and adults use effective communication, conflict resolution, and problem solving skills to prepare for success in the 21st century global economy. Adelante provides a small-school environment with a family-like feel. Parent support and engagement is a critical component to Adelante's current and future successes. Adelante families have made a conscious decision to support their children as they develop into bilingual, biliterate, and multicultural learners.

Adelante Charter School (ACS) is deeply rooted in the original vision and mission of the previous César Estrada Chávez Dual Language Immersion Charter School. In the spring of 1999, its founding members started a community-based initiative with support from the Santa Barbara School District. The charter school developers were comprised of a team of educators, parents, representatives of community-based organizations, and civic leaders who were committed to outstanding long-term academic achievement, fluency and literacy in Spanish and English for all students. César Estrada Chávez Charter School was granted a five-year charter on July 26, 2000 from the Santa Barbara School Board of Education. In the fall of 2000 the charter school opened with two classrooms and 40 students in grades kindergarten, first and second. The goal of the charter school was to provide a K-6 program.

César Estrada Chávez Charter School had its charter renewed for five additional years in 2005. The school grew faster than anticipated and unfortunately, critical elements of the two-way immersion model were lacking, specifically Professional learning in language acquisition, use of the guiding principles of the TWI model, and accountability measures for students and teachers. The student achievement data reflected the need for a drastic change in the instructional model and the need for strong leadership to guide the efforts.

In response to the data, a team representative of educators, parents and community members began meeting in the spring of 2009 and began to develop a new educational plan for César Estrada Chávez Charter School. After a tumultuous year and the very real threat of school closure, Adelante Charter School was established with a new charter, new instructional model, new instructional leader and strong collaboration with the Santa Barbara School District. Adelante Charter School continues to be based on the original vision of the César Estrada Chávez Charter School founders and the core values of César Chávez.

Adelante was granted a four-year charter after meeting specific conditions from the Santa Barbara School Board of Education and officially opened in the fall of 2010. Adelante implemented the 90:10 TWI model where 90% of the instructional minutes are delivered in Spanish for all students in Kindergarten and 1st grade and where the percentage of time in Spanish decreases as students move through the grades until they reach 5th and 6th grades where the time spent in Spanish and English is equal, 50/50. The quality of teaching and learning was addressed as extensive Professional learning, resources and

other school improvement efforts were supported by a million dollars School Improvement Grant that was awarded as of the 2010 school year. The staff is stronger, students have access to quality instruction and resources, the learning environment has improved significantly and parent involvement has increased. As of 2010, the community experienced continuous growth most recently achieving an API score of 763.

Families in the community have a greater interest in ACS as the school continues to demonstrate a strong dedication to academic excellence and high quality two-way immersion instruction. In addition, ACS has operated as a responsible direct-funded charter school in designing its own long-term plans; engaging in curriculum development and student assessment; hiring, training, and supervising staff; managing budget and fiscal operations; and maintaining the facility. As a united force, parent, staff and community partnerships contribute to the quality two-way immersion program.

The successes Adelante Charter School has experienced over the last four years include:

Increase in API of 115 points from 2009 to 2013

Consistently exceeding the API growth target each of the last four years

Consistently meeting and exceeding the API growth target both school wide and in all student groups each of the last four years

Increase in the number of English Language Learners redesignated to R-FEP

Increase in student enrolment from 238 in 2010 to 247 in 2013

Outstanding parent involvement/participation

Participation in the Computers for Families program

Latino Literacy Project

Providing parent workshops for *Parent Project*

Partnering with Santa Barbara Dance Institute

Implementing the Transformation Model of the School Improvement Grant

Financial support from the Fund for Santa Barbara

Financial support from the Wharton Foundation

Financial support from Montecito Bank and Trust

Recognition as an Ocean Guardian School Grant (NOAA), 2012-2013, 2013-2014

Downtown Holiday Parade- Grand Prize 2009, 2013

UCSB partnerships: *Adelante con tu futuro* – athletics, mathematics, and creative arts

Annual Día de Los Muertos community event held at Casa de la Guerra

Kids in Nature (KIN)

SciTrek

MERITO Academy

Wishtoyo

Catalina Island Marine Institute (CIMI)

Let's Grow/School gardens – K-2nd grades

Village Properties Grants

Teachers present at ATDLE Conference

Rotary Club- Teacher of Excellence

Teacher initiated Monterey Bay Aquarium 3rd grade trip

Wilderness Youth Project- 6th grade

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

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

MISSION

The mission of Adelante Charter School is to develop bi-literate, multi-cultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community and their world to create a more just and equitable society.

TARGET STUDENT POPULATION

Adelante Charter School will educate students in a two-way language immersion program housed in the Santa Barbara Unified School District, utilizing the resources of the surrounding community, businesses, and colleges/universities. The program will serve children in grades K-6 who live in the surrounding neighborhood and in neighboring cities whose parents either work in Santa Barbara or choose the two-way immersion program for their children. ACS is the only school in the Santa Barbara area at this time that offers instruction through two languages with the goal of bilingual proficiency by sixth grade for both English and Spanish speakers. ACS seeks to include students that represent the cultural, linguistic, and socioeconomic diversity of the communities served. The ideal language balance includes 1/3 Spanish only students, 1/3 bilingual, and 1/3 English only students. Language dominance is determined through parent responses on the Intent to Enroll Form and the Home Language Survey.

ACHIEVING RACIAL AND ETHNIC BALANCE

ACS will implement student recruitment strategies and a scheduled enrollment process that includes, but is not limited to, the following elements or strategies to help ensure a racial/ethnic and language balance among students reflective of the district.

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.

Enrollment Schedule: The school accepts enrollment applications on an on-going basis. As the school prepares for a new school year, the Open Enrollment time period is from January to February. Once the enrollment window is closed and the lottery conducted (as needed), the school continues to accept enrollment applications and maintains a waiting list in the event of an opening. The lottery is conducted the 2nd or 3rd Saturday of February at 10 a.m. (See page 49.)

- The appropriate development of promotional and informational materials in both English and Spanish to appeal to both target language populations of the school.

The promotional materials include a brochure, posters, notices in local publications i.e. The Independent, Family Life Magazine, and information about the school is on the website. The notices in the publications are submitted in December to be published in January. The printed materials are always available and updated, as needed.

- The distribution of promotional and informational materials to a broad variety of groups represented in the community.

The materials are distributed in October and upon request, to preschools in the community and are distributed during events in the community where the school is participating. Materials are distributed during school events – especially Día de los Muertos, the annual fall event that is held downtown. In the fall, the school is promoted with an advertisement in The Independent and Family Life Magazine for the annual Back-to-School issue. The school's parent coordinator oversees the distribution of these materials

- Outreach meetings in various areas of the community to reach prospective students and parents.

The staff of Adelante attend parent meetings at preschools where the student population is reflective of the target population for achieving racial and ethnic balance. The schools' parent coordinator at the beginning of the school year schedules meetings and presentations. The staff makes presentations to organizations as requested. The school's parent coordinator schedules the outreach meetings.

The Adelante Charter School Strategic Plan includes goals with objectives and an action plan that directly support the achievement of racial and ethnic balance. The first goal is to develop an outstanding dual-immersion academic program. The objective addresses high academic achievement for all students. We have experienced an increase in student enrollment and an increase of white students as the school has improved student achievement. In the 2013-14 school year, the percentage of white students was 5.3% and we experienced an increase to 7% in the 2013-14 school year. The projected percentage of white students for the 2014-15 is 8%. We attribute this steady increase to the changes in the academic program as reflected in increased student achievement.

The ACS Board of Directors recently approved the allocation of funds to address goal #3 of the Strategic Plan, "Develop strong name recognition in the Santa Barbara community". The objectives address the securing of public relations materials, the securing of a tagline, a new school logo, a new website, the formation of a press team, the strengthening of community alliances and event outreach. Staff members, board members and committees have been delegated these responsibilities with timetables through 2014.

An additional goal that addresses ethnic/racial balance is the goal #4, "Increase Family Engagement". The actions include the identification of activities to overcome family engagement barriers and to create an ACS Family Engagement Handbook. As a school on the Eastside of Santa Barbara, it is important to address

the challenges and insure that all families are comfortable with having their children attend the school.

Finally, we continue to address the appearance of the campus and maintain classroom environments that are conducive to learning. The addition of a new restroom facility in January 2014 has greatly improved the campus and provides the students with an adequate number of bathrooms and drinking fountains.

April 7, 2014

EDUCATIONAL PHILOSOPHY

The ACS community believes ... the best setting for educating linguistic minority pupils - and one of the best for educating any pupil - is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement. (C. Glenn, 1990).

ACS is dedicated to inspiring each child to realize his/her unique potential. Central to the educational philosophy is the belief that children learn best when:

- There are high standards and expectations for all.
- They become active participants in, not mere recipients, of their education.
- A positive school culture is developed that respects diversity and multiculturalism.
- Parents and community are seen as essential partners.
- The language and culture of all families are valued and embraced.
- They are provided a positive, respectful learning environment, where students take responsibility for their actions, choices and learning.
- Collaboration and positive interaction among peers is facilitated.
- They are offered meaningful high quality instruction.
- They are given opportunities to use technology to access and share knowledge across the content areas.
- Teachers reflect and differentiate instruction based on students needs.
- Teachers are given time to collaborate and plan instruction based on formative assessment and student needs.
- Teachers and staff are provided high quality Professional learning to ensure they are implementing best practices and current research.

PARENT INVOLVEMENT

Adelante Charter School philosophy affirms the vital role that parents play in the success of their child's education and the success of the school. Parents are seen as essential partners with the school, involved in every aspect including school governance.

Research shows that when parents become involved in school activities, children's general school behavior improves (Levenstien, 1974), academic achievement increases (Walberg, 1984; Cummins, 1986), achievement gains are sustained (Goodson & Hess, 1975), and language performance improves significantly (Bermudez, 1988). Epstein, at

John Hopkins, found that family involvement in a child's education has a higher correlation with academic success than any other factor external to the school, including the educational status and socio-economic status of the family. Student performance is improved when parents are knowledgeable about the school and its programs, have timely information about their child's performance, frequently interact with the teachers, and are able to support their child at home.

To this end, parent participation in ACS programs and activities is a requirement. All families are required to volunteer a minimum of 50 hours per year. Parents may volunteer in classrooms, provide yard supervision, chaperone field trips, improve and maintain the campus, provide specialized support, fundraise, serve on the Board of Directors, and help with internal communications. Parents will also have the option of providing service outside the school day. Parents are also expected to commit to the following:

- Attend parent conferences, three each year.
- Attend Back to School Night.
- Bring child to school on time and pick-up child on time.

ACS is fortunate to have exceptional parent participation and positive feedback regarding satisfaction of the school. Parent participation hours are logged and reported to the Board of Directors and the school community. This data is presented at the trimester and at the end of the school year. In the 2012-13 school year, a total of 4579 hours were recorded. The annual parent satisfaction survey of fall 2013 informed the school that 96.5% of the parents agree with the statement that they have a positive association with the school and are pleased to have their child enrolled at Adelante.

The parents of ACS can participate in a variety of ways including:

ACS Board of Directors

School Site Council/Curriculum Committee

PTSO (Parent, Teacher, Staff Organization)

Classroom Lead Parents

Garden Committee

The Parent Project/Padres Adelante

Latino Literacy Project

School Beautification Committee

Classroom Volunteers

Fieldtrip Chaperones

EDUCATION FOR THE 21ST CENTURY

The 21st century is characterized by an expanding, technology driven, complex and changing global community. Responsible and effective citizens will need to communicate clearly and work cooperatively with others from diverse backgrounds. They will need highly developed problem solving skills and the oral, written, cross-cultural and interpersonal skills to effectively communicate in more than one language.

As educated persons in the 21st century, students will need to be college and career ready after high school. ACS prepares students for success in the secondary schools by providing them with:

- **Academic Excellence**

Adelante Charter School is focused on developing a school climate of achievement where students are recognized for their hard work and success while maintaining high expectations for all learners. Teachers are trained and supported in effective and innovative instruction. Students, families, and ACS staff work together to nurture a school culture that recognizes the benefits of and satisfaction that comes from learning as well as an expectation of learning and achievement for all.

- **Bilingualism and Biliteracy**

All students will become effective communicators who demonstrate proficiency in reading, writing, listening, speaking and presenting information in English and Spanish. Students will develop high levels of literacy in both languages through the Common Core State Standards, Next Generation Science Standards and adherence to the Guiding Principles in Dual Language Education. ACS believes that being bilingual and biliterate benefits all students and, in turn, their local and global communities.

- **Multicultural Competence**

Students will demonstrate high levels of cross-cultural understanding, appreciate key aspects of the culture of their second language and their own. They will be able to compare/contrast other cultures, leading to respect and appreciation of ethnic diversity, cultural pluralism, and individual differences.

- **Social Skills and Social Responsibility**

ACS will foster a strong sense of responsibility, confidence, self-motivation, and the leadership skills necessary for success in the classroom and beyond. Students will be encouraged to think critically, analyze, question, collaborate and resolve conflicts peacefully. They will learn to work effectively with others, to help each other and contribute to their community as preparation for the skills required in a global society.

- **Student Centered Instruction**

Teachers will deliver student centered instruction to support academic achievement. Instruction will incorporate students' interests, experiences and ideas, requiring them to be active and responsible participants in their own learning. Special attention will be placed on providing context and opportunities to transfer and apply knowledge to a variety of situations. Students will become self-motivated life-long learners.

- **Innovative Learning Methods**

Students learn through a process of inquiry and reflection. They will participate in curriculum structured around projects, activities and the use of supportive technology that allow the learner to be actively engaged in the process and gain a deeper understanding and greater retention of the curriculum. Students will teach and learn from each other by working collaboratively in cooperative groups, leading to genuine, meaningful and long-lasting learning. Project and problem-based learning will provide opportunities for students to develop problem-solving skills and innovative design thinking to meet the demands of an ever-changing society.

GOALS

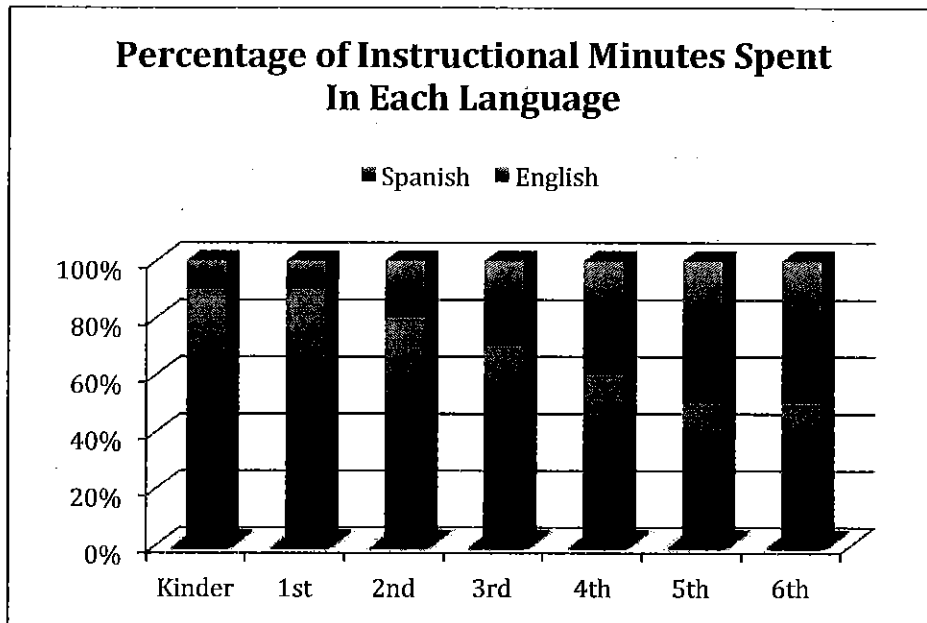
ACS will provide students with the tools to become bilingual, academically and socially competent, self-motivated, lifelong learners in a technologically advanced and diverse global society. ACS's goals for its students include but are not limited to:

- Students will demonstrate annual progress to meet established targets on standardized tests starting with Smarter Balanced Assessments in 2015
- Students will demonstrate measurable growth in all school wide learning assessments, both formative and summative in the areas of reading, writing, English language development, mathematics, science, social studies, physical education, art and music.
- Students will demonstrate high levels of achievement in both their first and second languages by 6th grade.
- Students will exhibit the capacities of a literate individual as described in the Common Core State Standards for Literacy and the Standards for Mathematical Practice as well as the Scientific and Engineering Practices of the Next Generation Science Standards see Appendix A.
- Students will demonstrate that they are self-directed learners by exhibiting initiative, independence, persistence in learning, self-discipline and curiosity.
- Students, staff, administration and community are aligned with an expectation of academic excellence, cultivating a climate of achievement.
- Students will demonstrate a love of the natural world and the capacity to understand and care about humans' relationship to all life on earth.

PROGRAM ELEMENTS

TWO-WAY IMMERSION MODEL: 90/10

ACS provides a 90/10 Spanish/English TWI program. The following graphic shows the amount of time spent in Spanish vs. English at each grade level.



BENEFITS OF TWO-WAY IMMERSION PROGRAMS

The two-way immersion model is based on over thirty years of research on effective programs for English Learners (ELs) and English Proficient (EP) students (Genesee & Lindholm-Leary, 2009). Recent reviews of research support the two-way immersion model as one of the best ways to promote the highest bilingualism, biliteracy and academic success in ELs (Genesee, Lindholm-Leary, Saunders & Christian, 2006; Goldenberg, 2008; Lindholm-Leary & Genesee, in press). Further, over twenty years of research documents the effectiveness of two-way immersion programs for EP students (e.g., Howard, Christian & Genesee, 2004; Lindholm-Leary & Howard, 2008).

There are three underlying assumptions of two-way immersion education (Lindholm and Dolson, 1989; Ramírez, 1992; Lindholm-Leary, 2001; Thomas & Collier, 2002; Lindholm-Leary & Borsato, 2006):

- Language minority students (ELs) best acquire a second language when their first language is firmly established. A second language is best developed by language majority students (EPs) through immersion in that language.

- Students who participate in additive language programs, which facilitate the acquisition of a second language at no cost to their first, demonstrate higher levels of language proficiency, achievement and self-concept. This is true for ELs and EPs.
- Immersing EPs in the target (Spanish) language will promote higher levels of second language proficiency; while immersing ELs in their native language will produce not only higher levels of proficiency in their native language, but also higher levels of English proficiency. This may be partly explained because English is the dominant language and therefore more easily learned than the target language.
- Knowledge learned through one language paves the way for knowledge acquisition in the second language. Thus, students who learn content in one language are expected to demonstrate content knowledge in the second language once they acquire the language skills to express that knowledge. As part of the National Literacy Panel on Language-Minority Children and Youth, Francis and colleagues (2006) examined studies that compared programs that provided literacy instruction through a student's native language (bilingual program) with programs that provided literacy and other instruction only through English. Their conclusion was that:

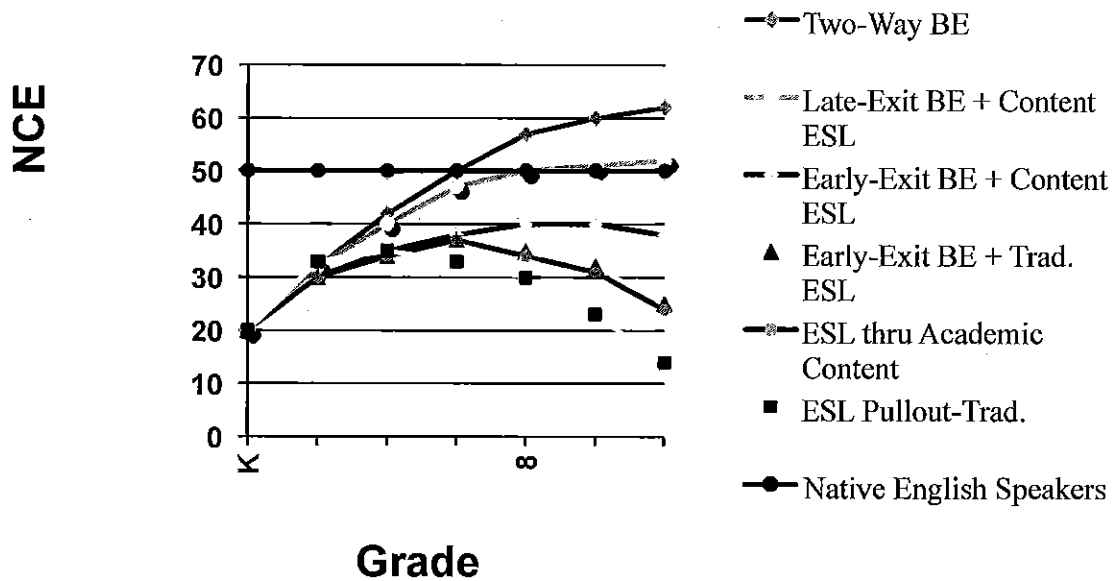
Overall, where differences between two instructional conditions were found in the studies reviewed, these differences typically favored the bilingual instruction condition. This is the case for studies conducted with students in both elementary and secondary schools, and with students possessing a range of abilities. (p. 398)

- Students need to reach a certain level of native language proficiency (verbal, reading, and writing) to facilitate higher levels of second language development and bilingual proficiency. Long-term cognitive advantages of bilingualism will not accrue until the student has sufficiently developed both languages. Such advantages include more creative thinking, greater mental flexibility, ability to think more abstractly, and superior concept formation (Cummins, 2006). An important body of research has emerged over the past two decades demonstrating that advanced levels of bilingual proficiency are associated with several significant language and cognitive advantages (e.g., Altarriba & Heredia, 2008; Bialystok 2008; Chin & Wigglesworth, 2007). The bilingual advantage has been demonstrated consistently in cognitive abilities related to creativity, attention, inhibition, monitoring, and switching focus of attention. Also, bilinguals show an advantage over monolinguals in word awareness and syntactic awareness tasks (Bialystok, 2006) and in literacy tasks (Genesee & Lindholm-Leary, in press; Riches & Genesee, 2006).

ACS's educational program is based on strong and consistent research derived from high quality bilingual education programs that have shown high rates of academic success in both English and the minority language for English learners (Francis et al, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Krashen & Biber, 1988; Lindholm Leary, 2000; Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Genesee, in press; Ramirez, Yuen and Ramey, 1991; Tempes, 1984-85; Thomas & Collier, 2001; Willig, 1985). These studies document the numerous benefits of extended native language instruction, including initial literacy instruction for ELs in quality programs.

