
Rise Charter School Petition

Respectfully Submitted to the Solano County Office of Education

March 20, 2015

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Rise Charter School

"The greatest glory in living lies not in never falling, but in rising every time we fall." (Nelson Mandela, 1994)

*"Everyone can rise above their circumstances and achieve success if they are dedicated to and passionate about what they do."
(Nelson Mandela, 2009)*

Introduction

The impetus for the establishment of Rise Charter School is to abate the dropout rate of students of color, to derail the poverty to prison pipeline, and to redirect young lives into productive, successful pathways through high school graduation, college or trade school completion into confident, well-prepared entry in their chosen professions and fields of endeavor. The foundational philosophy of Rise Charter School is to educate the whole child: mind, body, and character. Our educational framework, Rise 360° Support, is founded upon the principles of a comprehensive academic program that is supported by fitness and health, character development, leadership, service, and mentoring.

Academics

The instructional curriculum will be interdisciplinary; comprehensive in scope; relative to the lives of students; multicultural in that the cultures of the students are represented; and aligned to the Common Core and California State Standards. It is assessment driven and individualized to the needs of each learner. It employs pedagogical practices that are empirically evidenced and support English learners. The interdisciplinary design will feature relative topics taught across subjects, and applied learning in community service projects. Assessment feedback will be used to continually modify and adapt the curriculum to optimize learning for each student. Educational and physical fitness prescriptions with identified goals and targets will be developed for each student. The educational and physical fitness prescriptions development will involve input from and collaboration with the parents/guardians. Parents and guardians will be updated regarding their children's progress relative to the standards and benchmarks on a continual basis via technological and the more traditional methods of communication.

Fitness and Health

The core of the kinesiology curriculum is scientifically grounded and based on physical development benchmarks and progression; exercise programs that are individualized and are correlated with physical development; and sound nutritional

instruction and practices that are also reflected in the school meals and snacks. In partnership with "Let's Move" the First Lady Michelle Obama's initiative and PreventObesity.net, Rise Charter School is targeting the elimination of childhood obesity. Students at Rise Charter School will learn life-long habits of fitness, health, and nutrition, and moreover, will model and teach these practices in their communities. Students will be mentored in fitness education by the Rise Charter School coaches and kinesiology majors from local colleges, and mentored in health practices by the entire Rise Charter School team along with college health majors, local pediatricians and other health practitioners.

Character Development

We define character development as being responsible for oneself and one's actions; having a sense of civic responsibility that moves one to take action to promote positive change; and demonstrating a code of honor featuring honesty, empathy, kindness, respect, and trustworthiness. Character development will be emphasized across the academic and kinesthetic curricula, and practiced in community service projects as well as in daily interactions in school, home, and community. Skills leading to character development will be modeled by all Rise staff and explicitly taught through the Character Counts® curriculum, through mentoring and community service projects, and practiced at the Rise Charter School.

Leadership

Leadership skills and outlook are learned in multiple ways at Rise Charter School, beginning with the restorative justice model of problem-solving and discipline. One of the principles in the Circles method of restorative justice is the emphasis of shared leadership, and the work of restorative justice supports an atmosphere of respect.

Civic responsibility projects: in the upper elementary grades (grades 5-8) in collaboration with families, the community, as well as District and City of Vallejo governance officials, students will develop civic responsibility projects. Students will receive instruction and guidance from Rise instructional staff on project structural elements design; outcomes assessment measures design; and procedural policies for disseminating information and data from results, and for developing next steps recommendations as well as ongoing project implementation. Participation in these projects is an authentic assessment of students' leadership skills and abilities.

Service

Service learning is an applied method of instruction that makes explicit the connections between school curriculum and real-world applications through community service. Among the hallmarks of service learning are critical thinking, personal reflection, and the development of student voice as well as a heightened sense of community, civic engagement, and personal responsibility. The outcomes of community service experiences strongly support character development and responsible stewardship for the community and environment in general.

Our service model is grounded in reciprocal and mutually beneficial practices that begin with a needs assessment which informs the project design and development. In the early elementary grades the service projects will focus on families and community. As students progress through the middle and upper elementary grades, their community and civic responsibility projects will expand to include city and county governance and policy; state governance and policy; federal governance and policy; and in the high school years, international and global governance and policy. It is through these service projects our students will demonstrate the aspects of character development, teamwork and leadership, will extend their classroom learning experiences in applied practices that will be guided by the Common Core practice-based instruction, and will develop their capacity for empathy, compassion, as well as refining their developing skills in time-management and organization. They will form vital connections with community and civic leaders, and in those relationships students will gain a deeper understanding of responsibility and respect, and how it is practiced.

Mentoring

Our approach in mentoring is a reciprocal relationship. That is, a partnership with local colleges will be developed and mentors with relative majors will be brought in to mentor Rise Charter School students, and also our students in the middle and upper elementary grades will have responsibilities to mentor students primarily in reading in the early elementary grades, but with the option to facilitate learning in other subject areas as well. This reciprocal arrangement ensures that our learners develop lifelong habits of teaching and learning, as well as compassion and a sense of responsibility for others. Students will be strategically paired with mentors such that in the peer mediated learning partnerships, both students derive benefit from the exchange.

Restorative Justice

Rise Charter School has developed a unique restorative justice policy model for the school environment. School disciplinary practices that rely on punishment in the form of suspension, expulsion, and exclusion operate under the “banking concept” of education wherein the underlying assumption is that students are ‘empty vessels’ (Freire, 1970/2006) and within this limited scope, those who transgress must take on the role of receivers of the punishment. In a disciplinary model of school punishments and exclusion, students are not allowed to become active participants in the process of conflict resolution and therefore the learning opportunities available through conscious choices, conflict resolution, relationship-building, and learning appropriate behaviors, are lost. Restorative justice practices rely on teachers hearing, understanding, and responding to students’ academic, social and emotional needs. Restorative justice represents a paradigm shift in thinking about consequences for behaviors that conflict with the social codices in schools. In a model of restorative justice, violations of the social contract create obligations on the part of the offender, and the primary obligation is to ameliorate and correct the harm caused by the violation. It relies upon practices such as victim-offender mediation, reparation, group conferencing, responsibility-taking, actions to repair the harm that was caused, and development of prevention techniques. Thus the entire process is a learning experience and skill building exercise for all students. Students who have, by their actions, created disruptions to the learning environment will understand how that affected their classmates, and will make reparations and most importantly – learn from their mistakes. This model relies on a spirit of community and responsibility to the community. This paradigm also supports learners in growing to become responsive citizens who desire to, and take action to create social change and support social justice.