National program effectiveness findings show that enrichment one-way (developmental or bilingual maintenance) and two-way bilingual immersion programs are “the only programs that assist students to fully reach the 50th percentile in both L1 and L2 in all subjects and to maintain that high level of achievement.” Schools implementing high quality two-way immersion programs can expect one-fifth to one-sixth of the achievement gap for English learners to close each year (Thomas & Collier, 2002). Additionally, two-way programs have more students who pass the high school exit exam (Lindholm-Leary, 2010) and fewer high school dropouts (Thomas and Collier, 2001).

English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models



Two-way immersion programs have shown significant results in closing the achievement gap for Latinos, which has remained a persistent problem in the United States. Two-way immersion programs give equal status to both languages and typically enroll Latino students alongside non-Latino students, providing the additional advantage of fostering positive intergroup relations and increasing Latino students' social capital, as the Latino students are fully integrated with their middle-class peers (Morales & Aldana, 2010).

Equally important, research from foreign language immersion programs demonstrates that native English speaking students (EPs) can achieve superior scores on measures of second language proficiency while performing scholastically at a level equal to or higher than their peers who have received all of their elementary school education in English (Campbell, 1982). By third or fourth grade they usually score at least as high as EPs from monolingual classrooms on standardized tests of reading achievement. (Genesee, 1987; Lindholm-Leary, 2001, 2005; Lindholm-Leary & Howard, 2008; Lindholm-Leary, Molina, 2006). Students who have studied a foreign language score higher overall on the SATs - and this advantage increased for each additional year of language study. (M. Paige, Center for Advanced Research in Language Acquisition at the University of Minnesota, 2003). Furthermore, learning a second language early on allows children to

develop more native-like pronunciation and gives them more time to develop proficiency in that language.

Lindholm-Leary (2006) concluded that all groups may benefit from two-way immersion education. For every group of students considered (EL, R-FEP, EP, Latino, Free and Reduced Lunch, Special Education), each group scored equivalent or superior to comparison averages in California for that group after completing a two-way immersion program. The benefits are magnified when it is taken into account that students from two-way immersion programs are bilingual and biliterate.

A solid two-way immersion program also provides students with important socio-emotional skills. Two-way students, who spend considerable time in peer-to-peer and group interactions, show high levels of multicultural competence, positive attitudes toward other languages and cultures and toward students who are different from them. In addition, these students are motivated and value their experience in learning through two languages and cultures (deJong, 2009; Lindholm-Leary, 2009; Lindholm-Leary & Borsato, 2004). This atmosphere of inclusiveness in the dual-language environment meets the cultural needs of minorities and provides opportunities for them to experience the world of their non-minority peers. Just as important, non-minority students expand their worldview and respect for the customs and experiences of others (Thomas and Collier, 2001).

FIDELITY TO THE TWI MODEL

ACS adheres to the key principals of successful TWI programs, each year the program is reviewed using the following tool:

- Guiding Principles for Dual Language Education, Lindholm-Leary, 2008 (A school-wide tool for planning, self-reflection and growth). The tool is divided into seven strands, which reflect the major dimensions of dual language immersion program and planning. Each strand is divided into guiding principles, which were found to be most effective in achieving successful student outcomes in dual language programs. The strands are as follows:
 - Assessment and Accountability
 - Curriculum
 - Instruction
 - Staff Quality and Professional learning
 - Program Structure
 - Family and Community
 - Support and Resources

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM) FOCUSED

Adelante Charter School offers a STEM focused program for all students. ACS is committed to providing an articulated approach to developing STEM literacy K-6 and providing adequate time and resources to ensure student success. Research clearly indicates that early and repeated exposure to STEM subjects is essential for cultivating both future interest and future aptitude in STEM subjects (Successful K-12 STEM Education: Identifying Effective Approaches). Students are offered a yearlong inquiry

based science and math program that incorporates project and problem based learning as well as engineering/design opportunities. Language Arts is carefully integrated into the content areas. Academic language development and elevated student discourse are areas of focus in the STEM disciplines. ACS gives special attention to developing environmental literacy and connecting children and their learning experiences to the natural world whenever possible. ACS students participate in many field trips and outdoor experiences. ACS provides students the opportunity to develop their own identity as STEM learners through these rich experiences and the practices of science, mathematics and engineering.

SPECIFIC SUBJECT INSTRUCTION

- Language Arts

The goal of the language arts program is to develop successful lifelong readers and writers in both Spanish and English, individuals who read for pleasure and express themselves confidently in both their writing and through oral discourse. With the implementation of the Common Core State Standards many of the language arts standards are taught through integrated units in science, social studies and mathematics where projects and presentations using technology are essential for demonstrating mastery. Reading and writing are integrated into the content areas throughout the school day in both English and Spanish. Students engage with a balance of literature and informational text with complexity increasing through the grades. ACS has a school-wide focus on writing with a goal of increased quantity and complexity of writing in all subject areas and grades.

- Mathematics

Mathematics instruction is based on the inquiry-focused units of study of Context for Learning and is aligned to the Common Core State standards. Computational fluency is developed in concert with a child's developing number sense. Students use a variety of strategies in computation and problem solving and learn to represent their thinking with appropriate models (number lines, area models, etc.). Students beginning in Kindergarten must be able to explain their thinking processes as they interact with other students and the teacher as well as communicate their strategies and findings in writing.

- Science

The science program follows an inquiry-based approach developed around hands-on investigations that engage the learner in the practices of scientists and engineers. Students learn through a cohesive articulated curriculum, Full Option Science System (FOSS), where concepts build on each other leading students to a more comprehensive understanding of the content. The science program encourages curiosity, critical thinking skills, a close connection to the natural world and supports the integration of language arts and math. The science

program is aligned to National Science Framework and supports the Next Generation Science Standards. Science is used as a means of developing high levels of academic language in English and Spanish. All students use science notebooks as a tool for learning. At ACS science-centered language development is one of the strengths of the STEM-focused program. Science is highly engaging and students are eager to use scientific language to communicate. Teachers support students to engage in elevated levels of oral discourse around their learning as well as communicating their ideas in writing with attention given to making claims and supporting those claims with evidence and evidence-based reasoning. In addition to the FOSS program, Adelante collaborates with UCSB, Kids in Nature, SciTrek, NOAA's Ocean Guardians, the Monterey Bay Aquarium, the MERITO Academy, Explore Ecology, Wishtoyo, Let's Grow garden projects, Catalina Island Marine Institute (CIMI) and Wilderness Youth Project. ACS places a high-priority on field experiences even for its youngest students.

- Social Studies

Students increase reading and writing literacy through the context of standards-based social studies curriculum. Students learn social studies both in the classroom and in the surrounding environment through field trips to local historical and cultural sites as well as in the context of other subjects through cross-curricular integrated projects and units of study. There is a focus on developing literacy and critical thinking skills as well as the use of technology for research and presentations. Literature, group and individual projects, and research skills create the foundation for the upper grade classes (4-6) while the lower grades (K-3) focus on the duty of the individual and cultural understanding, in accordance with state standards.

- Visual and Performing Arts

The visual art program will continue to plan an emphasis on Latin American art and artists. Art instruction will be based on the philosophy of art education developed by the Getty Foundation, Comprehensive Arts Education (CAE). It incorporates four components: art history, art production, art criticism and aesthetics. The program will be sequential in design and integrated into the Common Core Standards of Language Arts and mathematics with the California State Standards of the Visual Arts. Students will gain an understanding of art as symbolic language and of its historical and cultural context. They will continue to develop their skills and knowledge of a variety of techniques including sculpture, printmaking, painting, drawing and ceramics.

- Students will be provided with important musical concepts giving special attention to multicultural traditional songs and games in accordance with the mission of Adelante. The music program also incorporates use of instruments appropriate for grade levels and student learning is showcased at school events.
- The on-going partnership with Santa Barbara Dance Institute (SBDI) provides students the opportunity to not only develop their physical abilities but to value

artistic expression and develop a personal standard of excellence. Students in grades 3 and 4 attend a weekly dance class. Students in grades 5 and 6 have the opportunity to be part of an after-school dance group. All of these students prepare for a dance performance that is held in the spring.

- Technology

All students have access to technology and ACS will continue to increase the frequency of technology use by students. Students in kindergarten, first and second grades have access to desktop computers and an iPad® in small group instruction. Students in 3rd grade share a MAC® laptop cart and in grades 4th – 6th, every student has access to a MAC laptop. Students have the technology necessary for the Common Core, Smarter Balanced Assessments. An Apple TV® is in most classrooms where teachers use the technology as a tool for instruction, research and presentations.

Teachers utilize image-rich media to make learning more relevant for second language learners, and more engaging for all students. Teachers are trained to incorporate Visual Thinking Skills and Thinking Routines (Harvard Project Zero) with the projection and discussion of visual arts, photography including current events, and student-created work.

- Physical Education

The K-6 physical education program provides students 200 minutes of instruction every 10 days. The focus of the program is on physical fitness where students learn the skills and knowledge to be physically fit along with developing a sense of confidence and a positive attitude. The goals of the PE program are as follows:

- Develop and maintain acceptable levels of physical fitness
- Develop a variety of movement and manipulative skills to experience success
- Establish goals for fitness and healthy fitness food choices
- Enjoy and seek out physical activity
- Develop the ability to cooperate and collaborate with others

- Life Skills

Students are engaged in activities on a weekly basis to reinforce the life skills or the agreements of a TRIBES LEARNING COMMUNITY: Mutual Respect, Participation, Attentive Listening and Appreciation. As part of the history of the school, students also learn about and practice the Core Values of Cesar Chavez: Acceptance of All People, Celebrating Community, Respect for Life and the Environment, Non-Violence, Innovation, A Preference to Help the Most Needy,

CLASSROOM BASED INSTRUCTIONAL STRATEGIES

ACS teachers participate in weekly Professional learning sessions. The staff functions as a Professional Learning Community (PLC) and regularly reviews student data to refine instructional practices and ensure the ongoing effectiveness of the program.

ACS teachers consistently hold students to rigorous academic standards employing strategies proven effective in second language acquisition. Since all students are learning another language at ACS, teachers must implement instructional strategies that enable students to learn both content and language, which carry their own cognitive demands. The following practices are foundational to ACS's success:

- Specially Designed Academic Instruction in English (SDAIE)

Specially Designated Academic Instruction in English (SDAIE) is an approach to teaching academic content to English learner students in English and focuses on increasing the comprehensibility of the content. Critical elements include addressing content, connections, comprehensibility and interactions.

- Guided Language Acquisition Design (GLAD)

Project GLAD practices are implemented to promote English language acquisition, academic achievement, and cross-cultural skills. Project GLAD develops meta-cognitive use of high level, academic language and literacy. Providing authentic opportunities for students to use academic language, and increase the use of oral language for negotiation, meaning and cross-cultural interaction.

- Sheltered Instructional Observation Protocol (SIOP)

Instructional strategies based on the SIOP model are scientifically based for teaching students who are learning academic content in a second language. Strategies from the SIOP include identifying academic language to be taught explicitly in each lesson, using appropriate formative and summative assessment tools, and using different participatory structures to enhance language use and elicit extended academic discourse in students' second language.

- Cooperative/Collaborative Learning

Special attention will be paid to grouping students, since research on successful two-way immersion programs indicates that: "Classrooms should include a balance of students from non-English and English backgrounds who participate in instructional activities together," and, "Positive interactions among students should be facilitated by the use of strategies such as cooperative learning." (Lindholm, K. 1990) Heterogeneous groupings during the Spanish and English portions of the day provide students with opportunities to assist and learn from one another, allowing second language acquisition to occur naturally. Students will engage in activities centered on

problem solving and investigation, encouraging students to work toward common academic goals. A vivid example of interdependence can be found in the relationship between language-minority and language-majority students in two-way immersion programs. Native and non-native English speakers must work together to become bilingual.

Positive interdependence is critical to the success of the cooperative group, because the dynamic of interconnectedness helps students learn to give and take--to realize that in the group, as well as in much of life, each of us can do something, but none of us can do everything. When cooperation is successful, synergy is released, and the whole becomes greater than the sum of its parts. For cooperative groups to be effective, members should engage in teambuilding activities and other tasks that deal explicitly with the development of social skills needed for effective teamwork. Members should also engage in group processing activities in which they discuss the interpersonal skills that influence their effectiveness in working together. When full cooperative learning structures are implemented, the benefits in student achievement often can be astounding (Williams, R. Bruce. *Cooperative Learning: A Standard for High Achievement*. Corwin Press, 2007).

- **Balanced literacy program**

A balanced literacy program offers students multiple strategies for becoming proficient in reading and writing which incorporates best practices in guided and self-directed reading activities, phonics, grammar, genres of literature, and shared, interactive and independent student writing for multiple purposes.

- **Inquiry Based Instruction**

An inquiry based approach will be used primarily in the areas of math and science by encouraging students to ask meaningful questions and use critical thinking techniques to solve problems. Providing opportunities for innovation and higher order thinking will allow students deeper engagement and ownership of their own learning.

- **Additional Instructional Practices**

- Cross-curricular thematic units of study
- Systematic assessment of student progress
- Participate in ongoing data-driven decision-making using grade level, student based and school wide Data Walls
- School-wide focus on language development
- School-wide focus on writing improvement
- Shared vision with shared priorities and expectations for ELs
- Create and maintain a clear, coherent instructional plan

DIFFERENTIATION: MEETING THE NEEDS OF DIVERSE LEARNERS

ACS provides education to all students regardless of their physical challenges, cognitive abilities and/or other special needs. ACS meets diverse needs including disabilities and giftedness within the classroom. ACS addresses the academic needs of each individual child where additional support services are provided as needed. The ACS practice of developing an instructional plan based on the study of student work provides the opportunity for enrichment or remediation for all student populations.

Teachers continuously monitor students who are not achieving at or above expected levels of proficiency. Academic support is provided as soon as it is needed, with more strategic intervention and intensive on-going support if necessary. Teachers address concerns as described in the Response to Intervention. (See Appendix B). The ultimate focus of all intervention is to help students maintain their love of learning, develop their personal strengths and confidence, and master academic skills so they are able to achieve at or above expected levels of proficiency.

PLAN FOR ENGLISH LEARNERS

Extensive, longitudinal, comparative studies of English Language Learners found that formal schooling in the first language in elementary school was the largest single predictor of long-term success. (Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002)

Foundational to the plan for English language learners (ELLs) is ensuring proficiency in the primary language (Spanish). The progress of English language learners in their primary language is measured using both formative and summative assessments. The English Language Development (ELD) program provides students with comprehensive, CA ELD standards-based, high-quality instruction where student progress is formally monitored at each trimester. The goal of the ELD program is for ELLs to make annual progress and to increase the percentage of students eligible for reclassification (RFEP) by 6th grade.

English Language Development (ELD) strategies and instructional techniques are incorporated throughout the curricular day, and are integrated across the curriculum, not only the time set aside for ELD instruction. Teachers use a variety of strategies to assist English Learners in accessing the curriculum such as: SDAIE, GLAD, SIOP and Systematic ELD. ACS teachers are able to leverage the linguistic capital students bring to support English language development through word study and the use of cognates.

At Adelante Charter School, ELD instruction has been increased to 45 minutes per day. ELD instruction in K-2 includes the use of the AVENUES program. The program is standards based and makes connections to Science and Social Studies. ELD is supplemented with Systematic ELD instruction where specific forms and functions of the English language are addressed throughout the school year in grade level yearlong plans. The learning and language objectives of the ELD lessons address the different levels of the students as they progress along the ELD continuum. In grades 3-5, ELD standards are addressed and integrated in the content area of social studies and in the 6th grade, in science. Again, the instruction targets critical forms and function of the English

language. To support vocabulary instruction, teachers use strategies for vocabulary instruction and students have access to content related informational texts. As the staff has been trained in the use of GLAD strategies, the instruction is based on best practices for English language acquisition. Student progress in the acquisition of English is monitored by each classroom teacher at a minimum of three times per year. The teachers administer this assessment as the collection of data for oral language development takes place through an interaction with each student.

As CELDT testing is administered in the fall of each school year, the staff reviews the CELDT Released Test Questions that are published by the California Department of Education and utilizes the information to guide instruction. In addition, students' most recent scores are reviewed to identify their ELD instructional level and support students in progressing through the ELD Standards continuum.

Throughout the year, formative and informal assessment data is collected in the areas of listening comprehension, speaking, reading, and writing to complement summative CELDT/CST data, provide a more accurate picture of growth, and to directly drive instruction as students develop higher levels of English proficiency in line with annual program expectations.

ADDITIONAL ASSURANCES FOR ENGLISH LEARNERS

ACS complies with all state and federal requirements for programs for ELL students. ELLs receive instruction from BCLAD-credentialed teachers and bilingual Instructional Assistants. ELLs receive daily ELD for a minimum of 45 minutes.

ACS shall comply with all applicable federal laws in regard to services and the education of EL students. ACS shall develop, implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the United States Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify English Learners by using the Home Language Survey.
- Provide CELDT testing as required by law to measure English language proficiency.
- Utilize district criteria for exiting ELL students. (RFEP–Redesignated as Fluent English Proficient)
- Collaborate with SBUSD as needed to stay aligned with services and materials being used by district.

STUDENTS ACHIEVING ABOVE GRADE LEVEL

ACS recognizes that all students deserve support and nurturing and that the unique needs and strengths of students must be identified, addressed, and closely monitored by trained staff. Academically high achieving and gifted students are identified through multiple

criteria such as on-going local assessments, teacher observation, standardized tests, and performance assessments. Students are tested for Gifted and Talented Education (GATE) in the fall beginning in 2nd grade following SBUSD protocols. GATE testing is performed in English, whereas Adelante students receive the majority of their instruction in Spanish in the primary grades. This discrepancy has the potential to influence results of the test. ACS is aware of this and strives to identify high achieving students using multiple measures in Spanish as well as English, not only the GATE test, and target instruction to individual student needs. Teachers provide regular structures for flexible groupings within the classroom for additional support for all students to grow within their Zone of Proximal Development (see Lev Vygotsky's *Theory of Social Development*) and provide differentiated instruction and assignments. All teachers are trained in the work of Carol Tomlinson who states that differentiated instruction is the process of "ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning." Teachers differentiate instruction in four possible ways: 1. through content, 2. process, 3. product, and 4. learning environment based on the individual learner. This ensures that high achieving students are offered enhancements and extensions to the curriculum as needed. The educational program at ACS offers many opportunities for students to take on leadership roles, to find resources in the larger community, and to explore areas of interest and make deeper connections with higher level content and concepts.

The inherent challenge of mastering two languages requires an additional level of difficulty for gifted and talented students. ACS uses a workshop model for reading and writing as well as project based learning opportunities, which provide ample opportunities for students above grade-level to be challenged. Individual and group projects allow self-directed learners to explore areas in-depth. Teachers further higher order learning by developing critical thinking skills, facilitating intellectual strengths, cultivating habits of mind, exploring cross-curricular themes, using Thinking Routines (Harvard Project Zero), and allowing for project based exploration. Students acquire and develop the skills necessary to conduct purposeful, constructive research that allows high-achieving students not only to develop critical and creative thinking skills, but also to support their natural curiosity and sustain their love of learning. Project and problem based learning along with the inquiry- focused curriculum is open-ended which allows students to extend their learning to their highest ability levels. High-achieving and GATE students, as well as their peers, benefit from differentiated classroom instruction.

AT-RISK STUDENTS

ACS promotes success for all students. Teachers continually assess student progress throughout the year to provide early identification of those students who are at risk and address those needs in a systematic timely manner. Students who are not reaching desired achievement levels are identified promptly and provided additional support and interventions as detailed in the Response to Intervention plan. ACS has adopted intervention strategies to ensure achievement for all students, and works proactively to serve the individual learner. Title I funds provide the Supplemental Educational Services (SES). This is tutoring students who most at-risk where parents select the tutors. Teachers also open their classrooms before and after school to support students on a regular basis. Another strategy is the regular selection of at least two "Target Students"

in every classroom where an intervention plan is developed to meet the specific need(s) of the students in order to make an immediate impact on the success of the student.

The intervention for the identified "Target Students" takes place over 6 weeks. The teacher develops an intervention plan based on the specific needs of the students. This formal plan includes specific strategies and specific information with respect to the impact of the intervention as the teacher sees the student on a regular basis, including before and after school. The interventions are shared in staff meetings and a copy is of the intervention plan is provided to the principal. The goal is for the teacher to make an immediate impact on student learning to motivate the student as the students experience success. The identification of these target students is an on-going process throughout the school year.

The structure of the instructional program at ACS is designed to maximize learning opportunities for low achieving and at risk students. Low-achieving or at risk students will be integrated and participate fully in the educational program. Close collaboration between teachers, parents, and students encourages consistency and greater success when responding to students. When concerns about performance persist, a Student Study Team (SST) is convened. Previous modifications are reviewed and a plan of action is generated. Most SSTs result in improved achievement and in those cases where improvement is not evident, further measures are explored for meeting a student's needs. After exhausting all strategies and interventions, students will be referred back to SST for additional support or services.

PLAN FOR SPECIAL EDUCATION

The charter operates as a public school of the district for purposes of special education services and special education funding in accordance with Education Code Section 47641(b). The District and Charter School shall agree upon the manner in which funding and services are provided to the Charter School in an MOU between the Charter School and the District.

The School adheres to all applicable law as affecting individuals with exceptional needs, including provisions of the Individuals with Disabilities in Education Improvement Act of 2004 (IDEA), its amendments, Section 504 of the Rehabilitation Act, and The Americans with Disabilities Act (ADA). All students are given equal access to the school, regardless of disabilities, and the School will not discriminate against any student based on his or her disabilities. Depending on the provisions of the IEP, a student may receive linguistically appropriate services at this site or at another District site as appropriate. The school pledges to work in cooperation with the District to ensure that the students enrolled at ACS are served in accordance with applicable federal and state law. ACS shall follow all policies and procedures of the District's SELPA in the provision of special education services. ACS will be a "school of the District" for special education purposes, per Education Code sections 47641(b) and 47646(a).

With respect to English learners who qualify for Special Education services, we know that there is no empirical evidence that bilingualism contributes to, or exacerbates, language impairment and there is no evidence that limiting a child to one language will eliminate or attenuate a child's language impairment. Moreover, there is no evidence

indicating that educating English learners with special needs in English-only programs results in greater achievement in English (Lindholm-Leary 2010).

SECTION 504/ADA

ACS shall be solely responsible for its compliance with Section 504. The District shall be responsible for ensuring that all facilities of ACS are accessible for all students with disabilities in accordance with the ADA. Further, ACS shall adopt and implement a policy that outlines the requirements of identifying and serving students with a 504-accommodation plan. ACS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability that substantially limits a major life activity such as learning, will be eligible for accommodation by the School, and shall be accommodated as necessary to ensure access to a free, appropriate public education (FAPE).

A 504 team will be assembled by the principal or designee and shall include qualified persons knowledgeable about the student and the meaning of the evaluation data, placement options, and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific concern.
- 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 that are designed to provide a single general intelligence quotient.
- Tests will be selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the students' 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 noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating

possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made.