Parents and Guardians

Parents, guardians and families are an essential and central component of the Rise Charter School educational model. The network of support for our students is comprised of the teachers, coaches, and mentors at Rise Charter School; the parents, guardians, and families as well as members of the surrounding community. The parent role is an active one at the Charter School wherein their input and participation is sought in all community service projects, school presentations, and workshops. Parents have continuous access to their children’s academic progress at Rise and are provided weekly progress updates across all subject areas. The Charter

School staff will be in continual communication with parents concerning their children's progress on the individualized learning, behavioral, and skills growth goals (which parents help determine at the onset).

To increase the visibility of parents in the school and promote their involvement and input, parents will be asked to serve on Rise Executive Teams such as the school protection team; the literacy enhancement team; the cultural competence team; the educational explorations team; the coaching and fitness team, etc.

Individualized Academic and Fitness Plans

Every Rise Charter School student will have individualized academic and fitness plans. The academic and fitness goals will be developed with the parents/guardians at the beginning of the school year, and ongoing assessments of progress shared with the student and his or her family. Given the computer-based nature of the Rise curriculum, updates on progress toward educational goals in ELA/ELD, math, science, social science, fitness, health and nutrition, and the arts will be available on a weekly basis (or more frequently when targeted remediation may be required). This will also allow for us to build a database such that we are able to accurately assess our effectiveness over time.

Affirmation and Assurances

As the authorized lead petitioners, Debra Reeves-Gutiérrez, EdD, and Ronald I. Calloway, MAED, hereby certify that the information submitted in this petition for California public charter school to be named Rise Charter School (or the "Charter School"), and to be located within the boundaries of the Vallejo City Unified School District is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, Rise Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

- A. Rise Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref Education Code Section 47605(c)(1)]
- B. Rise Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- C. Rise Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- D. Rise Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- E. Rise Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to Rise Charter School shall not be determined according to the place of residence of the student or his or her parents within the State.

Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). in the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Rise Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]

- F. Rise Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- G. Rise Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- H. Rise Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. California Code of Regulations Section 11967.5.1(f)(5)(C)]
- I. Rise Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers [Ref. California Education Code Section 47605(1)]
- J. Rise Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- K. Rise Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- L. If a student is expelled or leaves Rise 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 student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- M. Rise Charter School will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
- Rise Charter School shall maintain accurate and contemporaneous written records that document all student attendance and make those records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
 - Rise Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
 - Rise Charter School shall comply with any jurisdictional limitations to collations of its facilities. [Ref. California Education Code Section 47605-47605.1]
 - Rise Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

- Rise Charter School shall comply with all applicable portions of the No Child Left Behind Act, Elementary and Secondary Education Act, or other applicable law.
- Rise Charter School shall comply with the California Public Records Act.
- Rise Charter School shall comply with the Federal Family Educational Rights and Privacy Act.
- Rise Charter School shall comply with the Ralph M. Brown Act.
- Rise Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



2/1/2015

Debra Reeves-Gutiérrez, EdD, Lead Petitioner

DATE



2/1/2015

Ronald I. Calloway, MAED, Lead Petitioner

DATE

Rise Charter School Mission and Vision

Mission Statement

The Rise Charter School mission is to educate and support each learner in reaching the highest standards of intellectual and personal development. We are committed to preparing and inspiring students who: demonstrate academic excellence; have a life-long commitment to learning, health and fitness; exhibit exemplary character and compassion; are culturally competent; understand and highly value service; are visionary, well-informed social justice leaders; and are committed to mentoring others.

Vision

Our shared vision for Rise Charter School is that through its foundational principles of a comprehensive academic program that is supported by fitness and health, character development, leadership, service, and mentoring each student will find his or her unique voice, will be inspired to reach for and attain his or her personal best as educated, confident, poised, and honorable stewards of the future.

Founding Team

Debra Reeves-Gutiérrez, EdD, Cofounder

Dr. Deb Reeves-Gutiérrez is a career curriculum designer, program developer, ESL and ELD teacher, and educational researcher. She is a curriculum specialist and has designed curriculum for English learners and taught K12 students (primarily English learners) in public education; adult English learners; and graduate students who are seeking teaching credentials, Masters Degrees, and Doctoral Degrees. She earned Master and Doctoral degrees in Curriculum and Instruction from the University of the Pacific. Dr. Reeves-Gutiérrez is experienced in pedagogy and practice, curriculum design, program design, and program evaluation. Her experience includes designing and teaching graduate level teacher education courses (blended format) since 2005. She also taught English to foreign-born college students who were at the language emergent level for two years. She developed curriculum and pedagogical practices for, and taught English Language Development to non-native speakers for seven years, and taught English language arts to secondary students for an additional year. Her early experiences with computers in education included teaching remedial English, math, and social science in a computer lab to 7th, 8th, and 9th grade Title I students including special needs students and ESL students, for six years. In addition, she designed courses, the curriculum, and taught ESL to adult migrant farm workers during the summer months over a period of five years and developed curriculum for and taught vocational English as a Second Language (VESL) to adult non-native speakers of English for an additional year. Her experience also includes developing curriculum for and teaching re-employment readiness skills including resume development to injured adults, a significant portion of whom were non-native speakers of English for eight years. Most recently, Dr. Reeves-Gutiérrez has designed the curriculum and content for, and taught 18 different graduate courses and one undergraduate course, delivered face-to-face and in blended learning formats between 2004-2014. Program design has included an alternative credentialing program (the Early Completion Option), summer intensive ESL programs for El Concilio and Migrant Education, and VESL that targeted specific careers. She was the Director of teacher education at Alliant HSOE San Francisco campus for two years, and as program director, she was responsible for all accreditation work with the CCTC and re-designed the Education Specialist, Mild/Moderate credential program to meet compliance criteria. She was also the advisor for all teacher education students

enrolled on the San Francisco campus during those two years. She is a state certified CalTPA Assessor and trainer of assessors, and a calibrated program assessor for the CTC. Dr. Reeves-Gutiérrez coordinated the system-wide CalTPA program at Alliant for eight years, and designed and implemented all online-based TPA submittal, scoring, and archival system in 2009. She also has extensive experience with computers in education, and has designed and taught blended teacher education courses online for seven years. Her experience in this area includes a NAME presentation in 2013 on effective practices for culturally competent, multicultural instruction presented online.

Dr. Reeves-Gutiérrez is a multiculturalist educator and dedicated to educational equity, social equity, and the principles and application of restorative justice. Dr. Reeves-Gutiérrez is a successful author of seven fully funded grant proposals, has made presentations for NAME, CABE, and CATESOL, and is published in the areas of service learning and mentoring.

Her business experience includes establishing, managing and directing a large vocational rehabilitation counseling firm (10 professional staff members, 5 administrative assistants while managing a caseload of 65 clients) for four years, and as a self-employed consultant, establishing and operating a vocational rehabilitation counseling firm that in addition to vocational rehabilitation services, also provided Americans with Disabilities Act (ADA) of 1990 consultation; loss prevention and control; and workers compensation law and requirements consultation for an additional five years.

Ronald I. Calloway, MAED, Cofounder

Mr. Ronald I. Calloway was born and raised in San Jose, California. He earned a Bachelor of Arts degree in Organizational Management and a Master of Arts degree in Education specializing in Early Childhood education from Ashford University. In 1997, Mr. Calloway began his professional baseball career after being selected by the Arizona Diamondbacks in the 8th round of the Major League Baseball draft. His career spanned 10 years, climaxing in 2003 through 2004 when he appeared in 172 Major League games as a member of the Montreal Expos. He retired from professional baseball in 2007, ending his career having played for the Arizona Diamondbacks, Montreal Expos, New York Mets, Boston Red Sox and Philadelphia Phillies organizations.

Following his retirement, Mr. Calloway began his coaching career as a baseball

coach at Cañada College, and San Francisco State University. His work in coaching included the administration of daily baseball operations consisting of practice organization, team training, oversight and management of the baseball facility, home event management, travel arrangements, and recruiting.

It was during his coaching career that Mr. Calloway developed a desire to work with and mentor youth living in poverty who do not have the opportunities that those from higher socioeconomic families enjoy. This led him to becoming a physical education teacher at Martin Luther King, Jr. Middle School in San Francisco's Excelsior district. During his time at Martin Luther King, Jr. Middle School he established an annual 3-mile beach run and helped transform the curriculum from a sport-based model to a fitness/health-based model that educates the students about health related diseases and how to use exercise as preventive medicine. He is also the Head Coach of multiple sports teams.

Mr. Calloway is dedicated to motivating inner city youth to set goals and complete their education through college via our comprehensive model of empirically based teaching methods. He has experienced firsthand how the teacher as coach is a very powerful motivator in the lives of young students. One of the most implacable issues that teachers face is in knowing how to influence students from low income, high crime, drug and gang infested neighborhoods to perform at an acceptable level in school, and support their persistence through high school completion and beyond. His concept is that this work must begin early, with youth developing an identity that will be respected in their neighborhoods, which will strengthen belief in themselves and their resolve to reach their academic goals. Fitness, health, and nutrition are important factors in assuring that youth become self-reliant, are responsible for their actions, have the vision and belief in themselves to establish career goals as well as understanding the important role of academic achievement in attaining their goals.

Harriett Brown Arnold, EdD

Dr. Harriett Brown Arnold is presently serving as Associate Professor and Director of Early Childhood Development Projects in the Gladys L. Benerd School of Education, Department of Curriculum and Instruction at the University of the Pacific, Stockton, California.

A veteran educator, she has served as an elementary school teacher, a middle school administrator, elementary school principal, international consultant, and director of

personnel and staff development. Her higher education experience includes serving as a coordinator of the Stanford Teacher Education Program (STEP), Stanford University, Stanford, California. She has taught courses in the doctoral program evaluation, reading, contemporary issues of teacher education and other undergraduate and graduate level courses in the Benerd School of Education.

Her professional associations include Executive Boards of the Association of Supervision and Curriculum Development, International (ASCD); the California Association of Supervision and Curriculum Development (CASCD) member of Association of California School Administrators (ASCA), California Council on the Education of Teachers (CCET), Phi Delta Kappa (PDK), Board of Directors, Project 30 Alliance and other educational organizations.

Her teacher training projects have involved teacher professional development for the Ministry of Education in the Bahamas, where she trained teachers in the area of reading and in Japan, England, Trinidad, St. Maarten, Germany, Curacao and Argentina in the area of social and emotional learning. She serves as the Co-Facilitator of the Professional Learning Community on Affective Factors in Learning, a special interest group of educators interested in the role of emotions and learning. The Association for Supervision and Curriculum Development (ASCD) funds this Network.

Her publications include professional journal articles in early childhood education, book reviews, and one historical book, *Antioch: A Place for Christians Chronicles of an African American Church*, (1993), an outgrowth of a professional development grant, *Succeeding in the Secondary Classroom: Strategies for Teachers*, (2001) the result of her secondary teacher research. *EQ + IQ = Best Leadership Practices for Caring and Successful Schools*, (2003) co-editor with Maurice Elias, and Cynthia Steiger Hussey continues her scholarly work in the area of social and emotional learning with an emphasis on school leadership. A fourth book, *The Educator's Guide to Emotional Intelligence and Academic Achievement* (2006) co-editor with Maurice Elias is the continuation of their work in the area of social and emotional learning with an emphasis on the importance and role of the classroom teacher. Her recent journal articles focus on pedagogical influences of early childhood and teacher education that is the outgrowth of her research and keen interest in diversity and gender issues.

Dr. Brown Arnold serves on the Board of Directors of the Rise Charter Schools non-profit organization and will provide ongoing consultation to the Rise Charter School Co-founders and teaching staff on school leadership best practices; on empirically evidenced early childhood and early elementary reading instruction and practices; on diversity and gender educational practices; and on social and emotional learning educational practices in the TK-12 setting.