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 are needed to ensure that the student receives FAPE and shall develop a 504 plan. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 meetings.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with the disability.

All 504 team participants, parents and guardians, teachers, and any other participants in the student's educational program must have a copy of each student's 504 Plan. The principal or designee will ensure that teachers include 504 Plans with any long-term substitute instructions. 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, continued eligibility or readiness to discontinue the 504 Plan.

III. MEASURABLE STUDENT OUTCOMES & METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

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

MEASURABLE STUDENT OUTCOMES

Adelante will utilize the site developed School wide Assessment Benchmarks and Tools for Progress Monitoring document for measuring the student outcomes. (Appendix C) In the absence of standardized tests and the API annual growth targets, this document guides the measuring and monitoring of student achievement. The document identifies the formative and summative assessments, benchmarks, and end of the grade level targets and/or growth expectancies for Adelante's K-6 program.

1. Language Fluency

Students will demonstrate annual growth, achieving proficiency in reading, writing and speaking in both Spanish and English as measured by both formative and summative assessments.

2. Academic Content Success

Students will demonstrate annual growth to achieve proficiency in all academic areas. Their success in meeting the Common Core State Standards will be measured and monitored utilizing the data of both formative and summative assessments.

As the API will be reformulated in 2015-2016, the measuring of student outcomes will be revised accordingly to address these requirements. In addition, Adelante will continue to address the academic goals of the Elementary and Secondary Education Act to meet the AYP targets.

3. Innovation (Critical Thinking)

Students will demonstrate annual growth in their ability to solve problems in creative and innovative ways and think critically when interacting with content at each grade level while applying language principles in a second language as measured by specially designed activities. Critical thinking is fundamental to the Common Core Standards and provides students the opportunity to build the 21 Century Skills.

4. Self-Direction

Students will demonstrate growth in skills related to self-direction as they work cooperatively/collaboratively with peers in a variety of settings. These skills include the ability to exhibit initiative, independence, and persistence in learning; accepting responsibility for learning and viewing problems as challenges, not obstacles; the ability to demonstrate self-discipline and a high degree of curiosity; showing a strong desire to learn or change and self-confidence; the ability to use basic study skills, organize his or her time and set an appropriate pace for learning, the ability to develop a plan for

completing work; and demonstrating enjoyment of learning and a tendency to be goal-oriented. (Guglielmino, 1977/78, p.73)

5. Healthy Attitudes and Positive School Environment

A learning environment that promotes high expectations is fundamental to the success of Adelante Charter School students. Adelante will develop healthy attitudes and promote excellence through high levels of parent participation, support from community partners and a staff committed to this outcome. In addition, Adelante is committed to connecting children to the natural world regularly in meaningful ways on the school campus as well as in the local Santa Barbara community. This is primarily accomplished through the support of partners focused on Adelante's goal of developing environmental literacy.

METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

The School wide Assessment Benchmarks and Tools for Progress Monitoring document provides details of grade level assessments and the frequency of each assessment. The assessments will be administered, and an on-going analysis of the results will be used to refine priorities and practices. The methods to assess pupil progress are inclusive of processes to review both formative and summative assessments. The monitoring of student progress provides the instructional staff the opportunity to maximize alignment with Common Core State Standards. School-wide Assessment Practices

SCHOOL-WIDE ASSESSMENT PRACTICES

The teaching staff and principal at staff meetings and in regularly scheduled grade level Team/PLC meetings review these assessments. In the review of formative assessments, the analysis of the student work is a key practice as this provides real-time data for teachers to use in the development of action plans to address students who are not meeting the instructional objective as well as for those students who are. Adelante has adopted the format of the PLC meeting to report the findings of the review of student work. Here, teachers identify precisely what they want students to learn, when the students will be instructed, what evidence will be used to demonstrate students are learning, and how students will be regrouped for reteaching and intervention or enrichment. The follow up PLC meeting provides for another review of student work based on the results/student work developed in the report. The principal provides feedback to teachers on these plans, ensuring that they are both sufficiently rigorous and articulated with the available interventions.

In the analysis of summative assessments, the staff creates DATA WALLS to analyse and monitor student progress K-6. The DATA WALLS provide a powerful visual about every student, in every classroom. Student names move up and down within achievement bands as new data becomes available. The principal facilitates a discussion about the results of these assessments, and the implications for instruction. Following this analysis, teachers in grade-level teams establish and submit to the principal SMART goals with specific actions to modify instruction.

**OTHER ASSESSMENT METHODS USED BY STAFF AND SCHOOL SITE
COUNCIL/CURRICULUM COUNCIL**

- Attendance

It is the goal of ACS to maintain a 95% daily average of student attendance during the academic school year.

- Parent School Effectiveness Survey & Retention Rates

Parent satisfaction and student retention rates are a strong indicator of parent satisfaction with their student's progress. Parents complete the annual on-line School Effectiveness Survey that is made available during a parent conference. The results are presented to the school community and inform the community of areas of strength and areas for growth and/or change. Goals and objectives are formulated in response to the data analysis from these two sources of information.

- California Healthy Kids Survey

The results provide information for the annual revision of the school safety plan. The survey provides key information regarding learning barriers, student engagement and supports.

- Staff Satisfaction Survey

The staff completes an annual survey providing feedback about how well the school is achieving the goals and about their experience as a member of the staff.

- Parent-Student-Teacher Conferences

Adelante schedules three parent-teacher conferences throughout the school year. In November, teachers, students and parents discuss strengths and weaknesses and set key goals for both parents and teachers to support the child based on performance and assessments during the first trimester where data reported by the previous teacher is considered. Parents are also provided a progress report. At the March conference, assessment data is again reviewed and initial goals are reviewed. As needed, new goals are established and resources offered so the student may realize success in areas of growth.

The third and final conference takes place during the last week of school. This is the student-led conference whereby students present to their parents a portfolio of their work and speak about themselves as learners. This portfolio consists of their work and projects reflective of their learning in all academic areas. A variety of writing samples are included that are scored with the corresponding rubric. In preparation of this conference, students reflect on their progress identifying, at minimum, one area of strength and one area of growth. At this final conference, parents are presented with the report card.

Information shared at these conferences is part of the ongoing cycle of assessment and instruction. Data that is entered in the progress report and report card is

accumulated systematically during each reporting period (see “Systematic Ongoing Assessment Records” below). By participating in conferences, and initial goal setting, and tracking, students will experience self-assessment, empowering them to effectively evaluate their learning and goals, and make informed choices and decisions concerning their education.

- Yearly Collaboration and Audits with Educational Experts

In addition to regular Professional learning in the domains that correspond to the school’s greatest areas of growth, the principal will share assessment data with educational experts, to ensure that the plan of action is in accord with best practices. The results of these yearly curricular audits will be shared with teachers, parents, the Board of Directors and district liaisons. Outside experts may include professionals from the fields of two-way immersion, delivery of instruction, English language development, reading, writing, science and mathematics.

SYSTEMATIC ONGOING ASSESSMENT RECORDS

ACS staff utilizes spreadsheets and electronic record keeping programs to maintain student data. In the absence of the STAR and CSTs, the staff will develop grade level specific assessment records based on the School wide Assessment Benchmarks and Tools for Progress Monitoring. The data will continue to be updated on a regular basis according to the assessment calendar included in the benchmark document. This assessment record will facilitate the analysis of data and provide a format for reporting student progress to the Board of Directors after the first and second trimesters.

IV. GOVERNANCE STRUCTURE

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

LEGAL STATUS

Pursuant to California Education Code Section 47604(a), ACS will operate under Cesar Estrada Chavez Dual Language Immersion Charter School, Inc. as a nonprofit public benefit corporation under the Fictitious Business Name, Adelante Charter School of Santa Barbara. Corporate documents will be maintained by the Secretary and at the school and will be available on request.

ACS will comply with all provisions of the California Corporations Code as applicable to a California nonprofit public benefit corporation. ACS's Board of Directors will also comply with the Ralph M. Brown Open Meetings Act (CA Government Code Section 54950, et seq.).

BOARD OF DIRECTORS

ACS is governed by the Bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the Bylaws. The Board is the responsible agent for fulfilling accountability requirements set forth in this Charter, Charter School legislation, and the Memorandum of Understanding. The Board of Directors is ultimately responsible for decisions that ensure the ACS's viability and particularly focuses on educational, financial, legal, and personnel issues. The Board of Directors makes final decisions regarding the expulsion of students from ACS.

Its major roles and responsibilities include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff. As a nonprofit corporation the Board of Directors is the final authority on such decisions.

BOARD COMPOSITION

The Board consists of 7-11 members. The composition, selection and additional detailed responsibilities of the Board are outlined in the ACS Bylaws (see Appendix G - Bylaws of Adelante Charter School, Inc.).

The Board's composition of voting members will reflect the diversity of our school community and the community at large and will consist of:

- At least two parents of ACS students, with a goal of including at least one parent whose dominant language is Spanish.
- At least one community member.
- At least two educators who are not employed by ACS.

- The Principal serves as an advisor to the Board.
- A member of the Santa Barbara School District Board of Education shall be entitled to a single representative on the Board of Directors pursuant to Education Code 47604(b).
- At the Board's direction, the accountant (in conjunction with the Treasurer) will attend Board meetings and make regular budget reports/recommendations to the Board.

Parent representatives will provide a parent perspective to the Board of Directors and will reflect the diversity of the school community and the community at large.

Community members will work with key staff to secure funding for the school and will network with the community.

Educators will work with the administrator to ensure that the school is implementing an effective TWI program. These individuals may also share and/or introduce research-based educational practices and instructional strategies with staff, facilitate data discussions to improve instructional strategies that impact student outcomes, and ensure that the school is compliant with state and school district policies, laws, and regulations.

DUTIES OF OFFICERS

- The President shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by the Bylaws, or which may be prescribed from time to time by the Board of Directors. The President will serve as an ex-officio member, who only votes whenever his or her vote will affect the result (i.e. when there is a tie, or to create a tie).
- The Vice President, in the absence of the President or in the event of his or her inability or refusal to act, shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President.
- The Treasurer shall maintain knowledge of the organization's commitment to its goals and objectives, understand financial accounting for nonprofit organizations, work with the accountant/book keeper to ensure that appropriate financial reports are made available to the Board on a timely basis, and present the annual budget to the Board for approval.
- The Secretary will be the custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents. The Secretary shall be responsible for all documentation, agendas, and recording of minutes; will provide prior meeting minutes to the Board for approval; and will coordinate presentations at Board meetings.

- At the Board's direction, an unpaid Parliamentarian officer will attend Board meetings and will be up to date on the pertinent laws and key documents (Bylaws, ACS charter, Brown Act, and Charter School Act). This officer will also be responsible for modifying all documents and for bringing them to every meeting.

BOARD MEMBER RESPONSIBILITIES

The Board of Directors meets on a monthly basis, unless otherwise noted in a yearly calendar approved in June of each year. The responsibilities of the Board of Directors as further outlined in the Bylaws (see Appendix G) include, but are not limited to:

- Uphold the mission of ACS.
- Oversee the implementation of the charter.
- Create, implement, and monitor an annual strategic plan for the school (evaluate data to inform educational plan and assessment methods).
- Provide notice and hold meetings in compliance with the Brown Act.
- Create committees, sub-committees, and/or task forces as needed in order to achieve levels of internal and external accountability (See Appendix G).
- Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or in the Bylaws.
- Appoint and remove, employ and discharge, and, except as otherwise provided in the Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation.
- Approve all educational, financial, legal, operational, and personnel issues, and work with the Principal and staff to implement these policies.
- Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly.
- Provide oversight of the instructional programs and materials.
- Hire, evaluate, and discipline the Principal.
- Approve and oversee student and parent policies that may include but are not limited to admissions, suspension and expulsion, and staff recruitment.
- Approve and monitor management of school liabilities, insurance, and health and safety related matters.
- Approve and monitor the budget and the School's fiscal practices, including the receipt of grants, gifts, and donations.

- Receive and review all quarterly financial reports and the yearly financial audit.
- Interface with the Santa Barbara Unified School District and the community at large.

The Board of Directors adopts policies and procedures regarding self-dealing and conflicts of interest. The Board may start and carry out any program that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which the charter school is established. The Board may execute any powers delegated to it by law, 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 as delegated.

CONFLICT OF INTEREST

No person compensated by ACS for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director, may serve on the ACS Board. The ACS Board shall comply with all conflict of interest laws, including but not limited to the Political Reform Act (Gov. Code 81700 et. seq.) and the Corporations Code, including but not limited to the interested person rule under Corporation Code section 5227. The ACS Board may adopt other policies circumscribing potential conflicts of interest.

DECISION MAKING

The Board of Directors is responsible for setting the overarching policies that guide the operation of the school. The Principal is responsible for the day-to-day administrative decisions necessary for running the school. While the Board creates the guidelines and makes the final decisions related to educational, fiscal, legal, operational, and personnel issues, the Principal will implement those policies on a daily basis.

The Principal is empowered to make line item budget decisions regarding the budget as outlined in the fiscal policy adopted by the Board. The Principal is accountable to the Treasurer for all financial recordkeeping, scheduling, procedures and all other requirements as stated in the Bylaws, Article 4, Section 9. While approval of the Board is required to start a personnel search, the Principal is responsible for implementing the hiring processes within his or her area of jurisdiction. The Principal is responsible for the supervision and evaluation of employees within his or her jurisdiction. The Board of Directors must approve all final personnel decisions.

TEACHER COUNCIL

The Teacher Council is comprised of all teachers. It is a forum in which teachers provide each other with support, share interests and concerns, and will represent these concerns as they report to the Board of Directors. The objective of the Council is to ensure that there is a mechanism for teachers to regularly provide input to the Board of Directors, while avoiding the conflict of interest issues of having a teacher on the actual Board of Directors. The Teacher Council will have a president and a secretary, and will meet at least three times per school year.

THE BROWN ACT

The Board of Directors and its committees act in compliance with the Brown Act.

CONFLICT OF INTEREST POLICY

The Board shall adopt and shall abide by a Conflict of Interest Policy. (See Appendix I.)

PUBLIC RECORDS ACT

The school shall comply with the Public Records Act and Education Code Section 47604.3 with regard to responding to reasonable inquiries.

ADMINISTRATION

The Principal performs the day-to-day management of the charter school. The responsibilities of the Principal are to:

- Report to the Board of Directors, and uphold the mission of the school.
- Oversee the educational program and staff for grades K-6.
- Attend District Administrative meetings as necessary and maintain contact with District.
- Provide educational leadership.
- Hire, supervise, and discipline educational employees of ACS (with approval of the Board).
- Provide Professional learning for the educational staff through observations, meetings, orientation and in-service training.
- Provide timely performance evaluations of all School employees and report all potential employee disciplinary actions to the Board.
- Coordinate Special Education services (subject to oversight by the Assistant Superintendent of Special Education) and serve as administrative designee for IEP and SST meetings.
- Provide assistance and coordination to the teachers and staff in the development and revisions of the curriculum (with approval of the Board).
- Solve problems regarding students, curriculum, teachers or other educational related issues.
- Create agendas and facilitate teacher/staff meetings.
- Establish timelines for overall operation of the school.

- Propose policies to Board of Directors.
- Provide comments and/or recommendations regarding policies that come before the Board of Directors.
- Serve as liaison with School legal counsel, and District office, regarding educational or charter issues.
- Participate in the development of the budget in accordance with generally acceptable accounting principles.
- Make budget line item revisions when necessary and report changes regularly to the Board.
- Oversee parent/student/teacher relations.
- Supervise student discipline that may include but is not limited to suspension and expulsion.
- Recommend to the Board of Directors students for expulsion in conjunction with recommendation from the teaching staff.
- Help plan and coordinate all activities related to enrollment.
- Establish procedures designed to carry out ACS policies.
- Order educational supplies, materials, and equipment.
- Sign checks and requisitions.
- Work collaboratively with parents in the school and community, remaining open to the concept of community as classroom.
- Show enthusiasm for collaboration with teachers and other staff at classroom and school levels.
- Be willing to work beyond the parameters of a regular school day to assure the success of the program.
- Maintain and increase community partnerships.
- Participate and report on at least three instructional leadership professional learning sessions annually.
- Demonstrate willingness to learn and adapt to current best practices in the local and state educational community.

- Work with teachers to develop curriculum assessments based on two-way immersion best practices.
- Work with student teachers.
- Work as a mentor for new teachers by helping with orientation, conducting regular classroom observation, providing feedback and assisting with planning and assessment.
- Work with all teachers in their first 3 years of instruction.
- Coach for skill attainment based on new two-way immersion research.
- Support year 3 + teachers in sharing best practices and mentoring new teachers.
- Research and stay current on two-way immersion best practices.
- Coordinate Professional learning in accordance with criteria from the ACS School wide Assessment Benchmarks and Tools for Progress Monitoring document.

V. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

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

ACS recruits professional, effective, and qualified personnel for all administrative, instructional, instructional support and non-instructional support capacities that believe in the instructional philosophy outlined in the Mission Statement.

In accordance with the Education Code 47605(d)(1), ACS is nonsectarian in its employment practices and all other operations. ACS shall not discriminate against any individual on the basis of race, ethnicity, national origin, religion, age, gender, actual or perceived sexual orientation, home language, or disability.

All employees must possess the personal characteristics, knowledge base and/or relevant experience to meet the responsibilities and qualifications identified in the posted job description as determined by ACS.

All employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigation and Live Scan checks and undergo background checks that provide for the health and safety of the School's faculty, staff, and students. ACS shall maintain employee files for its employees.

ACS will adhere to all requirements set forth for employment in applicable provisions of law, including, but not limited to credentials.

NON-INSTRUCTIONAL STAFF

All non-instructional staff such as Office Manager, Attendance Clerk, Health Clerk, Tech Coordinators, Custodians and Parent Volunteer Coordinator must possess experience and expertise appropriate for their position as outlined in the job specification.

PARENT VOLUNTEER COORDINATOR

The parent volunteer coordinator will provide assistance to students and families in the areas of parent participation, and communication with school staff. The coordinator communicates with all parents to help insure that the program of instruction is working well for each family and that the 5-hour per month volunteer requirement is met. The coordinator will also meet regularly with the Principal, staff and teachers to discuss parent participation and ensure that the participation is positive and meaningful.

PRINCIPAL

The Principal shall be responsible for implementing all of the legal and administrative responsibilities of ACS as well as serving as an instructional leader. This individual will:

- Have a current California administrative services credential.
- Have excellent communication skills in English and Spanish, and the drive and ability to establish, promote, and foster high academic achievement and respectful behavior of all students.
- Demonstrate effective instructional, organizational, and administrative leadership.
- Analyze problems, determine alternative solutions, and make appropriate and effective decisions.
- Plan, develop, and maintain effective organizational and civic relationships.
- Establish and maintain effective relationships with all constituencies within the diverse learning community.

See a full description of Principal duties in the Governance Structure section.

INSTRUCTIONAL STAFF

The staff of ACS will consist of highly trained, committed, fully bilingual and biliterate, and multicultural core teachers, non-core teachers and instructional assistants. Teachers will be highly qualified as necessary to fulfill the mission of ACS. This is essential to ACS's vision that all students will experience high academic achievement, be happy, successful members of a community, and be able to speak, read, and write fluently in both English and Spanish.

Interviews and screening procedures of instructional and non-instructional staff will be conducted by the Principal in conjunction with staff and/or members of the Board of Directors. The Principal will recommend the candidates to the Board of Directors for their final approval.

CORE TEACHERS

ACS shall comply with Education Code Section 47605(l), which states in pertinent part:

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

Core teaching faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of ACS. In a school culture that promotes academic rigor, bilingualism and success for all students, grade level core teachers will:

- Have a valid teaching credential and have “bilingual certification”, such as BCLAD authorization (English/Spanish) with high-level academic proficiency in English and Spanish.
- Have experience in second language acquisition theory and methodology.
- Be knowledgeable regarding the components of a balanced literacy program and appropriate instructional strategies.
- Be willing to work collaboratively with parents in the classroom and community.
- Show enthusiasm for the collaboration with other teachers at classroom and school levels.
- Be willing to attend pre-service and on-going in-service, and engage in continuous reflection on the goals and methods of education.
- Be willing to work beyond the parameters of a regular school day to assure the success of the program.

- Be willing to participate in Professional learning pertinent to two-way immersion practices including at least one visit to another school with exemplary practices in English learner or two-way immersion practices.
- Develop and maintain a stimulating and nurturing program, and create an environment that meets students' individual and group needs.
- Develop curriculum within the guidelines established by the State Standards, Common Core State Standards, and the LEAP/SPSA.
- Be responsible for student assessment.
- Participate in a team educational approach.
- Interact appropriately with parents, students, and colleagues.
- Model and promote positive interpersonal communication and problem solving skills.
- Attend staff meetings.
- Collaborate to develop and implement policy and procedures at ACS.

NON-CORE TEACHERS

Non-core teachers shall have flexibility regarding credentialing as allowed by State and Federal Law. Non-core teaching positions include, but are not limited to Physical Education ,Art and Music.

PARAPROFESSIONALS

Paraprofessionals will serve as instructional and clerical support in the classrooms, as well as on the playground. They must possess experience and expertise appropriate for their position as outlined in the job specification. Paraprofessionals report to the Principal.

All teachers at ACS will be part of a learning community that is focused on ongoing professional growth. Teachers set Professional learning goals and cultivate skills as educational leaders. Teachers will be part of a collaborative decision-making process. They participate in all decisions that affect instruction and classrooms.

RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security—California Education Code Section 47605(b)(5)(K)

Employees at the school shall participate in STRS, PERS, and the federal social security system as applicable to the position. ACS shall inform all applicants for positions within the school of the retirement system options for employees.

Certificated staff will be covered by STRS and classified staff may be covered under PERS and/or federal social security. The Office Manager under the direction of the Principal will ensure that appropriate arrangements are made for all benefits.

EMPLOYEE REPRESENTATION

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act - California Education Code Section 47605(b)(5)(O)

ACS shall be deemed the exclusive public school employer of its employees for the purposes of the Educational Employment Relations Act.

RIGHTS OF SCHOOL DISTRICT EMPLOYEES

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

ACS employees will be employees of ACS and not the District. Decisions regarding the hiring and firing of employees at ACS will be solely at the discretion of the school. Former employees of the District who accept employment with ACS shall have no automatic rights of re-employment with the District unless otherwise agreed upon by the former employee and the District. These rights shall be stated in ACS's Personnel Handbook and employee contract.

GRIEVANCES/PROGRESSIVE DISCIPLINE PROCESS

ACS will develop a Progressive Discipline Process that will be described in the ACS Personnel Handbook. The District will have no responsibility to process grievances brought against ACS.