Ricky S. Gutiérrez, PhD

Dr. Ricky S. Gutiérrez is a tenured professor at California State University, Sacramento, and graduated with a Doctorate in Applied Justice and Policy Studies from Washington State University. He has served and participated in the academic community since 1998. His experience teaching in the U.S. Navy during the Vietnam conflict guided him in his final career choice. His early exposure to distance learning allowed him to develop a multi-disciplinary approach to addressing issues related to criminal justice education. He has also been instrumental in assessing the effect(s) that mentoring has on both the provider and recipient of mentoring services. Having worked in the correctional system for 10 years, he has developed an informed opinion about ways to use education as a means to disrupt the poverty to prison pipeline. Dr. Gutiérrez is committed to social justice and equality in education and believes that a student-centered/collaborative learning environment is tantamount to ensuring that youth are prepared for analyzing and dealing with complex social, environmental, and political issues. Dr. Gutiérrez has published manuscripts that examine community policing, the effects of service-learning education on graduation rates, jails and the mentally ill, and prisoner reentry. Dr. Gutiérrez has served a term as President of the Western Association of Criminal Justice, is a lifetime member of the Academy of Criminal Justice Sciences, and is a member of the Western Society of Criminology. Dr. Gutiérrez teaches and has taught classes on gangs, corrections, minorities in the criminal justice system, criminal justice planning, and juvenile justice. He also serves as program facilitator for Sacramento State's online degree in Criminal Justice.

Dr. Gutiérrez will serve as an ongoing consultant, advisor, and mentor to the entire Rise Charter team of professionals including certificated teachers, administrators, staff, and parent groups in the areas of applied restorative justice in the public school setting; empirically evidenced mentoring practices; and effective service learning practices and applications. Particularly at the critical juncture when our student population enters the upper elementary grades, his expertise in the areas of

gangs, corrections, and minorities in the criminal justice system, as well as his access to a network of professional peers who are also published in these areas, will be an invaluable asset in supporting gang affiliation avoidance as well as the Rise overarching goal of disrupting the poverty to prison pipeline for our learners and their families.

Carl C. Mack, Jr., PhD

Carl Mack began his career working with teen groups in the area of recreational leadership. During this time he developed and implemented an extensive tutorial network that matched the skills of university students with the needs of elementary students. He later moved to the corporate sector, serving as the corporate manager for an organization development and consulting firm. For the past 35 years, he has worked at all levels of education, which include:

- Working with preschool children and their parents
- Teaching elementary school children
- Teaching at the university level
- Chairing two academic departments (Ethnic Studies, University of California, Berkeley and African and African American Studies, University of California, Davis)
- Serving as a public school superintendent
- Governing Board Member, National Association for the Education of Young Children

During this time, along with his wife, he also conducted parenting workshops and institutes throughout the western region of the United States.

Dr. Mack is a national and internationally known consultant in group relations in the tradition of the Tavistock Institute of Human Relations, London, England and A. K. Rice Institute, Rainer, WA. Under the auspices of the A. K. Rice Institute, he has worked on the staff of many group relations conferences in the United States. He has also served as the Director of conferences including Teachers College, Columbia University and the California School of Professional Psychology, Alliant International University.

Relying on his experiences in education and organizational consulting, Dr. Mack has written and published several articles on matters of child development, families, culture and diversity, and authority and leadership. His most recent article reports on the management of the 9/11 crises from the role of a public school superintendent.

Dr. Mack has been trained in organization development, small and large group consultancy, crisis management and conflict mediation. In addition, he received his BA, MA, and Ph.D. in Sociology from the University of California, Berkeley. He is the retired Superintendent of the Del Paso Heights School District, Sacramento, California, a position he held for twenty-two years. He is also the Principal Consultant of Abuya Works, a consulting firm that focuses on organizational change and transformation. He is currently on the faculty of the PsyD Clinical Psychology Program, Sacramento Campus, California School of Professional Psychology Alliant International University.

Dr. Mack will serve as an ongoing consultant in all areas of school governance, finance, and leadership. In particular, the twenty-two years Dr. Mack served as the Superintendent of Del Paso Heights Elementary School District have informed his vast experience, expertise, and invaluable knowledge regarding school leadership, school culture, school organizational models, the day-to-day operations of schools, and community support building practices. Dr. Mack also has a vast national and international network of resources that can be accessed to support the mission and vision of Rise Charter School.

James Bylund, PhD

Dr. James Bylund has been serving children and youth experiencing academic and behavioral difficulties for the past 13 years. Over this period he has worked as an instructional assistant, school psychologist, university instructor teaching graduate level courses in special education and school psychology, program specialist at the SELPA level, and Director of Student Support Services. He has also been in private practice as a Licensed Educational Psychologist for the past 4 years and is the Director of Bylund Neuro-Educational Services. Dr. Bylund holds a Master's Degree in Education with a focus in Counseling, Educational Specialist Degree in School Psychology, and Doctor of Psychology in Educational Psychology with certification in School Neuropsychology.

Through his advanced training and professional experience Dr. Bylund has developed deep knowledge and skill with regards to educating traditionally underserved populations. He has thorough knowledge of child and adolescent disabilities, effective educational and mental health interventions, ecological factors that foster learning and development, as well as special education laws and regulations. In addition to demonstrating this knowledge through his service in public school and private practice settings, Dr. Bylund has produced numerous professional publications and presentations on topics including cultural competence, promoting self-efficacy, second language development, neuroplasticity, assessment, eligibility, and school based mental health services.

Dr. Bylund is an ongoing consultant and advisor to the Rise Charter School team, and is a Board member of the Rise Charter School nonprofit organization. His experience as program specialist at the SELPA level, and Director of Student Services at the Byron School District will be invaluable in our work serving students with special needs. Dr. Bylund brings to the team expertise in understanding naturally occurring variability amongst learners and designing instruction that's accessible to the widest range of students. He will also provide ongoing professional development to the Rise Charter School teachers, administrators, and staff in empirically evidenced best practices for working with students with special needs; in legal changes, regulations and compliance factors regarding Special Education; and effective educational and mental health interventions for special needs students.

Jessica Lynn McKean, MA

Jessica McKean was born and raised in San Diego, California. She graduated from National University with a Bachelors degree in Applied Mathematics. She continued her studies at San Diego State University where she earned the Master of Educational Technology degree.

She worked for San Diego City Schools for 3 years as a Special Education Assistant where she rewrote lesson plans for high school students with learning disabilities who were fully integrated in general education classes. In 2003, Jessica began a career in educational technology at Spectrum Pacific Learning Company in La Jolla, California. Her position there was the Learning Technologist responsible for training faculty in the use of technology in the classroom onsite and online. In 2005, she

became the E-learning Specialist for Alliant International University where she integrated many new technologies and increased usage from less than 5% to more than 70%.

Jessica McKean was selected to speak at the Moodle Moot and the Campus Technology conferences for her work converting Alliant International University from the Blackboard Learning Management System to the Moodle Learning Management System, including training and development. Jessica has over 15 years experience in educational technology and her key areas of leadership and experience include user training and experience; visual design; educational assessment; project management; information architecture; social media and web marketing; and cross-functional team-building and leadership.

During the start-up period Ms. McKean will consult regarding technology hardware, software, educational platforms, learning content management systems, and data collection systems. She will also serve as the Rise Charter School Director of Educational Technology once the school opens in 2016 and will direct and facilitate teacher professional development and support in the effective use of the technology, the educational platform, and assessment information that will be used at Rise.

Katherine Tolliver, ABD

Katherine brings over 16 years in education, specializing in special education and student learning disabilities, to support Rise Charter School. She has served a classroom teacher for 10 years, teaching students with mild/moderate disabilities, grades 3rd through 6th and 9th through 12th. She has created and designed college level curriculum in the areas of special education, mild/moderate disabilities and teacher education. She developed, designed, coordinated and managed induction programs, and coached general education and special education teachers, supporting in their improvement in their instructional practice. Katherine has developed, designed and delivered professional developments with an emphasis in classroom management, cognitive engagement, lesson planning and execution, special populations and differentiation of instruction. She serves as a college instructor in teacher education programs teaching courses that focus on theoretical models that underlie teaching and learning. She has also delivered instruction for the state autism authorization. Katherine has created curriculum and modules for online learning environments for special education populations. She has served as an administrator for special education programs and assembled special education

programs for online schools. She created inclusion/service models for traditional and online learning environments. She has managed budget, compliance, and district relations for these special education programs. She has provided supervision of special education personnel. Katherine currently works as an induction coordinator with a large charter school management organization.

Katherine is currently working on her dissertation for her PhD. Her research is in Universal Design for Learning (UDL) measuring the degree of knowledge and implementation of UDL by special education teachers in the state of California. She strongly believes all students deserve equal access to curriculum and UDL is an avenue to support student learning. She earned a Master of Science degree in education specializing in special education from Mount St. Mary's College. She holds California clear credentials in multiple subjects and education specialist. She also holds an administrative credential.

Katherine Tolliver serves as an ongoing consultant to Rise in the areas of charter school budget design, charter school management, special education compliance, district relations, and special education curricular and pedagogical design. Katherine is also a Board member of the Rise Charter Schools non-profit organization.

Richard A. Arrington, JD

Richard Arrington is currently working for the Alameda County Office of Education and recently served on the LCFF panel. In addition, he is an Educational Specialist and holds a Mild/Moderate Education Specialist credential with thirteen years teaching experience. He is an adjunct professor for Alliant International University, in the California School of Professional Psychology and the Shirley M. Hufstедler School of Education. Richard graduated from San Francisco State University with a Masters Degree in Public Administration, and the John F. Kennedy School of Law with a Doctor of Jurisprudence. He is well-versed in education law, special education laws, and public school regulations. He also has experience as the founder of an investment banking company, and as the sole proprietor of a wholesale, retail, and custom business in San Francisco. Richard's broad base of relevant experience make him an extraordinary asset as a founding team member.

Richard Arrington will provide ongoing consultation and guidance to the Rise administration and team of professionals in the areas of business operations; education law including charter school law; special education law, regulations, and

compliance; charter school finance; nonprofit organizational statutes and California Corporations Code Sections applicable to nonprofit organizations; and advice and guidance concerning the California Local Control Funding Formula implementation, accountability, and apportionment.

Richard Milhous, Founder & CEO

Richard Milhous is the Founder and CEO of Milhous Children's Services which is a level 14 licensed residential treatment program, and includes a fully accredited non-public, private school that serves a population of at risk youth in five locations in northern California. Richard earned a Bachelors Degree in Public Administration and has been the Chief Executive Officer of Milhous Children's Services (formerly Milhous Boy's Ranch) since 1968. His work with youth services is extensive, and administrative responsibilities include organizational planning, management and recruitment, assessing corporate policies for compliance with state and federal regulations, standards and performance reviews, and program evaluation. Quality control measures are extensive including staffing reviews, client occupancy, and negotiation with California counties for mental health, AFDC, and non-public schools services. He is also responsible for public relations, community outreach and participation, and providing financial reports, budgets, communications on internal affairs, business plans, quality control reports, and company operating standards to the Board of Directors. As an advisor to the Founders of Rise Charter School, his experience, long tenure in youth services, knowledge of operations, finance and budget management, and federal and state regulations are invaluable.

Mr. Richard Milhous will provide ongoing leadership, guidance, and consultation to the administrative officers of Rise Charter School concerning charter school financial planning and administration, budgeting, record keeping, and reporting requirements. He will also provide ongoing guidance concerning the operation of a nonprofit benefit corporation. In addition to business operations, he will also provide guidance and consultation concerning public relations, community outreach and participation, as well as relationships and negotiations with LEAs and other agencies.

Element A (1): Description of the Educational Program

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

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

The impetus for our proposed charter school is to divert the poverty to prison pipeline and through a dynamic program of comprehensive education, to create a network of support that will sustain students through high school graduation, and to redirect our most precious resource, our youth, into positive, productive lives beyond high school. This undertaking begins with a deeper understanding of the causes that underlie the poverty to prison pipeline. It has been well documented that youth who are disenfranchised; who do not experience a connection to schools; who do not have hopes for their future will drop out of school and/or seek fraternity outside the school environment who then become ripe targets for gang involvement. Disenfranchisement of minority youth in particular can come at a very early age, thus it is imperative to shift the paradigm from their earliest school experiences.