SALARY PLACEMENT & TEACHER RECRUITMENT

All ACS employees will be placed on a salary schedule to be developed by the Board of Directors, which shall provide total compensation that is commensurate with the District total compensation.

In order to recruit high quality teachers, ACS will foster relationships with the teacher credential programs at Westmont, UCSB and Antioch as well as advertise widely for available positions on national websites such as Edjoin.

ACS employees will not be considered District employees in regard to bargaining agents (SBTA and Classified School Employees Association), salary and benefits, seniority, retirement, grievance procedures, etc.

CALENDAR

ACS will establish its own calendar consistent with the provisions of the MOU with the District. The calendar will be developed by the Principal and the Teachers in conjunction

with the administrative and office staff, and submitted to the District by January 31 of each year for the following year.

VI. HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F).

A healthy and safe environment is imperative to productive teaching and learning. Health and safety practices as established in District Board Policies and Administrative Regulations will be used as a starting point for developing comprehensive ACS policies and procedures and will incorporate the following:

- ACS will develop, adopt, and implement a comprehensive set of policies and procedures that will serve to ensure the health and safety of pupils and staff. These policies will be incorporated into the ACS Personnel Handbook and Parent Handbook.
- Expertise of the insurance carrier's loss-control personnel, safety professionals, health professionals, and the District oversight agent will be drawn upon in the development and implementation of this comprehensive integrated risk management program in accordance with all applicable provisions of law. These policies will be reviewed and updated as required in response to any change in law, conditions, or operations that may affect the health and safety of students and staff.
- An office employee will serve as a health clerk to handle medical considerations in association with and under the supervision of a District school nurse.
- ACS students will be required to adhere to an established dress code and student code of conduct delineated in the ACS Parent Handbook.
- Supervision of ACS students will be provided by school employees to ensure a safe and healthy learning environment.

- Disciplinary issues will be addressed at early stages by teachers and the principal to avoid unnecessary suspensions or expulsions.
- A Disciplinary policy will be developed and delineated in the Parent Handbook.

PROCEDURES FOR BACKGROUND CHECKS

ACS will comply with the provisions of Education Code Sections 44237 and 42125.1 and the District's policy (as it is amended from time to time) regarding the fingerprinting and background clearance of employees and contractors prior to employment and for volunteers.

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

All classified and certificated staff (including teachers in any non-core, non-college preparatory courses), as well as short-term employees and independent contractors who have frequent contact with students, will be mandated child abuse reporters and will follow all applicable reporting laws.

CPR/FIRST AID TRAINING

All employees shall be CPR/First Aid trained before the end of their 1st year of employment, if they are not currently certified.

TB TESTING

ACS will follow the requirements of Education Code Section 49406 and the District's policy (as it is amended from time to time) in requiring tuberculosis testing of all employees and volunteers.

IMMUNIZATIONS

ACS will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

MEDICATION IN SCHOOL

ACS will adhere to Education Code Section 49423 regarding administration of medication in school.

VISION/HEARING/SCOLIOSIS

ACS will adhere to Education Code Section 49450, et. seq. as applicable to the grade levels served by the School.

DRUG FREE/SMOKE FREE ENVIRONMENT

The school shall maintain a drug free, smoke free, and alcohol free environment.

EMERGENCY PREPAREDNESS

ACS shall develop and adhere to the policies in the Comprehensive School Safety Plan regarding emergencies including but not limited to: fire, flood, earthquake, terrorist threats and hostage situations. ACS shall coordinate with Franklin Elementary School

and the District to ensure that parents/guardians will be notified and common procedures followed.

FOOD SAFETY/ENVIRONMENTAL PROTECTION

ACS shall comply with all state and federal laws regarding food safety and environmental protection and provide a comprehensive description of how ACS will comply with these laws in the MOU.

INTERNET SAFETY POLICY

ACS will adopt the policies and procedures of the District on Internet safety. At the beginning of each year, all students and parents will sign a copy of the District's Acceptable Use Policy. Teachers and staff will sign a copy of the District's Employees Acceptable Use Policy. Teachers will teach students the technology standards, including but not limited to the ethics standards for K-6 students.

INTEGRATED COMPLAINT AND INVESTIGATION PROCEDURE

ACS will develop a comprehensive complaint and investigation procedure compliant with the Uniform Complaint Procedures (5 CCR 4600-4687) to centralize all complaints and concerns regarding the school. Under the direction of the Board of Directors, the Principal shall be responsible for investigation, remediation and follow-up on matters submitted to ACS through this procedure.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

ACS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, age, medical condition, marital status, sexual orientation, or disability. ACS will develop a policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee). Misconduct of this nature is very serious and will be addressed in accordance with ACS policy.

PROCEDURES

ACS will adopt procedures to implement the policy statements listed above.

VII. DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N).

DISPUTES BETWEEN ACS AND THE SBUSD

In the event of a dispute between ACS and SBUSD regarding the terms of this charter or any other issue regarding the school and the grantor's relationship, except as otherwise provided, both parties agree to follow the process outlined below. The dispute resolution process shall be initiated by the written request of either party.

In the event of a written request for dispute resolution by either ACS or SBUSD, the requesting party shall first describe the issue in writing and submit the same to the other party, who shall make a written response with 30 days. In the event that the dispute is not thereby resolved, ACS's Principal and SBUSD's Superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute. If the joint meeting does not resolve the dispute, ACS and SBUSD shall jointly identify a neutral third party mediator to facilitate resolution of the dispute. The fees of the mediator shall be borne equally by the parties. Mediation shall be held within thirty days of the joint meeting unless otherwise agreed upon by both parties. While a good faith effort should be made to resolve all disputes in accordance with this process, each party fully reserves its rights in the event the process is not successful.

The preceding dispute resolution process is not applicable to issues relating to charter revocation, charter renewal or as to disputes concerning whether Charter School has complied with any conditions imposed in conjunction with the granting of the charter. In all such cases the final decision rests with the SBUSD Board of Education, except as otherwise may be provided by law.

CHARTER REVOCATION

Pursuant to EC 47607, SBUSD may revoke the charter if SBUSD finds, through a showing of substantial evidence, that ACS did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

Prior to revocation and in accordance with EC 47607(d), SBUSD shall notify ACS in writing of the specific violation and give ACS a reasonable opportunity to remedy the

violation, unless SBUSD determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

CHARTER RENEWAL

Charter school renewal shall be governed by the provisions of the Education Code section 47607 as that section may be amended from time to time. The Charter School must submit its renewal petition to the SBUSD no earlier than September of the year before the charter expires. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

INTERNAL DISPUTES

Except those disputes between the District and ACS relating to provisions of this charter or other written agreements between ACS and the District, all disputes involving ACS and third parties shall be resolved by ACS according to the ACS's own internal policies.

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

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

Students will be considered for admission without regard to actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. No tuition will be charged. Admission to ACS will require a commitment to the goals, objectives and the vision of the school as set forth in the charter.

Attendance in ACS is a matter of parental choice and is open to any student in the State of California. The school does not have attendance boundaries. Students who opt not to attend ACS may attend other schools in accordance with existing enrollment and transfer policies of their district or county of residence. Enrollment in ACS does not guarantee a student enrollment in any other program of the District.

ACS will actively recruit a diverse student population from the District and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Prospective parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies.

Applications will be accepted during an open enrollment period for enrollment in the following school year. Following the open enrollment period each year, if ACS receives more applications than slots available, ACS will hold a public random drawing to determine enrollment for each grade level based on the preferences below.

PRIORITIES AND PUBLIC RANDOM DRAWING (LOTTERY)

Priority enrollment will be first filled in the following order of preference:

1. Students currently attending the school.
2. Siblings of students already attending the school.
3. Children of faculty (teachers) not to exceed 10% of ACS's total enrollment.

Once priority enrollment has been filled and in the event that applications for enrollment exceed the school's capacity, there will be a public random drawing (lottery) for admissions.

The following students will be given the following weighted preferences in the lottery:

1. Students residing within the territorial jurisdiction of the Santa Barbara Unified School District will be given a weighted preference in the lottery by given two chances to win the lottery, while all other students will be given only one chance to win.

2. Under the public school choice provision of ESEA Title I, for the purpose of providing greater choice to each student seeking a transfer under Title I, ACS will give each transfer student two chances to win the lottery, while all other students will be given only one chance to win.

This lottery will be held at ACS on either the second or third Saturday in February, with the Principal and at least two additional staff members present. Parents will be notified of the date/time/place of the lottery and the rules about the lottery when they submit their enrollment form. Families who have applied will be invited to attend the lottery.

All names (except those admitted under priority enrollment) will be put into the lottery box on cards, with two cards given to in-District residents and those transferring pursuant to ESEA Title I (see above). Drawings will be held on a grade-by-grade basis to fill the available slots per grade level. During the drawing, student names will be randomly selected and assigned to available slots for each language group (Spanish and non-Spanish) and grade level. Those students who have their name drawn after the number of admissions slots to that grade and language group have been filled will be placed on an admissions waiting list for that grade and language group in the order that they were drawn. As slots become available and families are admitted off the waiting list, they will be notified by phone and mail.

ACS shall keep a record of those families chosen from the drawing and those placed on a waiting list in the order that they were drawn. Those records shall be kept in the ACS office files at all times and available for public viewing upon request.

SCHEDULE

January – February (2 nd Friday)	<u>Open Enrollment:</u> Open Enrollment will be advertized through a press release and posting on the District website. Enrollment applications will be available at ACS from the first week in January until the second Friday in February. They will be due by the second Friday in February.
February (2 nd or 3 rd Saturday at 10:00 a.m.)	<u>Lottery:</u> conducted if necessary at ACS on a Saturday to accommodate working families.
End of February	<u>Admission notification:</u> Families shall be notified and enrollment packets distributed to families who have been drawn in the public random drawing.
April	Completed enrollment packets due back to ACS.

If the number of applications does not exceed the number of spaces available in each grade in the school there will be no lottery, and all students who submitted complete contact information forms will be enrolled.

ENROLLMENT AFTER FIRST GRADE

Students of either English or Spanish language backgrounds may enroll in Kindergarten or First grade. Prior to enrolling in Second grade and beyond, students will be formally assessed by the Principal to determine if their academic skills in both English and Spanish will allow them to succeed in a two-way immersion program. Students with age-appropriate language skills in both languages will be the most likely to be successful when entering the program after first grade. If parents still choose to enroll their child after first grade without the appropriate language skills, ACS will provide additional supplemental materials and tutoring support in the non-dominant language.

NON-DISCRIMINATION

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

It is the goal of ACS to reflect the racial and ethnic balance of the general population residing within the territorial district of the chartering district. ACS will implement a student recruitment strategy that includes, but is not limited to the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the general population residing within the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and national origin groups represented in the District and within the County.
- Outreach meetings in several areas of the District and within the County to reach prospective students and parents, including parents of diverse racial, ethnic and national origin groups.
- The provision of services on-site that appeal to a variety of families.
- The development of selected promotional and informational material that appeals to the various racial, ethnic and national origin groups represented in the District and the County. ACS shall produce all promotional materials in Spanish as well as English.

PUPIL 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 ACS. Students who reside within the District who choose not to attend ACS may attend school within the District according to the District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in ACS will be informed on admissions forms that the students have no right to admission in a

particular school of a local education agency as a consequence of enrollment in ACS, except to the extent that such a right is extended by the local education agency.

SUSPENSION AND EXPULSION PROCEDURES

A. REASONS FOR SUSPENSION AND EXPULSION

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the charter school. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ACS'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. Any significant amendments will be submitted to and approved by the District administration.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. A Discipline Policy and Procedures that clearly describes discipline expectations will be adopted by the Board of Directors, and will be printed and distributed as part of the Charter School's Parent/Student handbook that is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents or guardians who retain parental and/or educational rights are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents or guardians who retain parental and/or educational rights, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include use of force that is reasonable and necessary for a person employed by or engaged in ACS to quell a disturbance threatening physical injury to persons or damage to property, for the purposes of self-defense, or to obtain possession of weapons or other dangerous objects within control of the pupil. Physical pain or discomfort caused by athletic competition or other such recreational activity, voluntarily engaged in by the pupil, is not and shall not be construed to be corporal punishment.

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 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws 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.

B. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is (1) related to school activity, (2) school attendance occurring at Charter School or at any other school, or (3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- 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; or
- d) during, going to, or coming from a school-sponsored activity.

C. ENUMERATED OFFENSES

Students may be suspended or expelled 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. Willfully used force of violence upon the person of another, except self-defense.
- b) Unlawfully possessed, used, 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.
- c) 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.
- d) Committed or attempted to commit robbery or extortion.
- e) Caused or attempted to cause damage to school property or private property.
- f) Stole or attempted to steal school property or private property.
- g) 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.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- j) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 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 terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
- 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, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

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

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

- a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Possession of an explosive.

D. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation For Placement/Expulsion

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

Upon a recommendation of Placement/Expulsion by the Principal or 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 Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. AUTHORITY TO EXPEL

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

F. 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 Principal 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 of Directors for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

1. Written notice of the hearing shall be forwarded to the student and the student's parent or guardian who retains parental and/or educational rights 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:
2. The date and place of the expulsion hearing.
3. A statement of specific facts, charges and offenses upon which the proposed expulsion is based.
4. A copy of the Charter School's disciplinary rules that relate to the alleged violation.
5. Notification of the student's or parent's/guardian's who retain parental and/or educational rights obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
6. The opportunity for the student or the student's parent/guardian who retains parental and/or educational rights to appear in person or to employ and be represented by counsel or a non-attorney advisor.
7. The right to inspect and obtain copies of all documents to be used at the hearing.
8. The opportunity to confront and question all witnesses who testify at the hearing.
9. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined, only by the Board of Directors, administrative panel, 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 (5) 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 or guardian who retains parental and/or

educational rights, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary

circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. 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.

I. 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 or the Board of Directors to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

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

If the expulsion hearing panel or the Board of Directors decide not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. WRITTEN NOTICE TO EXPEL

The Principal or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student.

2. Notice of the student's or parent's/guardian's who retains parental and/or educational rights obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name.
2. The specific expellable offense committed by the student.

K. DISCIPLINARY RECORDS

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

L. NO RIGHT TO APPEAL

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

M. EXPELLED PUPILS/ALTERNATIVE EDUCATION

ACS staff shall assist pupils who are expelled in seeking alternative education programs including, but not limited to, County programs or programs within their school district of residence.

N. REHABILITATION PLANS

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

O. READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal 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 Principal shall make a recommendation to the Board of Directors 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.

**P. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND
EXPULSION OF STUDENTS WITH DISABILITIES**

1. Notification of District

ACS shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (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/guardian retaining parental and/or educational rights, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parent/ guardian who retains parental and/or educational rights to determine:

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

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

If the Charter School, the parent/guardian who retains parental and/or educational rights, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.

- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent/guardian retaining parental and/or educational rights 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/guardian retaining parental and/or educational rights and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

The student's IEP team shall determine the student's interim alternative educational setting.

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 IDEA 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 or guardian who retains parental and/or educational rights has expressed concern in writing, or orally if said 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 or guardian who retains parental and/or educational rights 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.
- d) 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 IDEA-eligible children with disabilities, including the right to stay-put.
- e) 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.

IX. REPORTING AND ACCOUNTABILITY

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget including start-up costs and cash flow and financial projections for the first three years of operation –Education Code 47605(g)

FINANCIAL REPORTING

The Board of Directors agrees to provide financial oversight of the ACS's on-going activities and approve all budget revisions and review the financial statements of the school. These financial statements, including the underlying rationale for making financial decisions, shall be submitted to the Districts' fiscal service department on a quarterly basis. Should the district find that any of ACS's disclosures create a concern for ACS's ongoing fiscal viability; the district will provide ACS notice of such concerns, along with recommendations for addressing such concerns.

Should the Board of Directors decide to not accept such recommendations or provide acceptable remedies, the District will notice ACS of their on-going concern for fiscal viability of ACS.

All governmental funds of ACS will be reported using the accrual accounting method, measuring cash and all other financial assets that can be readily converted to cash. All reporting will conform to the requirements of GASB 34 and all other pertinent governmental accounting and auditing standards.

ACS will utilize an accounting program approved by auditors to track financial data. Unaudited actuals will be provided on the CDE Alternate Form, and will have backup data from software to validate revenues and expenses.

ACS will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure (SACS), for the required September 15 report to the District and for the First and Second Interim Reports (including multi-year projections), Adopted Budgets, and Unaudited Actuals as required by the Education Code. Specifically, ACS shall annually prepare and submit the following reports to the District and the Santa Barbara County Education Office:

- By July 1st of each year, a preliminary budget.
- By December 15th of each year, an interim financial report. This report shall reflect changes through October 31st.
- By March 15th of each year, a second interim financial report. This report shall reflect changes through January 31st.
- By September 15th of each year, a final unaudited report for the full prior year.

AUDIT

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

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

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

The annual audit will be completed and forwarded to District, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors, along with the audit committee, will review any audit exceptions or deficiencies and develop recommendations on how to resolve them. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in this charter.

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

INSURANCE

ACS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amount as agreed to in a MOU with the District. The District shall be named as an additional insured on all policies of ACS.

EVIDENCE OF INSURANCE

ACS shall provide evidence of the above insurance coverage to the District within 30 days of all new policies at inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, ACS does hereby agree, at its own expense, to indemnify, defend and hold harmless the District and its Board of Education and their respective members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or

relating to this Charter or relating to acts or omissions of committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold District harmless for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.”

ADMINISTRATIVE SERVICES

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

The Principal will assume the lead responsibility for administering ACS under the policies adopted by the Board of Directors. ACS may contract with the District for those services that can be provided efficiently and in a cost effective manner. The specific services, terms and cost for these services will be the subject of an annual MOU between ACS and the District. ACS will consider bids from the District and outside contractors for administrative, maintenance and operation services. Specific service contracts will be awarded based upon quality and cost effectiveness.

FACILITIES

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

The Adelante Charter School classroom-based program will be initially located at 1102 East Yanonali Street, Santa Barbara, CA 93103 and will share facilities with Franklin Elementary School. By June 30, 2014, the District and the ACS shall enter into a comprehensive Facilities Use Agreement for the 2014-2015 school year outlining the responsibilities of the parties to maintain the ACS site.

ACS shall be required to submit its request for facilities to the District pursuant to the timelines and requirements set forth in Education Code section 47614 and the implementing regulations, 5 C.C.R. §§ 11969.1 – 11969.11, (collectively, “Proposition 39).

Santa Barbara Unified School District Oversight

ACS is subject to District oversight. District may inspect ACS’s facilities, books, records, data, processes and procedures at any time. The District may conduct periodic site visits to observe the instructional program.

District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of ACS.

District is authorized to revoke this Charter for, among other reasons, if ACS engages in fiscal or other serious mismanagement.

District reserves the right, pursuant to its oversight responsibility, to audit ACS's books, records, data, processes and procedures. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data, including students currently enrolled, waiting lists and expulsions and suspensions,
- The school's enrollment and admissions process,
- Compliance with health and safety plans and procedures, and summary of changes to plans and procedures,
- Compliance with applicable grant requirements,

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. Pursuant to Education Code section 47607(a), the District may inspect or observe any part of ACS at any time.

RESPONDING TO INQUIRIES

ACS shall promptly respond to all inquiries including but not limited to inquiries regarding financial records from the District and shall consult with the District regarding any inquiries. ACS acknowledges that it is subject to audit by District.

NOTIFICATIONS

Notification is to be made to the District of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by ACS.

CLOSURE PROTOCOL

*Governing Law: A description of the procedures to be used if the charter school closes—
Education Code Section 47605(b)(5)(P)*

Closure of ACS will be documented by official action of the ACS Board of Directors and the Santa Barbara Unified School District no matter what the reason is for the closure. The action will identify the reason for the closure (i.e. revocation, suspension, or termination of the Charter), as well as the entity and persons responsible for the closure.

The ACS Board will promptly notify parents and students of ACS, the District, the Santa Barbara County Office of Education, the School's SELPA, the retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This

notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

The ACS 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, ACS will provide parents, students and the District with copies of all appropriate student records and otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. All records of ACS shall be transferred to the District upon School closure, or if the District is unwilling to store such records, ACS 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 and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, ACS shall prepare final financial records. The School shall also have an independent audit completed as soon as reasonably practical, which should be no more than six months after closure. ACS shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant and provided to the District upon its completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and 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 ACS.

As a nonprofit corporation ACS may engage in bankruptcy proceedings upon recommendation of its Board of Directors as part of school closure procedures.

ACS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of ACS, all assets of ACS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending ACS, remain the sole property of ACS and shall be distributed in accordance with the Articles of Incorporation and Bylaws of ACS upon the dissolution of the non-profit public benefit corporation to another public educational entity.

Any assets acquired from the District or District property will be promptly returned upon ACS 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, ACS shall remain solely responsible for all liabilities arising from the operation of ACS.

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

As specified by the Budget, ACS will utilize the reserve fund to undertake any expenses associated with the closure procedures above.

X. IMPACT ON THE DISTRICT

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

ACS shall be operated as a California nonprofit public benefit corporation. This corporation will be organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

POTENTIAL CIVIL LIABILITY EFFECTS

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

Further, ACS and the District shall enter into an MOU, wherein ACS shall indemnify the District for the actions of ACS under this charter.

The corporate Bylaws of ACS shall provide for indemnification of the School's Board, officers, agents, and employees, and ACS will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

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

The ACS Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

XI. TERMS OF THE CHARTER

By approving this new charter, the District will be fulfilling the intent of the Charter School Act to increase learning opportunities for all pupils; create professional opportunities for teachers; and provide parents and pupils with choices in education.

This Charter is effective beginning July 1, 2014 and ending June 30, 2019. The Charter may be renewed every five years or as by law when requested by ACS and agreed upon by the Santa Barbara Unified School District Board of Education.

The charter may be revoked as provided by law. Prior to revocation the District shall comply with Education Code Section 47607 and all applicable regulations.

NON-ASSIGNMENT

Neither the Charter petition, nor any legal rights derived there from to develop or operate the school, or carry out any action pursuant to the charter, may be assigned to any other entity without the prior written approval of the District. The granting or denial of said approval is within the sole discretion of the District.

XII. ADDITIONS, DELETIONS, AND MODIFICATIONS OF THE CHARTER

Changes to the charter, or to the nature and scope of activities to be carried out pursuant thereto, that are deemed to be material amendments may be made by a majority vote of the Board of Directors and require written approval of the Santa Barbara Unified School District. Amendments to the charter considered to be material changes include, but are not limited to, the following:

- Substantial changes to the educational program, mission, or vision.
- Proposed changes in enrollment that differs by more than 25 percent +/- of the enrollment originally projected in the charter, or as approved by the District in a subsequently revised charter.
- Addition or deletion of grades or grade levels to be served.
- Location of facilities and/or new sites.
- Admissions preferences.
- Governance structure, including operating entity.
- Special education program.