Curriculum

A key element in the purposeful planning for the Rise curriculum is the 1.5 years *before* the school opens that will be dedicated to planning, designing, constructing, and producing the curriculum. Rise Charter School has been awarded the Public Charter Schools Planning Grant and (pending authorization by the District/County/State) will utilize grant funds to support planning and implementation (reference the planning and start-up budget in Appendix A). A State

Department of Education Consultant will provide guidance concerning adjustments to the budget during the planning and implementation phase.

Dr. Reeves-Gutiérrez is a curriculum expert with 35 years experience in authoring/adapting and teaching curricula, as well as having earned the Master and Doctoral Degrees in curriculum and instruction from the University of the Pacific, and along with a network of curriculum and subject matter experts she will direct and facilitate the development of the Rise curriculum.

The California Department of Education's Quality Schooling Framework (QSF) is the blueprint for Rise Charter School curriculum; assessment; instructional methods and practice; equity instruction and practice; professional development; our work with families and the community; our instructional leadership and teaching efficacy; and the alignment of resources. Every element of Rise Charter School will be in alignment with the QSF. Guiding QSF principles for the development of our curriculum include the following:

The four essential components of a strong curriculum are:

- The standards, goals, and milestones for instruction;
- The media and materials that provide multiple ways for diverse learners to access learning expectations;
- The specific instructional methods and student engagement practices that tap into learners' interests, offer appropriate challenges, and increase motivation; and
- The means of assessment to measure student progress, identify students' additional learning needs, and modify instruction

An effective curriculum will:

- Bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge;
- Are thoughtfully planned and aligned to content standards;
- Include periodic assessments to monitor student learning and modify instruction; and
- Are appropriately sequenced and related across grade levels.

An effective curriculum will:

- Be developed or selected by staff from the local district and its schools, including appropriate grade-level teachers. The curriculum that is enacted in schools will reflect consideration of the climate and culture of the local context while maintaining high expectations for all students;
- Align with the current content standards and the California academic frameworks for public schools in its goals, objectives, and expected outcomes at each grade level. The local district will develop or select curriculum that equips all students with the knowledge, conceptual understanding, and skills necessary to succeed;
- Reflect a logical progression of skill development by grade spans. This means that at each grade level, all participants have access to the expected knowledge, conceptual understandings, and skills to be mastered at that grade level. Interventions are provided where necessary; and
- Include multiple opportunities for formative assessments, semi-annual or annual summative assessments, and interventions, as needed.

The Rise Framework: 360° Support

The framework for the QSF aligned Rise curriculum is inclusive of a number of elements which will provide our students with 360° Support: 1.) it is interdisciplinary and thus themes (which are also linked in an overall schema) are taught across the disciplines of ELA/ELD, math, science, social studies, technology, the arts, kinesiology and fitness, health & nutrition; 2.) to promote relevance the curriculum is centered in the lives of students, their families, and the community; 3.) to promote multicultural competence, relevance, and social justice the curriculum features the home cultures of our students and their families; 4.) to promote the development of life skills, character development comprised of six pillars will be taught across subjects; 5.) to develop students' readiness to take initiative, their development of an internal locus of control, and ability to make good life choices, leadership opportunities are purposefully designed, linked to the curriculum, and are available to all students; 6.) to support reading comprehension in particular, a mentoring model is incorporated that will feature adult mentor to student, and peer to peer mentoring; 7.) to support and enhance overall health including staying within a healthy weight range that is appropriate to the age and developmental stage; and to support and enhance brain function relative to cognitive control,

sustained attentiveness to academically oriented tasks as well as tasks that require selective attention and distraction suppression, the fitness and kinesiology program targets developmental benchmarks and each student's progression is tracked as with other academic subjects; 8.) the philosophy of educational activities based on science, technology, engineering, the arts, and mathematics (STEAM) as well as applied learning through projects comprises the matrix for curricular support; and 9.) to enhance applied practice, make explicit the real-world connections, and provide opportunities to practice character development, community service is a prominent feature of the Rise framework; and 10.) to encourage growth in the areas of responsibility and accountability, to support the development of empathy, to eliminate disenfranchisement and support school climate, and to provide the necessary support that will promote educational persistence through high school graduation and beyond, the restorative justice program is the lynchpin in 360° of student support.

Our conceptual framework and organizing principle at Rise relies upon ongoing, multiple measures of data that will be used to continually inform our practice. Our collective analysis of data across multiple dimensions (demographic, perceptual, school process: curriculum, instruction, assessment strategies) will ensure that students are learning and thriving. The curricular approach is based on current cognitive research (e.g. brain-based) and integrates learning, instruction, curriculum, and the system as a whole. Dr. Victoria L. Bernhardt and the Education for the Future team have advised and guided numerous California schools and districts using the curricular approach, continuous use of data, and unified vision and educational practices all planned for Rise Charter School which have facilitated the achievement of phenomenal school success (e.g. school API scores improving in one year from -7 to 54 points; more than twice the previous number of EL students transitioning to FEP, etc.) working with demographics and conditions similar to those in Vallejo (Bernhardt, V. L.. 2009; Bernhardt, V. L. 2004). The development of Rise Charter School, and our ongoing organizational evaluation, will be guided by the utilization of the Continuous Improvement Continuums for Schools rubric (Appendix B).

Interdisciplinary, Relevant, Multicultural

The curriculum will be built on the SBE adopted ELA/ELD Framework (2014); the SBE adopted Mathematics Frameworks (2013); the CDE History-Social Science Framework (2005); the CDE Science Framework (2004); the CDE Physical

Education Framework (2009); the CDE Visual and Performing Arts Framework (2001); the CDE Health Framework (2003); the Common Core State Standards and California State Content Standards. Text sources selected for the curricular model will be selected from the California Department of Education recommended literature list. The standards aligned, comprehensive and interdisciplinary Rise curriculum that is relevant to the lives of students and promotes multicultural competence will be developed over the year and a half preceding the fall 2016 opening date. Innovative approaches in curricular and methodological design are at the heart of the charter school movement and charter schools act of 1992. Dr. Reeves-Gutiérrez is an experienced expert in designing interdisciplinary, relevant, multicultural curriculum that is aligned to the State Standards. All lesson plans will have standards based assessments that are integrated into the electronic (computer) framework. Development of the curriculum and integration into the electronic format will take place over the 1.5 planning years. Although it is not possible to demonstrate the powerfully dynamic learning that these blended elements can produce given the printed format of this petition, the interdisciplinary, thematic, and standards aligned curricular components can be demonstrated. The example provided is a preliminary outline to begin the process of content integration. A main feature of the curricular plan for Rise is the relative, interconnected basis on which the themes are created and the lesson would not necessarily be aligned along the axis as presented, nor does it include the variability in standards aligned methods for learning and demonstrating learning (assessment) that the planned curriculum will incorporate. That said, a preliminary outline of a second grade lesson plan frame may be reviewed in Appendix C.