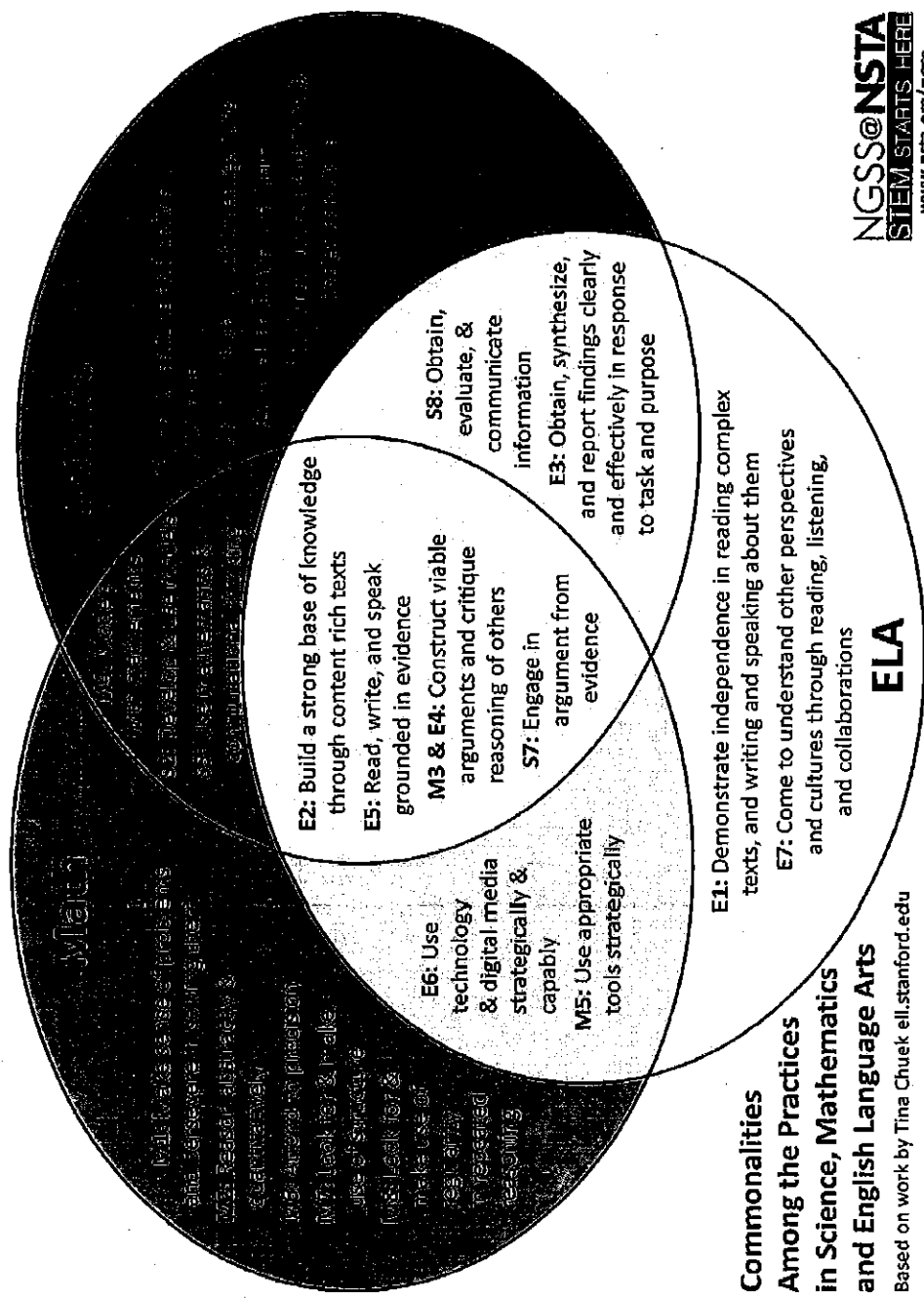
Appendices may be amended as described in each individual appendix.

A copy of any material revision to the charter will be forwarded to the California Department of Education for review and possible approval by the State Board of Education.

Practices in Mathematics, Science, and English Language Arts*

		English Language Arts
<p>M1. Make sense of problems and persevere in solving them.</p> <p>M2. Reason abstractly and quantitatively.</p> <p>M3. Construct viable arguments and critique the reasoning of others.</p> <p>M4. Model with mathematics.</p> <p>M5. Use appropriate tools strategically.</p> <p>M6. Attend to precision.</p> <p>M7. Look for and make use of structure.</p> <p>M8. Look for and express regularity in repeated reasoning.</p>	<p>S1. Asking questions (for science) and defining problems (for engineering).</p> <p>S2. Developing and using models.</p> <p>S3. Planning and carrying out investigations.</p> <p>S4. Analyzing and interpreting data.</p> <p>S5. Using mathematics, information and computer technology, and computational thinking.</p> <p>S6. Constructing explanations (for science) and designing solutions (for engineering).</p> <p>S7. Engaging in argument from evidence.</p> <p>S8. Obtaining, evaluating, and communicating information.</p>	<p>E1. They demonstrate independence.</p> <p>E2. They build strong content knowledge.</p> <p>E3. They respond to the varying demands of audience, task, purpose, and discipline.</p> <p>E4. They comprehend as well as critique.</p> <p>E5. They value evidence.</p> <p>E6. They use technology and digital media strategically and capably.</p> <p>E7. They come to understanding other perspectives and cultures.</p>

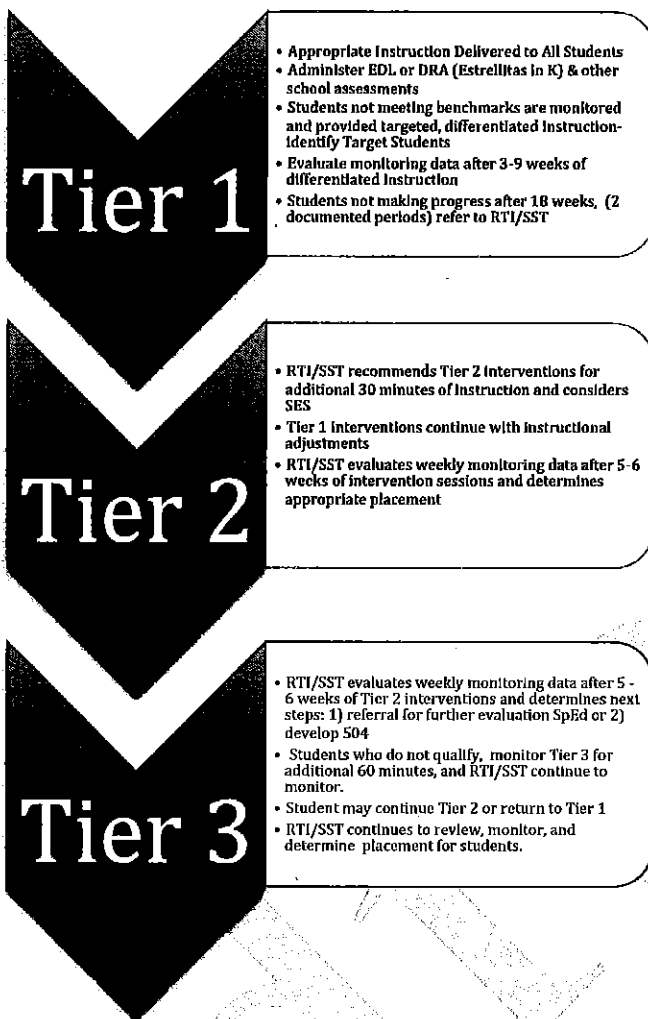
* The Common Core English Language Arts uses the term “student capacities” rather than the term “practices” used in Common Core Mathematics and the Next Generation Science Standards.



Appendix B – Response to Intervention

ADELANTE CHARTER SCHOOL

RESPONSE TO INTERVENTION



School wide Assessment Benchmarks and Tools for Progress Monitoring
Adelante Charter School

Measurable Outcomes

Language Fluency:

Students will demonstrate high levels of academic achievement in both their first and second languages – an equal value placed on Spanish and English.

Academic Content Success:

Students will demonstrate measurable growth in all school wide learning assessments, both formative and summative and demonstrate annual progress to meet established targets on standardized tests starting with Smarter Balanced Assessments in 2015.

Self-Direction, Innovation:

Promote student wellness – (physical, socio-emotional, mental) Students will demonstrate that they are self-directed learners by exhibiting initiative, independence, persistence in learning, self-discipline and curiosity.

Healthy Attitudes and Positive School Environment:

Students, staff, administration and community are aligned with an expectation of academic excellence, cultivating a climate of achievement.

Students will demonstrate a reverence of the natural world and the capacity to understand and care about humans' relationship to all life on earth.

Appendix C – School Wide Assessment Benchmarks and Tools for Progress Monitoring

OUTCOME Language Fluency:
Students will demonstrate high levels of academic achievement in both their first and second languages – an equal value placed on Spanish and English.

Assessment	Indicators of Growth				Timeline
1. EDL – Spanish / DRA-English	K	2	4	8	Multidimensional, timely feedback for reading fluency & comprehension. Trimester targets by grade level. Intensive monitoring K-2 in Spanish. No Spanish DRA after reaching 28.
	1	10	15	18	
	2	21 EDL/15 DRA	25 EDL/18 DRA	28 EDL/22 DRA	
	3	30	34	38	
	4	38	39	40	
	5	42	46	50	
	6	52	56	60	
*Estrellitas in K	Total of 20 mini benchmark assessments administered over the 1 st and 2 nd trimester.				Administered in K at 1 st and 2 nd trimester only until reaching a score of 198.
2. FLOSEM Stanford Foreign Language Oral Skills Evaluation Matrix	% increase of students showing improvement by at least one level (1-6) in each of the 5 categories monitored: Comprehension, Fluency, Vocabulary, Pronunciation, Grammar				All ELLs in September and February
3. Spanish LAS – Hablando y Escuchando	Increase % of students scoring Proficient and Above Proficient in speaking and listening skills. Administered until students reach level 5.				All students annually
4. Aprende RLA 1 st -6 th K – Practice Test	Increase % of students scoring at or above grade level in Spanish reading and language arts.				All students annually
5. CELDT For all ELLS until redesignated to fluent status	% of ELLs showing annual improvement by one level will increase to meet Title III growth expectations for AMAOs.				Before October 30th
6. Writing: Units of Study/The Reading and Writing Project of the Teacher’s College, Columbia University	Rubrics for each unit, at each grade level for narrative, opinion, and informative writing. Writing in science and social studies for additional data. Argument and complex conclusions after active investigations with FOSS curriculum or outdoor experiences.				K-monthly 1 st -6 th quarterly

OUTCOME Academic Content Success:

Students will demonstrate measurable growth in all school wide learning assessments, both formative and summative and demonstrate annual progress to meet established targets on standardized tests starting with Smarter Balanced Assessments in 2015.

Assessment	Indicators of Growth				Timeline
Math					
1. Context for Learning Assessments developed in conjunction with UCSB coaches and partner schools and use of "Landscape of Learning" progressions/targets	K	Bunk Beds & Apple Boxes	Organizing & Collecting	Beads & Shoes & Making Twos	Ongoing throughout each unit
	1	Organizing & Collecting	Double Decker Bus	Measuring for the Art Show	
	2	Measuring for the Art Show	The T-Shirt Factory	Ages & Timelines	
	3	The T-Shirt Factory	Groceries, Stamps and Measuring Strips	The Big Dinner, Ages & Timelines, Muffles & Truffles	
	4	Muffles & Truffles	The Teacher's Lounge	Fieldtrips & Fundraisers	
	5	The Box Factory Fieldtrips & Fundraisers	Best Buys, Ratios & Rates	The California Frog Jumping Contest	
	6	Fieldtrips & Fundraisers Best Buys, Ratios & Rates	The California Frog Jumping Contest Exploring Parks and Playgrounds	Mystery of the Meter	
2. Lesson Study	-Focus on elevated levels of student discourse around mathematical reasoning and practices. -Formative assessment practices refined – students explain their reasoning and modeling strategies.				
Science:					
1. Curriculum embedded assessments	K	Trees & Weather	Wood & Paper	Animals 2 by 2	Ongoing during each module
	1	Air & Weather	Plants & Animals	Solids & Liquids	
	2	Balance & Motion	Pebbles, Sand & Silt	Plants & Insects	
	3	Sun, Moon, Stars	Water/Adaptations-Monterey Bay Aquarium	Matter & Energy	
	4	Electricity & Magnetism	Soil, Rocks & Landforms	Environments	
	5	Mixtures & Solutions	The Water Planet	Living Systems	
	6	Earth Science Unit- Science Matters	Ocean Science Sequence 6-8 GEMS	Populations & Ecosystems FOSS MS	
2. Notebooks	-Notebooks with a focus on higher-level thinking skills. An emphasis on student constructed responses and performance tasks vs. selected				

	responses. -Attention to recording observations, collecting data, making sense of data -Special attention giving to graphing and analysis of data particularly in the upper grades.	
3. CST Science	Increase the number of students scoring proficient and advanced across all subgroups	Annually in 5 th grade
Social Studies		
1. GLAD unit assessments/teacher created assessments for Project Based Learning activities.	-Formative assessments focused on higher-level thinking skills. -An emphasis on student constructed responses, performance tasks and real world application vs. selected responses as students progress to culminating project/activities. -Rubrics from BIE (Buck Institute for Education) for Project Based Learning	On-going throughout units

OUTCOME Self-Direction, Innovation:
Promote student wellness – (physical, socio-emotional, mental) Students will demonstrate that they are self-directed learners by exhibiting initiative, independence, persistence in learning, self-discipline and curiosity.

Assessment	Indicators of Growth	Timeline
PE:		
Physical Fitness Exam	Increase % of students meeting physical fitness standards in all 6 areas	Annually, administered to 5 th grade students
Art:		
Products	Students are able to articulate techniques used in their work as well as the work of other artists and the materials used to create the piece	Ongoing projects with Art program
Artistic Integration	An increase in art integrated into the curriculum	As evidenced in student portfolios
Music:		
	Students perform using instruments learned as well as participate in performances where multicultural traditional songs and instrumental pieces are showcased.	Student performances throughout the school year

STEM Disciplines:		
Student designed experiments and projects/products	-Increased evidence of experimental design and innovation through group and individual projects (Not just "Science Fair" project). -Students and teachers use rubrics to assess process as well as product throughout the projects. Rubrics adapted from The Buck Institute for Education. Assessing Creativity and Innovation-sample areas include: promoting divergent and creative perspectives during discussions, using ingenuity and imagination-going outside conventional boundaries when shaping ideas into a product, seeking out feedback and critique through the process to revise product.	Ongoing
Culture/Tribes Learning Community:		
Tribes Learning Community Agreements	Observed increase in the four Tribes agreements across grade levels both in and out of the classroom 1) Mutual Respect 2) Attentive Listening 3) Appreciation-no put downs 4) Participation-right to pass	Ongoing
Office referrals/suspensions	Decrease in the number of office referrals and suspensions.	Reported to the ACS Board of Directors monthly
Attendance/Tardy Rates	Maintain at least 95% attendance rate across grades Decrease in the number of tardies reported across grades	Reported to the ACS Board of Directors monthly
California Healthy Kids Survey (CHKS)	Increase in % of students reporting high levels of resilience-promoting protective factors, school connectedness and internal strengths as well as increased % of students identifying that they are participating in meaningful ways at home and in the classroom.	Annually, administered to 5 th grade students

OUTCOME Healthy Attitudes and Positive School Environment:

Students, staff, administration and community are aligned with an expectation of academic excellence, cultivating a climate of achievement.

Students will demonstrate a reverence of the natural world and the capacity to understand and care about humans' relationship to all life on earth.

Assessment	Indicators of Growth	Timeline
School Effectiveness Survey	High levels of effectiveness reported, % increase in areas targeted for growth	Administered to staff annually
Ocean Guardian litter collection data	Decrease in school wide collection data results. Also, decrease in single-use plastics	Collected and recorded weekly
Parent Participation Logs	High levels of parent participation reported across classrooms, with maintenance and attention given to upper grade participation as well. Equity across grades.	Collected and reported to the Board of Directors
Parent Satisfaction Survey	Parents surveyed indicate high levels of satisfaction	Administered annually
California Healthy Kids Survey (CHKS)	Increase in % of students reporting high levels resilience-promoting protective factors, school connectedness and internal strengths	Annually in 5 th grade
Wilderness Youth Project surveys	Results show an increase in connection to nature and level of comfort while interacting with the natural world	Beginning and end of 6 th grade
School Gardens	Increased production of food and distributed responsibilities for maintaining garden space – Garden educator, teachers, students, parents.	

Appendix D – TCRWP Informational Reading and Informational/Explanatory Writing Rubric – Fifth Grade

Teachers College Reading and Writing Project: Fifth Grade Informational Reading/Argument Writing Performance Assessment Rubric

5th Writing Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective
<p><i>W. Standard 5.1</i> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>							
Structure: Creates an organizational structure	Attempts some organization, but this occurs mostly within a part of the text – overall organization is lacking.		Uses paragraphing to group supporting ideas and their relevant evidence. It's clear how most sections have been organized.		Orders paragraphs in a structure that demonstrates some planning; may demonstrate least to most importance; chronological order; or follow the flow of the research text.		Organizes evidence to support each reason, making it clear which evidence supports which reasons. Within supporting paragraphs or sections, organizes evidence in an order that reads well and makes sense.
Structure: Transitions	Some basic transitions are in place: (<i>for example, because</i>). Reasons are connected to each other using simple linking words (<i>also, another</i>)		Uses words and phrases to connect different parts of the piece together: to demonstrate shifting from reasons to evidence (<i>e.g. "for instance"</i>) or to introduce a new point (<i>e.g. "in addition"</i>).		Uses transition words and phrases to connect evidence to reasons using phrases like <i>this shows that...</i> Helps the reader move through the essay with phrases such as <i>another reason, the most important reason.*</i> To demonstrate cause and effect, uses terms like <i>consequently, because of</i> .		Uses a variety of transitional phrases to help the reader understand the flow of the argument and the connection between evidence, reasons, and the writer's position.
Development: Elaboration	The writer provides reasons for the claim. Some information or explanation is provided.		Writes 2-3 sentences about each reason, including relevant examples and information. Most information supports the claim.		Includes a variety of evidence to support each reason (facts, examples, quotations, micro-stories, information). Discusses/explains some evidence.		Includes a variety of evidence from reliable sources to support each reason. Discusses/explains evidence and how it supports the claim.

x 2:

Appendix D – TCRWP Informational Reading and Informational/Explanatory Writing Rubric – Fifth Grade

Teachers College Reading and Writing Project: Fifth Grade Informational Reading/Argument Writing Performance Assessment Rubric

5th Writing Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4- Highly Effective	Score
<i>W. Standard 5.1</i> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.								
Language Conventions	Most words are spelled conventionally, including some domain-specific vocabulary relevant to the topic		High-frequency words and many Tier II and domain-specific vocabulary words are spelled conventionally.		Uses commas to set off introductory parts of sentences (<i>At this time in history, it was common to...</i>)		Uses punctuation such as dashes, colons, parentheses, and semicolons to help include or connect extra information in some sentences.	
	Capitalization, ending punctuation and use of commas in lists is mostly accurate. The writer uses a variety of sentences lengths.		Some complex sentences are punctuated correctly with internal commas.		Approximates correct punctuation when quoting from sources.		Uses correct punctuation when quoting from sources.	
<i>R. Standard 5.1</i> Quote accurately when explaining what the text says explicitly and when drawing inferences from the text.								
Development: Reading/Research	Refers to more than one detail or example from the provided source(s). References to source material demonstrate a literal and inferential understanding of the details included.		Refers to multiple relevant, important details or examples from the provided source(s). References to source material demonstrate an accurate understanding of literal and inferential details from the text.		Quotes accurately when referring to the most relevant details from the provided source(s) to support the main claim. Demonstrates insightful understanding of literal and inferential details from the text.		Uses accurate citations to demonstrate an analytic reading of the source material, helping the reader see how particular passages from the reading support (or counter) the writer's position on the topic.	

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Appendix E – Creativity & Innovation Rubric for PBL

C R E A T I V I T Y & I N N O V A T I O N R U B R I C f o r P B L (for grades 6-12; CCSS ELA aligned)				
P R O C E S S				
<i>Creativity & Innovation Opportunity at Phases of a Project</i>	Below Standard	Approaching Standard	At Standard	Above Standard ✓
<i>Launching the Project</i> Define the Creative Challenge	<ul style="list-style-type: none"> • may just “follow directions” without understanding the purpose for innovation or considering the needs and interests of the target audience 	<ul style="list-style-type: none"> • understands the basic purpose for innovation but does not thoroughly consider the needs and interests of the target audience 	<ul style="list-style-type: none"> • understands the purpose driving the process of innovation (Who needs this? Why?) • develops insight about the particular needs and interests of the target audience 	
<i>Building Knowledge, Understanding, and Skills</i> Identify Sources of Information	<ul style="list-style-type: none"> • uses only typical sources of information (website, book, article) • does not offer new ideas during discussions 	<ul style="list-style-type: none"> • finds one or two sources of information that are not typical • offers new ideas during discussions, but stays within narrow perspectives 	<ul style="list-style-type: none"> • in addition to typical sources, finds unusual ways or places to get information (adult expert, community member, business or organization, literature) • promotes divergent and creative perspectives during discussions (CC 11-12.SL.1c) 	

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<p><i>Developing and Revising Ideas and Products</i></p> <p>Generate and Select Ideas</p>	<ul style="list-style-type: none"> • stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s) • selects one idea without evaluating the quality of ideas • does not ask new questions or elaborate on the selected idea • reproduces existing ideas; does not imagine new ones • does not consider or use feedback and critique to revise product 	<ul style="list-style-type: none"> • develops some original ideas for product(s), but could develop more with better use of idea-generating techniques • evaluates ideas, but not thoroughly before selecting one • asks a few new questions but may make only minor changes to the selected idea • shows some imagination when shaping ideas into a product, but may stay within conventional boundaries • considers and may use some feedback and critique to revise a product, but does not seek it out 	<ul style="list-style-type: none"> • uses idea-generating techniques to develop several original ideas for product(s) • carefully evaluates the quality of ideas and selects the best one to shape into a product • asks new questions, takes different perspectives to elaborate and improve on the selected idea • uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product • seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience (CC 6-12.W.5) 	
<p><i>Presenting Products and Answers to Driving Question</i></p> <p>Present Work to Users/Target Audience</p>	<ul style="list-style-type: none"> • presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features) 	<ul style="list-style-type: none"> • adds some interesting touches to presentation media • attempts to include elements in presentation that make it more lively and engaging 	<ul style="list-style-type: none"> • creates visually exciting presentation media • includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience 	
PRODUCT				
	Below Standard	Approaching Standard	At Standard	Above Standard ✓

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<p>Originality</p>	<ul style="list-style-type: none"> relies on existing models, ideas, or directions; it is not new or unique follows rules and conventions; uses materials and ideas in typical ways 	<ul style="list-style-type: none"> has some new ideas or improvements, but some ideas are predictable or conventional may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas 	<ul style="list-style-type: none"> is new, unique, surprising; shows a personal touch may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways 	
<p>Value</p>	<ul style="list-style-type: none"> is not useful or valuable to the intended audience/user would not work in the real world; impractical or unfeasible 	<ul style="list-style-type: none"> is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified need unclear if product would be practical or feasible 	<ul style="list-style-type: none"> is seen as useful and valuable; it solves the defined problem or meets the identified need is practical, feasible 	
<p>Style</p>	<ul style="list-style-type: none"> is safe, ordinary, made in a conventional style has several elements that do not fit together; it is a mish-mash 	<ul style="list-style-type: none"> has some interesting touches, but lacks a distinct style has some elements that may be excessive or do not fit together well 	<ul style="list-style-type: none"> is well-crafted, striking, designed with a distinct style but still appropriate for the purpose combines different elements into a coherent whole 	

Note: The term "product" is used in this rubric as an umbrella term for the result of the process of innovation during a project. A product may be a constructed object, proposal, presentation, solution to a problem, service, system, work of art or piece of writing, an invention, event, an improvement to an existing product, etc.