Character Development

Especially as they approach the later years of preadolescence, and adolescence, it will take great fortitude for our learners to have the strength to make choices for themselves and in support of their futures rather than succumb to the dangerous temptations that surround them outside of school. That fortitude will come from having strong character, and thus character development must be developed in a supportive school culture from the very beginning, from students' first experiences in education. Character development will be explicitly and incrementally taught and modeled by the entire Rise Charter School staff. The character development curricular model that will be used at Rise is the Character Counts® framework. This model is comprised of six pillars of character (trustworthiness, respect,

responsibility, fairness, caring, and citizenship) and will be explicitly taught across the curriculum and modeled by the Rise faculty, administration, and staff. Via this interconnected and comprehensive program of character development, students will be immersed in possessing strong character and making wise choices. Character development will be measured via growth along the benchmark standards developed by the Josephson Institute (see Appendix D).

Leadership

An additional measurement of our learners' character development will be demonstrated in their leadership abilities. It becomes increasingly critical to their success in the upper grades, in high school, in higher education and beyond, that these young people become effective leaders and moreover, that they champion social justice. Project-based learning and community projects are central to the design of the educational program our students will receive at Rise Charter School, and in these projects our learners will have plentiful opportunity for cooperative leadership, reflection, skills refinement, and redefined leadership. In these community projects they will have opportunities to practice what they are learning in their core subjects, and practice is integral to the STEAM philosophy of instruction and its practice-based approach.

Mentoring

Mentoring and peer to peer learning are important pedagogical strengths that will enhance and accelerate education for our students. Our concept of mentoring is that it is a dual platform in that it brings mentors into the charter school environment to support Rise students through a mentoring partnership that will be developed with local colleges, and it is internal to the school in peer-mediated learning. Our founding team member Dr. Ricky Gutiérrez has coordinated the highly successful Sac-Mentoring program at California State University, Sacramento for the past thirteen years. This program matches college students (juniors and seniors) with at-risk youth from local middle schools and high schools in a structured program of mentoring and support. Dr. Gutiérrez will design and help facilitate our mentoring programs with Solano Community College and Sonoma State University. For the early elementary grades we will seek college students who would like to mentor and who are physical education/kinesiology majors, health science and health and human services majors, music majors (music is part of our comprehensive curriculum), liberal studies, and early childhood education majors. As our students

grow we will also seek mentors who are administration of justice majors. Parents, grandparents, and community members interested in mentoring will also be part of our support team.

Our internal mentoring program is designed specifically to support reading, but has other strategic purposes as well. Peer-mediated learning is a highly effective form of teaching and learning in part because it is one-on-one, and because the learners' affective filters are lowered thus they are more relaxed and receptive when learning occurs peer to peer as opposed to the traditional teacher to student intervention (Fuchs, Fuchs, Mathes, and Simmons, 1997; Johnson and Johnson, 2009; Maheady, Mallette, and Harper, 2006; Rohrbeck, Ginsburg-Block, Fantuzzo, and Miller, 2003). Plus, by creating peer partnerships, teachers are encouraging children to interact in ways that promote collaboration and learning. Reading buddies, with the older students in the upper grades reading to, and with, the beginning readers in Kindergarten and first grade will form the core of the peer mentoring program. Both the older elementary students' reading abilities are strengthened and the beginning readers' abilities are strengthened in this model of instructional support (this model has been highly successful at the Rio Calaveras Elementary School in the Stockton Unified School District). Therefore, Rise Charter School students are both mentored and they are mentors to others, which in turn promotes the desire for, and skills for lifelong learning.

Fitness & Kinesiology

The element of kinesiology and fitness, and the companions health and nutrition, will be interwoven throughout the Rise curriculum. While it is important from a health standpoint to include fitness and kinesiology in a comprehensive educational program, recent educational research has revealed a connection between physical fitness and cognitive functioning. Here we rely on brain-based research to support our kinesiology program given that this research can be more reliably generalized to working with diverse populations of students. We include additional research and indications for working effectively with students living in poverty given that for over 70% of the children in the District, poverty conditions are the reality.

With a growing tendency for children to engage exclusively in ever more sedentary activities, there has been an alarming rise in the prevalence of certain physical diseases (e.g., cardiovascular disease, colon cancer, type 2 Diabetes). Sedentary behaviors represent a disjunction from healthy (physically active) behaviors and the

impact is not only evident in the physical domain but also in the cognitive domain, as evidenced by an increasing number of recent research reports on the relationship of physical activity to cognitive health. Pertinent to this discussion, the following will focus on the correlation between high physical fitness and enhanced cognitive ability in preadolescent children. Buck, Hillman, and Castelli (2008) found in their study of preadolescents ages 7-12 years, aerobic fitness was related to enhanced cognitive function in a task that required variable amounts of executive control. Children who performed more laps on PACER as an indication of higher fitness correctly read more stimuli during each of the Stroop conditions than those who ran fewer laps. The relationship between aerobic fitness and executive control was also assessed in a group of higher-fit and lower-fit nine year olds in a 2009 study and results indicate that fitness may be related to general improvements in cognitive function in tasks that require variable amounts of executive control (Hillman, Buck, Themanson, Pontifex, & Castelli, 2009).

In a 2010 study which utilized MRI images of 9 and 10 year olds, higher fit children showed greater bilateral hippocampal volumes and superior relational memory task performance compared to lower fit children. This research reveals the neural underpinnings of cognitive enhancement through physical activity in preadolescent children and equally important to academic performance, a potential neural correlate of fitness-memory performance link in children (Chaddock, Erickson, Prakash, Kim, Voss, VanPatter, Pontifex, Raine, Konkel, Hillman, Cohen, & Kramer, 2010). Animal studies are consistent with these findings and reveal exercise-induced neural effects including changes in brain cell number, dendritic complexity, synaptic plasticity, and growth factors.