Creativity & Innovation Rubric / Grades 6-12 / Page 2

**This document will be reviewed, revised and adopted at the beginning of each school year to reflect ongoing needs, resources, assessment methods, and technologies. For ACS Use Only.*

Adelante Charter School - Common Core Implementation and Professional Learning Plan

Goal	Awareness Phase 2011-2012	Transitional Phase 2012-2013	Implementation Phase 2013-2016
Understand significant instructional shifts in the CCSS and be able to describe new expectations in terms of student performance.	<p>Working in grade-level teams, begin to understand and incorporate new shifts in the CCSS into instructional planning</p> <p>ELA (3 major shifts)</p> <p>Building knowledge through content-rich nonfiction and informational text, Regular practice with complex text and academic vocabulary, Reading and writing grounded in evidence from text</p> <p>MA (3 major shifts) focus -</p> <p>fewer topics going deeper</p> <p>-allows students to think and practice. <i>Coherence</i></p> <p>allows students to make connections among mathematical ideas. <i>Rigor</i></p> <p>allows students to show fluency, application, and a deep understanding of mathematics.</p> <p>Primary area of focus this year:</p> <p>ELA- Reading and writing grounded in evidence.</p> <p>MA- Rigor, with an emphasis on explaining their thinking and</p>	<p>CCSS ELA and MA training with SBCEO - multiple offerings/levels.</p> <p>Strategic Schooling/Knox Educational Services – increasing the quantity and complexity of writing in every grade.</p> <p>Shift to more non-fiction text and more informational/explanatory writing. (balanced w/ fiction)</p> <p>Teachers released to see colleagues - best practices</p> <p>Areas of focus this year: ELA</p> <p>Reading and writing grounded in evidence and Building knowledge through content-rich nonfiction and informational text.</p> <p>Areas of focus this year: MA</p> <p>Rigor, with an emphasis on explaining their thinking and identifying strategies used</p>	<p>All staff reading <i>Pathways to the Common Core, Accelerating Achievement</i>. Calkins, Ehrenworth, Lehman</p> <p>(weekly book discussions in Thursday PD time. Teachers experience CCSS aligned activities together to better understand the level of rigor inherent in the standards)</p> <p>Mathematics: focus on the 8 standards for mathematical practice. Attention given to the evidence in student work of the 8 practices and the overlap with NGSS Scientific and Engineering Practices as well as CCSS ELA competencies.</p> <p>ELA: text complexity, text-based questions and tasks, Regular practice with complex text and academic vocabulary.</p> <p>Collecting exemplars at each grade level to show evidence in student work</p>

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Adelante Charter School - Common Core Implementation and Professional Learning Plan

Goal	Awareness Phase	Transitional Phase	Implementation Phase
<p>Technology integration for instruction, assessment and technology-rich learning environment</p>	<p>identifying strategies used</p>	<p>Increased access to technology for all students. Web-enabled 1:1 laptops in grades 4,5,6. iPads used primarily K-3, Technology PD - particularly in iPad apps</p> <p>Decision to purchase new class set of laptops for 6th grade - move the older laptops to 3rd grade. This will allow 1:1 laptops in grades 3-6 to support SBAC assessment demands</p>	<p>Revise existing formative and summative assessments to address higher-level thinking, text-dependent constructed responses, synthesis, and collaboration as required in the CCSS</p>
<p>Technology integration for instruction, assessment and technology-rich learning environment</p>	<p>Update technology plan, share best practices, mimeo boards, iPads in most classrooms. 1:1 Laptops in grades 4-6</p> <p>Technology- professional learning opportunities for effective strategies and programs for incorporating technology in delivery of instruction. iPad trainings/Apple TV</p>	<p>Web-enabled 1:1 computing in grades 3-6. iPads in grades K-2 with attachable keyboards for early keyboarding exposure/practice.</p> <p>Although the devices are not sent home with children, teachers work closely with families to ensure that all students 4-6 have a device at home as well as internet access (thanks to Computers for Families/COX). Students have nightly homework assignments which are submitted through Edmodo or EDUJ2.0</p> <p>All upper grade students are provided opportunities to learn and use collaborative learning technology to enhance projects and learning experiences</p> <p>Parents have requested support in understanding/integrating technology in their families in a meaningful way</p>	<p>Web-enabled 1:1 computing in grades 3-6. iPads in grades K-2 with attachable keyboards for early keyboarding exposure/practice.</p> <p>Although the devices are not sent home with children, teachers work closely with families to ensure that all students 4-6 have a device at home as well as internet access (thanks to Computers for Families/COX). Students have nightly homework assignments which are submitted through Edmodo or EDUJ2.0</p> <p>All upper grade students are provided opportunities to learn and use collaborative learning technology to enhance projects and learning experiences</p> <p>Parents have requested support in understanding/integrating technology in their families in a meaningful way</p>

ment methods,

Appendix F – Common Core Implementation Plan and Professional Learning Plan

Adelante Charter School - Common Core Implementation and Professional Learning Plan

Goal	Awareness Phase	Transitional Phase	Implementation Phase
<p>Determine strengths and needs in teacher content knowledge and skills, provide targeted professional development to address identified needs</p>	<p>Conduct needs assessment-identify needs/set priorities for professional learning and develop professional learning plan based on identified needs and full implementation in 2014-15. Identify strengths in teaching staff for sharing best practices.</p>	<p>Professional learning focused on differentiated instruction. Writing Instruction needs to be consistent and articulated K-6/ PD focus with Knoxx Education Science content support needed (FOSS) Higher order thinking and evidence of individual student thinking (Harvard's Project Zero)</p>	<p>(Support from Padres Adelante - Sal Guereña) Adelente staff is very aware of the need to include the family as much as possible in the integration of technology/ transition to a technology-rich learning environment. Without such precautions there could be unintended negative consequences. This will continue to be a priority as the school moves along this spectrum Professional learning opportunities for teachers in innovative uses of technology and appropriate integration of technology into teaching and learning experiences</p>
		<p>Writer's workshop support for all teachers K-6 - Professional development in Lucy Calkin's Units of Study in opinion, informational and narrative writing - CCSS aligned Professional learning support in Reading Instruction (The Teacher's College Reading and Writing Project) - Reader's workshop/ Book clubs/literature circles/fostering a love of reading Continued Science support (FOSS)</p>	

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Appendix F – Common Core Implementation Plan and Professional Learning Plan

Adelante Charter School - Common Core Implementation and Professional Learning Plan

Goal	Awareness Phase	Transitional Phase	Implementation Phase
<p>Implement instructional practices that scaffold learning and differentiate instruction to support the growth of each student and ensure that all students meet the rigor of the CCSS.</p>	<p>Focus on small group instruction in reading and mathematics GLAD strategies for expert groups/ cross-curricular connections/</p>	<p>Flexible groupings throughout the day. Professional learning focused on differentiated instruction. (Tomlinson) Meeting the needs of all learners – a recognition and commitment from teachers to plan for student differences in order to maximize student growth and promote individual student success. Teachers begin to differentiate and share evidence of this by varying: Content- Vary what students will learn and the materials that represent the content. Process Vary the activities through which students make sense of key ideas using essential skills. Product Vary how students demonstrate and extend what they understand and can do as a result</p>	<p>Environmental/ Ecocliteracy support for teachers to assist in connecting students' experiences in the classroom to the natural world Continued work with higher order thinking. Making students' thinking visible and valued in each classroom</p>
		<p>Continued work with teachers in the area of differentiation. Differentiation is a focus in all curricular areas. Continue to build capacity so that teachers are able to transform data analysis into concrete actions that regularly guide and modify classroom instructional delivery. Understanding the methods, purpose, and use of assessment data to promote learning . Attention given to the use of formative assessment practices and real-time data to adjust instruction based on the needs of individual students.</p>	

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Appendix F – Common Core Implementation Plan and Professional Learning Plan

Adelante Charter School - Common Core Implementation and Professional Learning Plan

Goal	Awareness Phase	Transitional Phase	Implementation Phase
<p>Literacy content/ pedagogy support for staff</p>	<p>Balanced Literacy Instruction – focus on guided reading and establishing the structures for small group instruction</p>	<p>of a span of learning. Learning Environment Vary the classroom conditions that set the climate, expectations for learning, and physical conditions</p> <p>Balanced literacy - focus on frequent formative assessment measures to make corrections/modifications to instruction instead of relying on intervention systems later on.</p> <p>Writing PD - Knoxx Education, with an emphasis on expository text</p> <p>Teachers experience the CCSS first-hand in PD through activities that are developed with CCSS in mind.</p>	<p>Guided reading in place in every classroom with an emphasis on text-dependent responses.</p> <p>Students engage in rich and rigorous evidence-based conversations about text as well as understanding the author's claims based on textual evidence. Balancing informational and literary texts</p> <p>Professional development with The Reading and Writing Project (Teacher's College, Columbia University) using Units of Study for writer's workshop. Emphasis on students seeing themselves as authors/ the writing process/ revision & reflection/ publishing student work - CCSS aligned</p> <p>Constructing arguments in MA and Science and supporting claims with evidence and reasoning - Techniques found in Science Talk Primer (Terk) / Understanding Language/Constructive</p>

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Appendix F – Common Core Implementation Plan and Professional Learning Plan

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Goal	Awareness Phase	Transitional Phase	Implementation Phase
<p>MA content/ pedagogy support for staff</p>	<p>Professional learning offering with Contexts for Learning – Bill Jacob UCSB additional coaching added. Model lessons/co-teaching with coaches.</p>	<p>Identification of CCSS Standards for Mathematical Practice and Mathematical Content Standards within the Contexts for Learning curriculum. Continued coaching support. Lesson study with another school.</p>	<p>Conversations (Stanford University). Elevated Level of oral discourse</p> <p>Evaluate existing curriculum and modify or supplement where needs exist - some units/literature moved to grades below to meet the CCSS demands of increased text complexity.</p> <p>Lesson Study in every classroom</p> <p>Attention given to formative assessments/ performance-based assessments. Feedback and monitoring the fidelity of implementation of Contexts for Learning K-6 (done with coaching from UCSB)</p>
<p>Develop STEM literate students K-6</p>	<p>FOSS (science) implementation – focus on improving literacy instruction across content. Use of science notebooks, trade books, articles</p>	<p>FOSS taught using GLAD strategies to maximize both content knowledge and language skill development. Attention to informational text and informational/explanatory writing</p>	<p>Students build knowledge of the world through text as well as the scientific and engineering practices of the NGSS.</p> <p>FOSS PD for implementation of final module</p> <p>Additional support in content and pedagogy as well as developing teacher leadership in science.</p> <p>Continued work in connecting children and learning experiences with the natural world. Place based learning/ project based learning centered on environmental stewardship</p>

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Adelante Charter School - Common Core Implementation and Professional Learning Plan

Goal	Awareness Phase	Transitional Phase	Implementation Phase
<p>Design units and lessons that support every student in meeting CCSS</p>	<p>GLAD training for all teachers – develop interdisciplinary units of instruction with a focus on developing academic language. Identifying both content and language objectives for each lesson to increase accessibility of content for language learners. Units developed in both science and social studies</p>	<p>Unit design-backwards-planned units with specific learning targets identified. Build on existing GLAD units, develop new units, emphasizing academic language development and an increase in complexity of texts used. Attention to formative assessment practices through these units</p>	<p>Units developed and aligned to the expectations of CCSS. Students continually build transferable vocabulary in either Spanish or English that they will need to access grade level complex texts Attention given to learning targets and progress monitoring throughout cross-curricular units of study in order to "course correct" and offer supports/ intervention or extensions and challenges as evidenced by student performance</p>
<p>Plan to support English Learners</p>	<p>GLAD training completed for all staff</p>	<p>New ELD standards - SBCEO training. Language developed in the</p>	<p>Professional learning in essential elements of Project Based Learning (PBL) that is contextual, creative, and shared. Student move towards taking more ownership of the learning experience and their school environment. Working on projects and in teams, students become accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional work environment. (Buck Institute for Education)</p>
<p>Adelante Charter School</p>			<p>Focus on collaborative conversations and raising the level of oral discourse</p>

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Appendix F – Common Core Implementation Plan and Professional Learning Plan

Adelante Charter School - Common Core Implementation and Professional Learning Plan

Goal	Awareness Phase	Transitional Phase	Implementation Phase
		context of content	<p>campus-wide.</p> <p>All teachers are trained in GLAD/SDAIE/SIOP to make instruction more comprehensible. Refinement of these skills/strategies</p> <p>Attention to deliberate development of academic language in English and mini lessons to small groups targeting areas where formative assessment data indicate a need for growth</p> <p>Focus on CCSS speaking and listening standards as well as convergence of NGSS/ELA/MA</p>
<p>Develop staff expertise to design assessments, monitor student progress to inform instruction. Collaborative structure in place.</p>	<p>Establish PLC protocols</p> <p>Teacher teams collect and analyze evidence of student work to inform instructional strategies and practices</p>	<p>Create and use formative assessments to monitor student progress to better meet the individual needs of students and accelerate learning for students who are not on track to meet the standards.</p> <p>Analyze and revise existing assessments to align with the rigor of CCSS</p>	<p>Teachers regularly meet and look at student work to analyze and inform instructional practices. Use of protocols and rubrics to inform/guide conversations around student work samples</p> <p>PLC review of science notebook entries focused on student generated responses and uncovering student thinking/misconceptions</p> <p>Cross-grade scoring of writing samples using rubrics provided in Units of Study (TCRWP)</p>

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Appendix F – Common Core Implementation Plan and Professional Learning Plan

Adelante Charter School - Common Core Implementation and Professional Learning Plan

Goal	Awareness Phase	Transitional Phase	Implementation Phase
<p>Communicate the importance and significance of the CCSS with parents/ community</p>	<p>Family/community events offer the platform to share out the changing landscape in education. With the change from César Chávez Charter School to Adelante parent engagement has become a major focus as well as parent education.</p>	<p>Share with parents at Back to School night as well as Café con la Directora about the changes and the implications for student learning with CCSS</p> <p>Math night - parents given first-hand experiences and the opportunity to engage in the problem solving their children experience. An opportunity to address the shifts in learning and expectation for children. Also an opportunity to model questioning techniques that will assist their children in finding success in mathematics</p>	<p>Café con la Directora - questions and concerns are raised. Topics have included CCSS/ Charter renewal</p> <p>Parent meetings/ updates/ showcasing student work</p> <p>Updates will be provided to parents about testing changes as well as new reporting for the Smarter Balanced assessments</p>

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**dba Adelante Charter School of Santa Barbara
(A California Nonprofit Public Benefit Corporation)**

BOARD BYLAWS

**ARTICLE I
NAME**

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is **Cesar Estrada Chavez Dual Language Immersion Charter School, Inc., dba Adelante Charter School of Santa Barbara (hereinafter Adelante Charter School of Santa Barbara or Charter School)**

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office of the corporation for the transaction of its business is located at 1102 East Yanonali Street, Santa Barbara, in Santa Barbara County, California.

Section 2. CHANGE OF ADDRESS OF THE CORPORATION. The county of the corporation's principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors, however, may change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws.

Dated:

Dated:

Dated:

**ARTICLE III
OBJECTIVES AND PURPOSES**

Section 1. OBJECTIVES AND PURPOSES. The primary objectives and purposes of this corporation shall be charitable and educational as the delegate of the Board of Directors of the Adelante Charter School of Santa Barbara, chartered by the State of California. The Adelante Charter School of Santa Barbara. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not

Appendix G - Board Bylaws

affiliated with a sectarian school or religious institution; does not charge tuition; complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

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 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 DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes 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 office 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 V BOARD OF DIRECTORS

Section 1. NUMBER. The Corporation shall have no less than seven (7) and no more than eleven (11) board members and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw, as provided in these Bylaws.

Section 2. POWERS. Subject to the provision of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the Board of Directors, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

Section 3. DUTIES. It shall be the duty of the members of the Board of Directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;

Appendix G - Board Bylaws

- (b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;
- (c) Supervise all officers, agents, and employees of the corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the corporation; notices of meetings mailed or e-mailed to them at such addresses shall be valid notices thereof;
- (f) Read all pertinent documents related to the School, such as the Charter, Memorandum of Understanding, Bylaws, and other legal documents.

Section 4. TERMS OF OFFICE.

- a. The term of office of all members of the Board of Directors shall be three years beginning and ending in June. Certificated staff shall serve a one-year term.
- b. The terms of the members of the Board of Directors, except for Certificated staff, shall be staggered so that approximately one third of the Board shall expire every June.
- c. The term of office of a Board Member elected to fill a vacancy in these Bylaws begins on the date of the Board Member's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Board Member, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Board Members authorized.
- d. A Board Member's term of office shall not be shortened by any reduction in the number of Board Members resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
- e. A Board Member's term of office shall not be extended beyond that for which the Board Member was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.
- f.

Section 5. NOMINATIONS BY COMMITTEE. The Officers of the Board will appoint a board development committee responsible for prospecting, recruiting, orienting, supporting, providing ongoing training, and evaluating board directors. This committee will designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The board development 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 6. COMPOSITION OF THE BOARD OF DIRECTORS. The Board's composition of voting members will reflect the diversity of our school community and the community at large. Preference will be given to bilingual candidates. The Board will consist of:

Appendix G - Board Bylaws

- a. At least two parents of ACS students, including at least one parent whose dominant language is Spanish
- b. At least one community member
- c. At least two educators
- d. One full-time certificated employee (teacher) of Adelante Charter School. This member shall be nominated by his or her peers and approved by a majority vote of the Board of Directors.
- e. Non-voting advisors to the Board of Directors may include (1) the school principal; (2) the school accountant; and (3) a member of the Santa Barbara School District Board of Education (or other staff member).
- f. At the Board's direction, a Parliamentarian officer will attend Board meetings and will be up to date on the pertinent laws and key documents (Bylaws, ACS charter, Brown Act, and Charter School Act). This officer will also be responsible for modifying all documents and for bringing them to every meeting.
- g. Every effort should be made in the recruitment and nomination of Board Members to reflect the diversity of our school community and the community at large.

The Board may be increased by an additional member if needed to maintain an odd number of voting Board members. The Board shall decide what category of member shall be added to the Board upon this occurrence, keeping in mind the restriction on interested persons as outlined in Section [10] below.

Section 7. ADDITIONAL DUTIES OF BOARD MEMBERS.

- a. Parent representatives will provide a parent perspective to the Board of Directors and will reflect the diversity of our school community and the community at large.
- b. Community members will work with key staff to secure funding for the school and will network with the community.
- c. Educators will work with the administrator to ensure that the school is implementing an effective TWI program. These individuals may also share and/or introduce research-based educational practices and instructional strategies with staff, facilitate data discussions to improve instructional strategies that impact student outcomes, and ensure that the school is compliant with state and school district policies, laws, and regulations.

Section 8. COMPENSATION. Board Members shall serve without compensation. They shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Board Members may not be compensated for rendering services to the Corporation in any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 10 of this Article.

Section 9. TRAINING & PROFESSIONAL LEARNING. Board Members will be expected to attend and complete a training related to the Brown Act and have working

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knowledge of Roberts Rules of Order. Board members will also participate in at least 10 hours of Professional learning throughout the academic year. Board Members will attend other two-way immersion schools to learn about best practices and report back to the Board of Directors. Other types of Professional learning include, but are not limited to, attending conferences, workshops and seminars, and reading books and other informational materials.

Section 10. RESTRICTION REGARDING INTERESTED BOARD MEMBERS.

Notwithstanding any other provision of these Bylaws, not more than 49% of the persons serving on the Board of Directors may be interested persons. For purposes of this Section, "interested persons" means either:

- a. Any person currently being compensated by the Corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Board Member as director,
- b. Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 11. VOTING RESTRICTIONS ON EMPLOYEE BOARD MEMBERS.

Interested individuals who are employed by Adelante Charter School of Santa Barbara are automatically deemed to have disqualifying interest pursuant to the Adelante Charter School of Santa Barbara Conflict of Interest Code for purposes of personnel actions, budget adoption, contracts in excess of \$10,000 and employee evaluation issues. The requirements of the Adelante Charter School of Santa Barbara's Conflict of Interest Code, including disclosure and recusal, must be followed for any disqualifying interest. The above enumerated disqualifying interests are not exclusive and are in addition to any disqualifying interests that may be determined on a case-by-case basis.

Section 12. PLACE OF MEETINGS. Meetings shall be held within the boundaries of the Santa Barbara School District. Meetings must be held in a place which allows public access as provided in the Ralph M. Brown Act.

Any meeting, regular or special, may be held by conference telephone, electronic video screen communication, or other communication equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting so long as all Board Members and all members of the public participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if 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 operates;
- b. All votes taken during a teleconference meeting shall be by roll call;

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- 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;
- e. Each Board Member participating and member of the public in the meeting can communicate with all of the other Board Members concurrently;
- f. Each Board Member is provided the means of participating in all manners before the board, including, without limitation, the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation;
- g. The corporation adopts and implements some means of verifying 1) that all persons participating are Board Members or are otherwise entitled to participate in the meeting, and that 2) that the actions of, or votes by, the board are taken and cast only by Board Members and not by persons who are not members of the Board of Directors;
- h. 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.

Section 13. REGULAR AND ANNUAL MEETINGS. Board of Directors meets on a bi-monthly basis, unless otherwise noted in a yearly calendar approved in June of each year.

At the annual meeting of the Board of Directors held in the first week in June, Board Members shall be elected by the Nominating Committee in accordance with section 5. Cumulative voting by Board Members for the election of the Board of Directors shall not be permitted. The candidates receiving the highest number of votes up to the number of Board Members to be elected shall be elected. Each Board Member shall cast one vote with voting being by ballot only.

Section 14. SPECIAL MEETINGS. Special meetings of the Board of Directors may be called by the President, the Vice President, the Secretary, or by any two Board Members, and such meetings shall be held at the place, within the State of California, designated by the person or persons calling the meeting, and in the absence of such designation, at the principal office of the corporation.

Section 15. NOTICE OF MEETINGS. Regular meetings of the Board of Directors may be held with 72 hours public notice as required by the Ralph M. Brown Act. Special meetings of the Board of Directors shall be held upon four (4) days notice by first-class mail or forty-eight (48) hours notice delivered personally by telephone or e-mail. If sent by mail or e-mail, the notice shall be deemed delivered on its deposit in the mail or e-mail inbox. Such notices shall be addressed to each Board Member at his or her address as shown on the books of the Corporation. Notice of the time and place of holding an adjourned meeting need not be given to absent Board Members if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice

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shall be given of any adjourned regular or special meeting to the public and Board Members absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting.

Section 16. CONTENTS OF NOTICE. Notice of all meetings shall specify the place, day, and hour of the meeting. In accordance with the Ralph M. Brown Act, the notice must include an agenda, with a brief general description of each item of business to be transacted at the meeting, including items to be discussed in closed session.

Section 17. QUORUM FOR MEETINGS. A quorum shall consist of 50% of the Board Members plus one.

Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum, as hereinafter defined, is not present, and the only motion which the President shall entertain at such meeting is a motion to adjourn. However, a majority of the Board Members present at such a meeting may adjourn to another time until the time fixed for the next regular meeting of the board.

When a meeting is adjourned for lack of quorum, it shall not be necessary to give any notice of the time and place of the adjourned meeting or of the business to be transacted at such meeting, other than by announcement at the meeting at which the adjournment is taken, except as provided in Section 15 of this Article.

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, or the Articles of Incorporation or Bylaws of this Corporation.

Section 18. MAJORITY ACTION AS BOARD ACTION. Every act or decision done or made by a majority of the Board Members present at a meeting duly held at which a quorum is present is the act of the Board of Directors, unless the Articles of Incorporation or Bylaws of this Corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a Board Member has a material financial interest (Section 5233) and indemnification of Board Members (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the Board.

Section 19. CONDUCT OF MEETINGS. Meetings of the Board Members shall be presided over by the President, or, in his or her absence, by the Vice President of the corporation or, in the absence of these persons, by a Chairperson chosen by a majority of the Board Members present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the Board of Directors, provided that in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

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As the delegate of the Board of Directors of the Adelante Charter School of Santa Barbara, Inc. it will conduct all meetings of the Board of Directors, and of any standing committees, in accordance with public meeting laws relevant to California charter schools, including the Brown Act.

Meetings shall be governed by Roberts' Rules of Order, as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation of this corporation, or with provisions of law.

Section 20. VACANCIES. Vacancies on the Board of Directors shall exist (1) on the death, resignation or removal of any Board Member, and (2) whenever the number of authorized Board Members is increased.

Any member may be removed from the Board upon three absences in a row or after four absences in any twelve-month period; removal from the Board does not preclude eligibility for future election to the Board of Directors. The Board of Directors may declare vacant the office of a Board Member who has been declared of unsound mind by a final order of court, or convicted of a felony, or been found by a final order or judgment of any court to have breached any duty under Section 5230 and following the California Nonprofit Public Benefit Corporation Law.

Any Board Member may resign effectively upon giving written notice to the President, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No Board Member may resign if the corporation would then be left without a duly elected Board Member or Board Members in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the Board of Directors may be filled by the recommendation of the Nominating Committee and approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous written consent of the directors then in office (b) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with this Article of these Bylaws, or (c) a sole remaining director.

A person elected to fill a vacancy as provided by this Section shall hold office until the next annual election of the Board of Directors or until his or her death, resignation or removal from office.

Section 21. NON-LIABILITY OF BOARD MEMBERS. The Board Members shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 22. INDEMNIFICATION BY CORPORATION OF BOARD MEMBERS, OFFICERS, EMPLOYEES AND OTHER AGENTS. To the extent that a person who is, or was, a Board Member, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative, or investigative proceeding brought to procure a judgment against such person by reason of the fact that

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he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this Corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

Section 23. INSURANCE FOR CORPORATE AGENTS. The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a Board Member, officer, employee or other agent of the Corporation) against any liability other than for violating provisions of law related to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law) asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the provisions of Section 5283 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VI OFFICERS

Section 1. NUMBER OF BOARD MEMBERS. The officers of the corporation shall be a President, a Secretary, and Chief Financial Officer who shall be designated the Treasurer. The corporation may also have, as determined by the Board of Directors, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. Any number of offices may be held by the same person except that neither the Secretary nor the Treasurer may serve as the President.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that the Secretary may not serve concurrently as the President.

Section 3. QUALIFICATION, ELECTION, AND TERM OF OFFICE. Any person may serve as officer of this Corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she completes their term, resigns or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Section 4. SUBORDINATE OFFICERS. The Board of Directors may appoint such other officers or agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

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Section 5. REMOVAL AND RESIGNATION. Any officer may be removed, either with or without cause, by the Board of Directors, at any time with a 2/3 vote of the Board of Directors. Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice any later date specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

Section 6. VACANCIES. Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of the President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may not be filled, as the board shall determine.

Section 7. DUTIES OF THE PRESIDENT. The President shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. He or she shall preside at all meetings of the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by the Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments that may from time to time be authorized by the Board of Directors.

Section 8. DUTIES OF THE VICE PRESIDENT. In the absence of the President, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporations, or by these Bylaws, or as may be prescribed by the Board of Directors.

Section 9. DUTIES OF SECRETARY. The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the council may determine, a book of minutes of all meetings of the Board of Directors, and if applicable, meetings of committees of the Board Members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

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See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law of these Bylaws.

Exhibit at all reasonable times to any Board Member of the corporation, or to his or agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the council, in general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Section 10. DUTIES OF TREASURER. Subject to the provisions of these Bylaws and Memorandum of Understanding with the Santa Barbara Elementary School District relating to the "Execution of Instruments, Deposits, and Funds," the Treasurer shall:

Monitor, have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever;

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements;

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities receipts, disbursements, gains and losses;

Exhibit at all reasonable times the books of account and financial records to any Board Member, or to his or her agent or attorney, on request;

Render to the President and Board Members, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation;

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports;

In general, perform all duties incident to the office of the Treasurer and such other duties as may be required by law, by the Articles of Incorporation- of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

ARTICLE VII COMMITTEES

Section 1. EXECUTIVE COMMITTEE. The Board of Directors may, by a majority vote of the council, designate three (3) of its members to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

- a. The approval of any action that, under law or the provisions of these Bylaws, requires the approval of a majority of the Board Members;
- b. The filling of vacancies on the Board of Directors or any committee that has the authority of the Board of Directors;
- c. The amendment or repeal of Bylaws or the adoption of the Bylaws.
- d. The amendment or repeal or any resolution of the board that by its express terms is not so amendable or repealable;
- e. The appointment of committees of the Board;
- f. The expenditure of corporate funds to support a nominee for Board Member after there are more people nominated for Board Member than can be elected;
- g. The approval of any transaction to which this corporation is a party and in which one or more of the Board Members has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its Board Members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from members of the board. The Committee is subject to the provisions of the Ralph M. Brown Act and shall follow all notification requirements and keep regular minutes of its proceedings cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

Section 2. OTHER COMMITTEES. The Board of Directors, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting members, to serve at the pleasure of the Board of Directors. Committees may be structured so that they report to President of the Board of Directors. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more members as alternate members of any such committee, who may replace any absent member at that meeting. Committees may consist of persons who are not also members of the Board. These additional committees shall act in an advisory capacity only to the Board of Directors and shall be clearly titled as "advisory" committees. Advisory committees may be subject to the provisions of the Ralph M. Brown Act and be required to follow all notification requirements and keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the council from time to time as the council may require. Any such committee shall have all the authority of the

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Board of Directors, to the extent provided in the Board of Director's 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 of Directors;
- c. Fix compensation of the directors 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 amenable or subject to repeal;
- f. Create any other committee of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director 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 directors has a material financial interest.

Section 3. MEETINGS AND ACTION OF COMMITTEES. Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meeting of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the Provisions of these Bylaws and the Ralph M. Brown Act. All meetings will be conducted in English and Spanish and/or will have translation services available.

Section 4. 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 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

All sections under this article are subject to modification according to the agreement outlined in the Memorandum of Understanding (MOU) between the Santa Barbara Elementary School District and Adelante Charter School of Santa Barbara.

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Section 1. EXECUTION OF INSTRUMENTS. The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to intermit any contract or execute and deliver any instrument in the name of and behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any moment.

Section 2. CHECKS AND NOTES. Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the corporation.

Section 3. DEPOSITS. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Section 4. GIFTS. The Board of Directors may accept on behalf of the corporation any contribution or bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE IX CORPORATE RECORDS, REPORTS AND SEAL

Section 1. MAINTENANCE OF CORPORATE RECORDS. The corporation shall keep at its principal office in the State of California:

- a. Minutes of all meetings of the Board of Directors, committees of the board indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- c. A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the public with sufficient notification at all reasonable times during office hours.

ARTICLE X REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

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- 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;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursements 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.

ARTICLE XI DOCUMENT AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a two-thirds majority of the Directors 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 Adelante Charter School of Santa Barbara or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

Section 2. OTHER DOCUMENT AMENDMENTS. The Board of Directors may adopt, amend or repeal any documents (e.g. Charter, Memorandum of Understanding) by a two-thirds majority of the Directors present at a meeting duly held at which a quorum is present.

ARTICLE XII 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 THE SECRETARY

I certify that I am the duly elected and acting Secretary of Adelante Charter School of Santa Barbara, Incorporated, a California nonprofit public benefit corporation; that these Bylaws, consisting of 16 pages (including this certificate), are the Bylaws of this corporation as adopted by the Board of Directors on _____; and that these Bylaws have not been amended or modified since that date.

Executed on _____ in Santa Barbara County, California.

_____, President

_____, Secretary

Appendix H – Principal Feedback and Evaluation Tool

PRINCIPAL FEEDBACK AND EVALUATION TOOL*			
CRITERIA	UNSATISFACTORY	SATISFACTORY	ADVANCED
<p>ESTABLISHING GOALS AND MISSION Raising the flag and rallying the troops</p>	<ul style="list-style-type: none"> • No clear mission or vision statement exist for school community • School staff has no clear idea of how it defines or measures success • Staff seems unclear on the mission and vision of the school or do not necessarily agree with or support it • Staff does not see a clear plan for achieving school goals • School does not progress on goals or goals do not support the mission and vision of the school • ACS Benchmark Tool scoring is at risk majority of benchmarks 	<ul style="list-style-type: none"> • Majority of members of the school community communicate a clear mission and vision for ACS (ACS Board, parent groups, teachers) • A plan for achieving the school goals exists which is understood by the staff • Progress on elements of plan occurs in clear and measurable ways • Student success and achievement are a clear priority for professional learning and discussions • ACS School Benchmark Tool scoring is emerging for the majority of benchmarks 	<ul style="list-style-type: none"> • Principal's leadership has created a clear and compelling sense of purpose and direction that motivates and inspires all members of the school community • School staff has a clear definition of success, collects and analyzes against measures for success, and responds with data-based decisions to improve success • Principal's leadership has resulted in a clear, well thought out plan of action and each member of the school understands their role in achieving the goal • Progress on plan is steady, well-prioritized, and regularly evaluated • ACS Benchmark Tool scoring is on track for majority of benchmarks
	0 ----- 8 ----- 16	17 ----- 19 ----- 21	23 ----- 24 ----- 25

Appendix H – Principal Feedback and Evaluation Tool

<p>ESTABLISHING A POSITIVE CULTURE Building relationships based on mutual trust, respect and responsibility</p>	<ul style="list-style-type: none"> Principal struggles to act as a positive role model for developing a positive and productive culture Majority of staff does not feel supported and respected as professionals, does not feel they are part of an effective team, and/or has low morale Teachers feel uncomfortable expressing concerns with administration Significant numbers of students feel unknown, unvalued, or unsafe Disrespect for rules, cultural norms, authority, and facility are common or accepted Student retention is low Staff retention is low Parents are confused or unaware of school guidelines or scheduled events Parents do not come to express concerns to the school administration or feel uncomfortable talking to administration When discussing performance issues with personnel, staff members do not feel comfortable with the process or the communication surrounding the issue. Administration is difficult to contact Classroom visits by administration are uncommon Staff members do not participate in school decision-making processes Staff and/or students are not supported during conflicts that arise or do not feel that their needs are a priority in decisions made by administration 	<ul style="list-style-type: none"> Principal is responsive to open communication and constructive feedback in a timely manner Staff are treated equitably and with respect and feel good about their work environment Teachers feel comfortable expressing concerns to administration Students feel that they are in an environment in which they can learn Abuse of freedoms, disrespect of others are uncommon Safety and security concerns are promptly and appropriately addressed (vandalism, etc.) Student and staff retention rates are consistent with or better than SBSB Parents in general feel information is available about the school guidelines and events on campus Parents feel comfortable expressing concerns to administration When the administration addresses performance issues with personnel, staff feel supported and comfortable with procedures Schedule of administration is available most of the time Classroom visits take place in each room once a month or bimonthly All staff are encouraged to participate collaboratively in school decision-making processes Staff members are supported as professionals and their contributions are recognized as valuable Principal is able to explain how decisions advocate for teacher and student needs 	<ul style="list-style-type: none"> Principal is an effective role model for developing a positive culture by embodying the work habits, communication styles, and attitudes that most benefit the school A majority of staff feel supported and respected as professionals, that they are an important part of an effective team, and have high morale Teachers look to administration as a support and guide for resolving issues as well as celebrating successes Most students feel well-known on campus by staff and peers, valued by the school, and safe in a well-organized learning environment Student retention is high, even with high risk or individuals who struggle with discipline Staff retention is above rate of SBSB schools Parents feel an integral part of the school culture and are well-informed about school guidelines and events on campus Parents feel that administration is responsive and open to concerns and know how and when to get in touch with the principal There is a clear procedure for helping staff with an action plan when performance issues arise. Administration spends majority of time on campus observing in classrooms and can be easily reached by staff members, parents, and students All staff regularly participate in pertinent school decision-making and feel ownership in school processes Staff and students understand the reasoning behind administrative decisions and how they support the school mission
	<p>0-----8-----16</p>	<p>17-----19-----21</p>	<p>23-----24-----25</p>

Appendix H – Principal Feedback and Evaluation Tool

<p>MAINTAINING A STANDARD Developing and implementing a proactive feedback, evaluation and discipline system</p>	<ul style="list-style-type: none"> • Staff and leadership are unclear as to the performance and behavior expectations the school has of them • Feedback and evaluation systems for staff do not exist, are implemented sporadically, or inconsistently • Students are unclear as to the performance and behavior expectations the school has of them • Feedback and evaluation systems for students do not exist, are implemented sporadically, or inconsistently • Opportunities for improvement (i.e. Professional learning, critical friends) are minimal • Focus for improvement is on test scores • Administration does not participate in teaching opportunities or does not model effective teaching practices • Administration does not know California state standards for most grades and is unable to academically support a teacher in the area of academic rigor 	<ul style="list-style-type: none"> • Staff and leadership are informed of the performance and behavior expectations the school has for them • Staff members get personalized feedback • Students are informed of the performance and behavior expectations the school has for them • Students get personalized feedback • Opportunities for improvement and support (i.e. Professional learning, sharing of curriculum ideas, collaboration time) are available • Professional learning is aligned with the mission and vision of the school and is directly applicable to student achievement (growth, learning, needs, etc.) • Focus for improvement is on student achievement and research-based teaching practices for bilingual approaches • Administration periodically participates in teaching activities and models effective teaching practices • Administration is versed in the state of California content standards for multiple grades 	<ul style="list-style-type: none"> • All staff members are clear about the performance and behavior expectations of the school. • Leadership takes an active roll in implementing 360-degree evaluation system for themselves and all staff. • Staff get timely and pro-active feed back on their strengths and challenges designed to improve their contribution levels • All students are clear about the performance and behavior expectations of the school • Students get timely and pro-active feed back on their strengths and challenges designed to improve their skills and abilities • Opportunities for improvement (i.e. Professional learning, sharing of curriculum ideas, collaboration time) are created and organized as the need arises • Focus for improvement is on student achievement, research-based practices in bilingual approaches, and social and mental health of students and teachers • Administration regularly participates in teaching activities and models effective teaching practices as part of ongoing Professional learning • Administration is knowledgeable about all California state content standards for all grades
	0-----8-----16	17-----19-----21	23-----24-----25

Appendix H – Principal Feedback and Evaluation Tool

<p>EFFECTIVE PARTNERING AND ADVOCACY If you want to go fast, go alone, but if you want to go far, go with others</p>	<ul style="list-style-type: none"> Principal is unwilling or unable to play an effective advocacy roll that provides the resources necessary for the school to be effective School image in the community is not positive and hurts the school's ability to be successful; student recruitment low Principal has failed to develop or nurture effective partnerships with parents Principal has failed to develop or nurture effective community partnerships to further the school's goals (relationships with business in the community, junior high/high school, service learning, etc) 	<ul style="list-style-type: none"> Principal is an effective advocate for the school to acquire the necessary resources (staffing, technology, facilities) to achieve the school's goals. Public image of school is neutral to positive and does not detract from the school's success; student recruitment is sufficient Principal has developed or nurtured effective partnerships with parents Principal has developed or nurtured effective community partnerships to further the school's goals (relationships with business in the community, junior high/high school, service learning, etc) 	<ul style="list-style-type: none"> Principal has been extraordinarily effective in getting an abundance resources (staffing, technology, facilities) that significantly ease the school's efforts to achieve it's goals. Principal has been extraordinarily effective in creating a positive image in the community which helps the school be successful; student recruitment is overwhelming Principal has created or nurtured a powerful partnership that empowers parents to play a significant and positive role in the school. Principal has created and leveraged significant community and business partnerships that have a vested interest in the success of the school and actively work to ensure it's success
<p>FINANCIAL AND LOGISTICAL MANAGEMENT Crossing the Ts and dotting the Is</p>	<ul style="list-style-type: none"> Principal has not developed a budget designed to maintain the sustainability of the school Members of the school are largely unaware of how money and resources are being allocated Legal and District requirements of the school are not addressed or fulfilled Parent hours are not tracked or are disorganized Administration only periodically attends school activities 	<ul style="list-style-type: none"> Principal has created a budget designed to maintain the sustainability of the school Budget is accurate in the short term Legal and District requirements of the school are addressed and fulfilled Parent hours are well-organized and tracked Administration is in attendance at the majority of school activities including evening and/or weekend events 	<ul style="list-style-type: none"> Principal has created and communicated a clear and complete budget that accurately represents the values, goals and realities of the school The budget proves to be accurate over time in maintaining a sustainable school Legal and District requirements of the school are altered to meet the needs of the school Parent hours are tracked and used as data to encourage parents to participate in different ways Administration is in attendance at all school activities including evening and/or weekend events

**Cesar Estrada Chavez Dual Language Immersion Charter School, Inc.,
dba Adelante Charter School of Santa Barbara**

***CONFLICTS OF INTEREST CODE PURSUANT TO THE POLITICAL REFORM ACT OF 1974
(GOVERNMENT CODE §§ 87100, ET SEQ.)***

I. Adoption

The Board of Directors hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all Board of Directors members, candidates for member of the board, and all other designated employees of the **Adelante Charter School** ("School").

II. Definitions

"Designated Employees" are employees of the School, Board members and candidates, 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. The designated positions are listed in Exhibit "A" attached to this policy and incorporated herein by reference.

"Common Directors" are those Board members that sit on the Board of Directors of the School and the board of directors of another corporation with which the School is considering entering a contract or transaction.

"Interested Directors" are those Board members, or their family members, compensated by the School for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a director as director.

III. Disclosure Statements

a) *A. Statement of Economic Interest*

Each designated employee, including Board of Directors members and candidates, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, 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 by participation in the decision 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.

b) *Contents of Statements*

Initial Statements: Initial Statements shall disclose any reportable investments, interests in real property, business positions held on the effective date of the Code and income received during the twelve (12) months prior to the effective date of the Code.

Assuming Office Statements: Assuming Office Statements shall disclose any reportable investments, business positions, interests in real property held on, and income received during the 12 months before the date of assuming office or the date of being appointed or nominated.

Annual Statements: Annual Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the previous calendar year or since the date the designated employee took office if during the calendar year.

Leaving Office Statement: Leaving Office Statements shall disclose reportable investments, business positions, interests in real property and income held or received at any time during the period between the closing date of the last statement required to be filed and the date of leaving office.

c) Timing of Filings

An initial Statement shall be filed by each designated employee within 30 days after the effective date of the Code. Thereafter, each new designated employee shall file a Statement within 30 days after assuming office. Each designated employee shall file an annual Statement 30 days after the charter school's annual meeting. Every designated employee who leaves office shall file a Statement within 30 days of leaving office.

d) Statements Filed With the Charter School

All Statements shall be supplied by the Charter School on forms prescribed by the Fair Political Practices Commission. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the County Board of Supervisors.

B. Common Director Disclosure Statement

At the commencement of an individual's term with the Charter School and at the beginning of each fiscal year, each Board member shall complete a Common Director Disclosure Statement and provide it to the Charter School identifying all organizations for which he/she is a board member or committee member that are not otherwise disclosed in the Statement of Economic Interest.

IV. Disqualification

Designated Employees: No Designated Employee may make, participate in making, or in any way use or attempt 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 Designated Employee or a member of his or her immediate family on:

- Any business entity or real property in which the designated employee has a direct or indirect investment or interest worth two thousand dollars (\$2,000) or more.
- Any source of income totaling five hundred dollars (\$500) or more provided or promised to the designated employee within twelve months prior to the decision. (This category does not include gifts or loans made at regular rates by commercial lending institutions.)

Appendix I - Conflict of Interest Code

- The designated employee's personal finances or those of his/her immediate family. A decision will have an effect on this economic interest if the decision will result in the personal expenses, income, assets or liabilities of the designated employee or his/her immediate family increasing or decreasing.
- Any business entity in which the designated employee is the director, officer, partner, trustee, employee, or any kind of manager.
- Any business entity that is a parent or subsidiary of, or is otherwise related to, a business entity in which the designated employee has an interest.
- Any donor, or intermediary or agent of a donor, of gifts totaling \$360 or more in value provided to, promised to, or received by the designated employee within twelve months prior to the time when the decision is made.

No Designated Employee shall be prevented from making or participating in any decision to the extent that his/her participation is legally required for the decision to be made. (The need to break a tie vote does not make the Designated Employee's participation legally required.)

Common Directors: No Common Director may make, participate in making, or in any way use or attempt to use his/her official position to influence any Charter School decision which involves the Common Director's other directorship.

Interested Directors: Not more than 49 percent of the persons serving on the Board of the Charter School may be Interested Directors.

2) Manner of Disqualification

Designated Employees: When a 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 the Charter School Director, this determination and disclosure shall be made in writing to the Board of Directors.

Board of Directors members shall orally disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made following the announcement of the agenda item, but before the discussion or vote commences. This disclosure shall be made part of the Board's official record. The disqualified Board member shall then refrain from participating in the decision in any way, but may remain seated if desired.

If the decision is made during a closed session, the member's disqualification may be made orally during the open session before the body goes into closed session and shall be limited to a declaration that his/her recusal is because of a conflict of interest under Government Code section 87100. The declaration shall be made part of the official public record. The member shall not be present when the decision is considered in closed session or knowingly obtain or review a recording or any other non-public information regarding the decision.

Appendix I - Conflict of Interest Code

The following must be confirmed in the affirmative prior to the Board's acceptance of a contract or transaction with a Designated Employee or Common Director:

- That the transaction is entered into for the benefit of the Charter School;
- That the transaction was fair and reasonable for the Charter School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Disqualified Designated Employees and Common Directors shall not be counted toward achieving a quorum while the item is discussed.

Adopted:

Amended:

EXHIBIT A

Section 1.02 Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in Exhibit B (i.e. categories 1, 2, and 3).
 - A. Members of the Board of Directors
 - B. Candidates for Member of the Board of Directors
 - C. Members of Committees of the Board of Directors
 - D. Director of Charter School
 - E. Assistant Director
 - F. Chief Business Officer
 - G. Director of Personnel Services
 - H. Assistant Director of Personnel Services
 - I. Consultants
 - J. Other Employees

- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of Exhibit B.
 - A. Purchasing Manager
 - B. Assistant Business Officer
 - C. Other Employees

- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of Exhibit B.
 - A. Information Systems Technician
 - B. Contractor
 - C. Other Employees

(i) **EXHIBIT B**

Section 1.03 Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the geographical service area of the School, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than \$2,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the geographical service area of the School.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the geographical service area of the School.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds \$2,000. No source of income is reportable unless the income received by or promised to the public official aggregates \$500 or more in value or \$50 or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Appendix I - Conflict of Interest Code

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

**Adelante Charter
Charter Renewal
Three Year Budget**

2014 thru 2017	Budget	Forecast	Forecast	Comments and Assumptions
	2014/2015	2015/2016	2016/2017	
<p>Note: Budget is prepared with available data as of Feb 2014. Due to uncertainties with the LCFF, this document and assumptions has been prepared with an effort to show the fiscal strength of Adelante Charter. Our fund balance has remained strong and budget information is reviewed and maintained by fiscal department ongoing.</p>				
A. Revenues				
1. Revenue Limit Sources				
LCFF	8011	1,541,690	1,581,710	1,629,090
Education Protection Account	8012	46,000	46,000	46,000
Total Revenue Limit Sources		1,587,690	1,627,710	1,675,090
2. Federal Revenues				
NCLB	8290	78,800	78,800	78,800
Other Federal Revenues	8110	-	-	-
Total Federal Revenues		78,800	78,800	78,800
3. Other State Revenues				
Mandate Block Grant	8590	2,818	2,818	2,818
Lottery	8560	32,000	34,000	34,000
PE Incentive (SBUSD)	8311	25,000	25,000	25,000
Class Size Reduction	8434	125,000	125,000	125,000
Total State Revenues, Other		184,818	186,818	186,818
4. Other Local Revenues				
All Other Local Revenues	8699	90,000	90,000	90,000
Total Local Revenues		90,000	90,000	90,000
<p>ADA will increase for 14/15, as enrollment is projected at 254. P1 Dec 2013 ADA = 238. 230 is a conservative estimate and used for all 3 years</p>				
<p>The final revenues for the LCFF are still being reviewed and unraveled. Various methods were used for this projection including FCMAT, SSC calculators and working with SBUSD. LCFF estimate is \$6,703, \$6,877, \$7,083 respectively SSC calculations are included as backup.</p>				
<p>The Education Protection Account is based on how much State Aid is available to set aside. Adelante has no state aid based on property taxes therefore the state grants \$200/per ADA. This may change with the LCFF.</p>				
<p>Title I, II, III Possible SIG TBD Round 2 - Application will be submitted March 14, 2014 for a second round of School Improvement Grant available from the Federal Government</p>				
<p>Based on prior years Based on prior years</p>				
<p>PE Incentive is received as a categorical to SBUSD from 08/09 funding. This is assuming the categorical is available and distributed to the district. It is reduced 25% from original entitlement to be conservative.</p>				
<p>Class size reduction flows to SBUSD and transferred to Adelante annually. This is based on 12/13 and will not grow or change due to the LCFF</p>				
<p>Includes fundraising 40K, Parcel tax approx. \$40k plus donations</p>				

Appendix J - Renewal Financial Documents

2/10/2014

Adelante Charter
Charter Renewal
Three Year Budget

2014 thru 2017	Budget 2014/2016	Forecast 2016/2016	Forecast 2016/2017	Comments and Assumptions
B. EXPENDITURES				
Certificated Salaries				
Teachers' Salaries	715,099	732,039	748,783	Based on current teachers salaries plus step/column - 11 classrooms, PE, Subs
Certificated Supervisors' and Administrators' Salaries	1300	115,000	115,000	Pending principal evaluation completion - estimated
1. Total, Certificated Salaries	830,099	847,039	863,783	Not including release time T1
Non-certificated Salaries				
Instructional Aides' Salaries	2100	32,225	33,192	3 part time IA
Non-certificated Support Salaries	2200	49,406	50,888	Custodial and noon duty (2 positions ea)
Clerical and Office Salaries	2400	95,418	98,281	Admin Asst, Front desk, Office Asst (2.5)
2. Total, Non-certificated Salaries	171,892	177,049	182,361	
Employee Benefits				
STRS	67,530	68,928	70,309	STrs @ 8.25%
PERS	18,080	18,622	19,138	Per @ 11.4
OASDI / Medicare / Alternative	25,902	26,543	27,118	FICA / Medicare Employer @ 7.65%
Health and Welfare Benefits	3401	106,297	109,297	Employer portion, capped at \$8,080 per eligible employee
Unemployment Insurance	3501	512	523	.05% through SBCEO
Workers' Compensation Insurance	3601	15,381	18,157	Purchase through SBUSD annually @ 1.3%, 1.5%, 1.75% (estimated)
3. Total, Employee Benefits	221,337	236,263	244,541	
Books and Supplies				
Materials and Supplies	4300	90,000	90,000	13/14 budget = \$70,000
Noncapitalized Equipment	4400	60,000	60,000	13/14 budget = \$60,000
4. Total, Books and Supplies	145,000	150,000	150,000	
Services and Other Operating Expenditures				
Dues and Memberships	5300	1,560	1,560	
Insurance	5400	23,000	24,150	based on 13/14 and 5% annual increase
Operations and Housekeeping Services	5500	6,000	6,000	Copier
Rentals, Leases, Repairs, and Noncap. Improvements	5600	113,700	118,700	Includes accounting, legal, field trips, SES tutors, professional development, website, etc
Professional/Consulting Services and Operating Expend.	5800	2,000	2,000	
Communications	5900	2,000	2,000	
5. Total, Services and Other Operating Expenditures	141,260	147,410	153,618	

Adelante Charter
Charter Renewal
Three Year Budget

2014 thru 2017	Budget 2014/2015	Forecast 2015/2016	Forecast 2016/2017	Comments and Assumptions
Capital Outlay				
Sites and Improvements of Sites	6100			
Buildings and Improvements of Buildings	6200			
Books and Media for New School Libraries or Major	6300			
Expansion of School Libraries	6400			
Equipment	6500			
Equipment Replacement	6900			
Depreciation Expense (for full accrual only)				
6. Total Capital Outlay				
Other Outgo				
Tuition to Other Schools	7310	42,000	45,000	TBD - MOU to be negotiated w/ LCFF
Special Ed Encroachment	7200	231,525	243,101	Based on 12/13 plus 5% inc
Facilities - SBUSD	5800	72,246	79,652	Based on 12/13, estimated 5% increase
7. Total Other Outgo	332,746	349,384	367,753	
C. Excess (Deficiency) of Revenue over Expenditures	\$ 98,974	\$ 76,183	\$ 68,653	Excess funding may be used to fund ART if necessary pending LCAN (28k), also extra positions and spending to be funded with LCFF once LCAP is created.
Fund Balances				
Fund Balance year end	417,529	516,503	592,686	14/15 beg balance includes audit bal 12/13 and estimated 13/14 balance of (\$47,760)
Projected Net Change to Fund Balance	98,974	76,183	68,653	
Projected Ending Fund Balance	516,503	592,686	661,339	Average reserve percentage is 27% (tentative, dependent on LCFF and LCAP)
Designated Reserves	92,117	88,378	88,378	5% of expenses for economic uncertainties
Undesignated Reserves	424,386	504,308	572,961	

Appendix J - Renewal Financial Documents

	Jul 14	Aug 14	Sep 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	TOTAL	AR	AP
Cash All accounts	604,811	648,676	672,621	389,637	387,562	390,866	421,173	463,292	483,478	568,825	559,962	545,798	604,811		
Revenue Limit LFT		62,163	133,569	85,086	101,992	101,992	101,992	101,992	194,035	97,018	97,018	97,018	1,177,855	140,805	
EPA		11,500	11,500	24,726	24,726	11,500							46,000		
*State Aid (CBG, In Lieu)		13,737	24,728	24,726	2,818	2,818	2,818	2,818					175,830	47,170	
Mandate Block Grant			12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	125,000		
*CSR							6,343						25,000		
*Lottery			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000		
PE Incentive Grant						18,757	15,250				15,250		48,257		
*NCLB							20,000					20,000	40,000		
Parcel Tax			7,500					20,000					47,500		
Local Revenues				684		163	339			850			1,816	684	
Interest - County															
Total Income	13,737	75,900	192,325	129,456	144,536	172,138	183,650	161,718	226,878	132,658	127,269	147,361	1,707,635	233,873	
Salaries (County)	25,000	25,000	117,354	117,354	117,354	117,354	117,354	117,354	117,354	117,354	117,354	117,138	1,223,328		
Books and Supplies		15,000	20,000	12,222	12,222	12,222	12,222	12,222	12,222	12,222	12,222	12,224	145,000		
Insurance	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,000		23,000		
Contracts	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855		118,260		
Special Ed													220,500		(220,500)
Facilities													72,246		(72,246)
Admin fees													40,000		(40,000)
Total Expense	36,955	51,955	149,309	141,531	141,531	141,531	141,531	141,531	141,531	141,531	141,431	139,217	1,508,588		(332,746)
Net Change													99,974		

Prior Year Fees A/P													(316,000)		
Prior Year AR	67,083												67,083		
Balance - All Funds	848,676	672,621	389,637	387,562	390,566	421,173	463,292	483,478	568,825	559,962	545,798	553,942	553,942		

Begin Cash	604,811
Revenues	1,941,308
AR 06/30/13	(233,873)
Current Expens	(1,842,394)
Current AP	382,746
Prior AR	67,083
Prior AP	(316,000)
Ending Bal	553,942

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Appendix J - Renewal Financial Documents

	Jul 15	Aug 15	Sep 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	TOTAL	Budget	AR	AP
Cash All accounts	553,942	764,366	802,701	533,736	542,611	548,640	592,270	627,413	650,624	728,474	714,022	694,269	553,942			
Revenue Limit ILPT		81,523	163,045	108,697	108,697	108,697	108,697	108,697	108,697	95,109,67	95,109,67	95,109,67	1,263,600	1,358,710	95,110	
EPA			11,500		11,500							11,500	46,000	46,000		
LCFF State Aid	13,737	13,737	24,726	24,726	24,726	24,726	24,726	24,726					175,830	223,000	47,170	
Mandate Block Grant				2,816									2,816	2,816		
CSR			12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	125,000	125,000		
Lottery							6,343	6,343	6,343	6,343	6,343	6,343	18,029	34,000	14,971	
PE Incentive Grant			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	25,000	2,500	
NCLB						18,757	15,250				15,250		46,257	79,900	29,543	
Parcel Tax							20,000					20,000	40,000	40,000		
Local Revenues			7,500	664	664			20,000	20,000	20,000			47,500	47,500		
Interest - County									650	650			1,816	2,500	664	
Total Income	13,737	95,260	221,771	145,087	151,241	173,843	190,355	169,423	223,062	130,760	125,360	145,453	1,793,350	1,983,328	169,978	
Salaries (County)	25,000	25,000	121,035	121,035	121,035	121,035	121,035	121,035	121,035	121,035	121,035	121,035	1,260,351	1,260,351		
Books and Supplies	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	150,000	150,000		
Insurance	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	23,000	24,150	(1,150)	
Special Ed													118,260	123,260	(5,000)	
Facilities													231,525	231,525	(231,525)	
Admin fees													75,859	75,859	(75,859)	
Total Expense	36,855	55,955	152,990	145,212	145,212	145,212	145,212	145,212	145,212	145,212	145,112	143,114	1,951,611	1,907,145	(42,000)	
Net Change													76,163			

Prior Year Fees A/P																
Prior Year AR	233,673		(332,746)													
Balance - All Funds	764,366	802,701	533,736	542,611	548,640	562,270	627,413	650,624	728,474	714,022	694,269	694,269	694,269	694,269		

Begin Cash	553,942
Revenues	1,983,328
AR 06/30/13	(189,878)
Current Expens	(1,907,145)
Current AP	355,534
Prior AR	233,673
Prior AP	(332,746)
Ending Bal	694,269

Appendix J - Renewal Financial Documents

	Jul 15	Aug 15	Sep 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	TOTAL	AR	AP
Cash All accounts	553,942	784,396	602,701	538,736	542,611	548,840	582,270	827,413	650,824	728,474	714,022	694,289	553,942		
Revenue Limit LPT		81,523	163,045	108,697	108,697	108,697	108,697	108,697	190,219	95,108,67	95,108,67	95,108,67	1,253,600	95,110	
EPA		13,737	11,500	24,726	24,726	24,726	24,726	24,726	11,500			11,500	46,000		
LCPF State Aid			24,726	24,726	2,818								175,830	47,170	
Mandate Block Grant			12,500	12,500	2,818								2,818		
CSR			2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000	2,500	
Lottery						18,757					15,250		19,029	14,971	
PE Incentive Grant			7,500										34,000		
WCLB													22,500		
Parcel Tax													49,257		
Local Revenues													78,800		
Interest - County													40,000		
					684		339	20,000		20,000			47,500		
						163			650				1,816		684
Total Income	13,737	95,260	221,771	149,087	151,241	178,843	190,355	168,423	223,062	130,760	125,360	145,453	1,793,350	189,978	
Salaries (County)	25,000	25,000	121,035	121,035	121,035	121,035	121,035	121,035	121,035	121,035	121,035	121,035	1,260,351		
Books and Supplies	2,100	2,100	20,000	12,222	12,222	12,222	12,222	12,222	12,222	12,222	12,222	12,224	150,000		
Insurance	9,855	9,855	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,000		23,000		(1,150)
Contracts			9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	9,855	118,260		(5,000)
Special Ed													231,525		(231,525)
Facilities													75,859		(75,859)
Admin fees													42,000		(42,000)
Total Expense	36,955	56,955	192,990	145,212	145,212	145,212	145,212	145,212	145,212	145,212	145,112	143,114	1,551,611		(42,000)
Net Change													78,163		(355,534)

Prior Year Fees A/P															
Prior Year AR	233,673		(332,746)												
Balance - All Funds	784,396	802,701	538,736	542,611	548,840	582,270	627,413	650,824	728,474	714,022	694,289	696,608	696,608		

Beg Cash	553,942
Revenues	1,863,328
AR 06/30/13	(189,978)
Current Expens	(1,907,145)
Current AP	355,534
Prior AR	233,673
Prior AP	(332,746)
Ending Bal	696,608

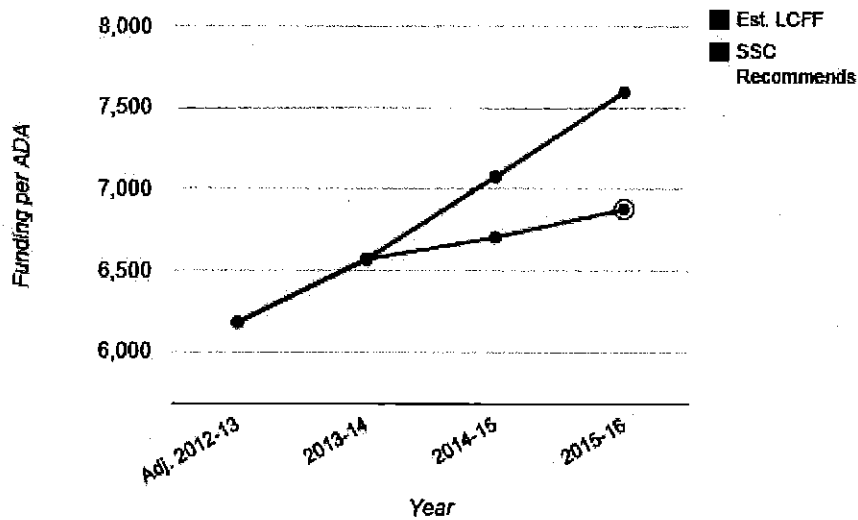
Local Control Funding Formula Simulator

Report generated at 14:31 12/16/13

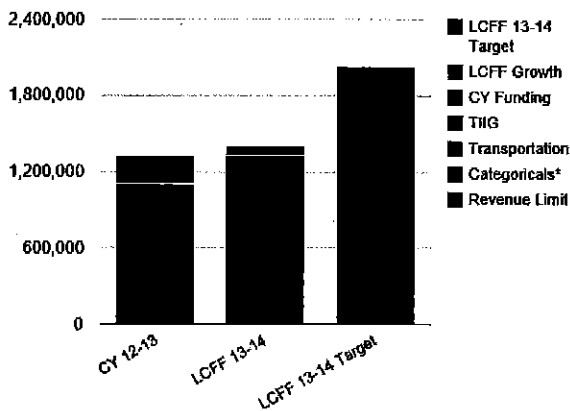
MULTIYEAR PROJECTION

	Adj. 2012-13	2013-14	2014-15	2015-16
Estimated LCFF Funding	6,180	6,568	7,075	7,597
SSC Recommends	6,180	6,568	6,703	6,877
Net Change per ADA		388	135	174
Net Percent Change		6.28%	2.06%	2.59%

Multiyear Projection Analysis



LCFF Funding Analysis



LCFF Funding Analysis

Revenue Limit	1,101,811
Categoricals*	223,808
Transportation	0
TIIG	0
CY 12-13	1,325,619
Adjusted 2012-13 Base†	1,325,619
LCFF 13-14 Target	2,032,091
LCFF Funding Gap	706,472
LCFF Growth	83,222
LCFF Growth Percent	6.28%
LCFF 13-14	1,408,841

* Categoricals include K-3 CSR, EIA and other categorical programs.
 † Adjusted 2012-13 base includes prior year revenue limit adjusted for changes in enrollment and prior year categorical funds.

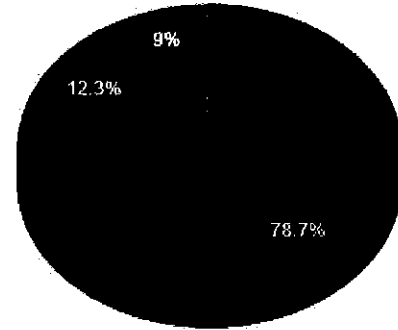
Local Control Funding Formula Simulator

LCFF Entitlement Analysis

Component	Amount	Per ADA	Percentage
Base	1,598,813	\$7,454	78.68%
Supplemental	249,415	\$1,163	12.27%
Concentration	183,863	\$857	9.05%
Entitlement	2,032,091	\$9,474	100%

The Base amount includes the add-ons for TIIG and transportation.

LCFF Entitlement Components



■ Base ■ Supplemental ■ Concentration

LCFF Entitlement Details

Grade Span	Total ADA	Unduplicated SE: 78%			Supplemental	Concentration
		ADA	Base	CSR CTE		
K-3	137.81	958,047	99,637	-	164,999	121,634
4-6	76.69	541,128	-	-	84,416	62,230
7-8	0.00	0	-	-	0	0
9-12	0.00	0	-	0	0	0

The amounts above do not include the add-ons for transportation or TIIG.

The simulator does not account for property tax revenues, education protection account revenues or any other revenue offsets. The calculations are based on the LCFF calculations in Assembly Bill 97 (Chapter 47, Statutes of 2013) as approved by Governor Brown on July 1, 2013. The simulator does not calculate or account for a district's Economic Recovery Target, a scenario that only affects a few dozen school districts.

The Legislative Analyst's Office estimates that gap to full implementation of the LCFF is closed by roughly 12.00% in 2013-14. While the compromise proposal agreed to by the Legislature and Governor increases the cost of full implementation, it also increases 2013-14 Proposition 98 revenues allocated to the first year of implementation.



Adelante Charter School Salary Projections							
Position	Position Category	Avg Salary 2013-2014	# of Positions	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Notes
Principal	Classified	110,000	1	115,000	115,000	115,000	
Administrative Secretary	Classified	42,427	1	43,700	45,011	46,361	3% raise/yr (step/column)
Health Assistant	Classified	40,514	1	41,729	42,981	44,271	3% raise/yr (step/column)
Office Clerk/Test Coordinator	Classified	7,000	1	7,210	7,426	7,649	3% raise/yr (step/column)
Teacher	Certificated	60,239	11	61,686	63,226	64,748	averaged in
Substitute Teacher	Certificated	11,550	Varies	11,550	11,550	11,550	(11*\$105)*10 days
PE Teacher	Classified	25,000	1	25,000	25,000	25,000	Contingent on funding
Instructional Aids	Classified	30,375	3	31,286	32,225	33,192	3% raise/yr
Custodian	Classified	37,930	2	39,068	40,240	41,447	3% raise/yr
Noon Duty	Classified	8,640	2	8,899	9,166	9,441	3% raise/yr