Similarly, in a 2012 study, Chaddock, Neider, Lutz, Hillman, and Kramer found that children with higher aerobic fitness levels also outperformed their lower-fit peers on a simulated real world task: street crossing. This interesting study employed elements of distraction in three conditions (conversing on the phone, no additional distraction, and listening to music) to assess whether or not there is a connection between fitness and ability to simultaneously attend to several tasks at once. In this study, only the lower-fit children showed decreased street crossing success rates when conversing on the phone, relative to the undistracted and music task conditions. The higher-fit children in this study maintained street crossing performance across all levels of distraction. Together, the results suggest that higher levels of aerobic fitness may play a role in diminishing the impairment that is

typically associated with multitasking while carrying out challenging real world tasks such as street crossing. Thus childhood aerobic fitness may be related to academic performance in heightened ability to concentrate and ability to ignore distraction.

In their 2011 study, Chaddock et al. used the fMRI to extend the previous research of preadolescent children (8 to 9 years of age) and found that aerobic fitness in children relates to the modulation of brain circuits involved in cognitive control. Functional MRI brain activation was measured during Flanker Tasks (used to assess the ability to suppress responses that are inappropriate in a particular context) and, when increased cognitive demands were required during the incongruent condition, higher fit children showed greater brain activation than lower fit children in the prefrontal and parietal cortex. Lower fit children demonstrated a decrease in accuracy on incongruent trials between the first and second halves of the task block. This pattern of results suggests that changes in brain activity across a Flanker Task vary as a function of childhood aerobic fitness and cognitive control demands. These results suggest that higher fit children have a superior ability to activate frontal and parietal brain regions that are important for the monitoring, maintenance, and strategizing of higher level cognitive control abilities - all important skills for academic performance in the classroom. In their 2007 study of slightly older children (3rd grade and 5th grade) Castelli, Hillman, Buck, and Erwin related aerobic fitness to better performance on school-based achievement tests of mathematics and reading. Of course our student population will eventually be TK through 8th grade, and thus studies of older preadolescents, and young adolescents (e.g. 5th through 8th grade) are also relevant. Physical fitness and academic achievement of this group is also well documented (Carlson, Fulton, and Lee, 2008; Chomitz, Slining, McGowan, Mitchell, Dawson, and Hacker, 2009; Coe, Pivamik, Womack, Reeves, and Malina, 2006; Grissom, 2005; Taras, 2005). Wittberg, Northrup, & Cottrell (2012) found that fitness was associated with academic achievement over time; as well as studies that reveal high fitness and increases on student testing results (Tremarche, Robinson, & Graham, 2007). Increased physical activity and fitness has also been documented as effective in raising academic scores, along with increasing focus and attention in another group of learners: students with special needs (Everhart, Dimon, Stone, Desmond, and Casilio, 2012; Horvat and Franklin, 2001; Winnick, 2011). Physical activity/fitness and brain functioning improvements such as increased ability to focus and remain attentive is also well documented (Etnier, Nowell, Laners, and Sibley, 2006; Etnier, Salazar, Landers, Petruzzello, Han, and

Nowell, 1997; Jensen, 2001; Sibley and Etnier, 2003; Tomporoski, Davis, Miller, and Naglieri, 2008).

Overall, fitness is globally associated with cognitive performance during children's development. Evidence from recent educational research suggests that gains in children's mental functioning due to exercise training are seen most clearly on tasks that involve executive functions. Executive functions are important to accurate performance of goal-directed actions in complex stimulus environments, especially novel ones, and in environments wherein there is constant change. Thus executive functioning plays an important role in children's adaptive functioning. Fitness training and kinesthetic instruction are important curricular elements in enhancing aspects of children's mental functioning that are central to cognitive and social development. Systematic, scientifically and developmentally designed fitness and kinesiology programs, such as the one planned for Rise Charter School, in addition to the many health benefits for learners, may also enhance the development of specific types of mental processing known to be important for meeting the challenges encountered in academics, enabling students to become self-motivated, competent, and lifelong learners.

As part of a well-rounded kinesiology program, as they grow, Rise students will also learn and have the opportunity to participate in school athletics programs. As with other school disciplines and programs, the kinesiology and athletics program is interdisciplinary. An example of how this will be applied may be observed in the planned baseball program.

Rise Charter School Cofounder Ronald Calloway is committed to making baseball accessible to inner city youth who are living in poverty and whose families may not have the means to provide this access given the privatization of athletics programs; to using baseball as a reinforcement of necessary skill development (especially important in effective practices with our target population), and to using baseball as a vehicle to teach ethics and character development. Using baseball as the medium, students will learn the teamwork ethic; the importance of fairness and the ethic of fair play; will develop goal setting skills and perseverance which can be transferred to academic endeavors; and will gain a sense of pride in accomplishment as individuals and as part of a team. Baseball, as with other team sports, is also an excellent vehicle to build core skills and address needs that will promote learning for students living in poverty. Among them are increasing students' ability to attend

to and focus on learning given the extended, focused attention required to learn the skills of the game; enhancing memory and recall in activities such as remembering the rules of the game and how to execute performance skills; promoting sequencing and processing skills in executing the physical and strategic elements of the game; educational persistence in learning athletic persistence and understanding the academic corollary; learning self-regulation skills in facing and conquering defeats; and gaining self-efficacy in the sense of accomplishment in learning to play well with the team. These specific elements of the kinesiology program reinforce academic instruction that will also prioritize instruction on elements necessary to support learning and abate drop-out rates for students living in poverty: attention and focus skills; short and long term memory enhancement; sequencing and processing skills; perseverance and the ability to apply skills in the long term; hopefulness and self-esteem (Jensen, 2009).

In terms of our commitment to families and the community, baseball can also present a common bond and bring together a community; baseball cuts across social and economic barriers, requires little in the way of resources outlay and can be enjoyed by all; has applications for very young learners (e.g. T-ball, Little League); teaches teamwork, leadership, and character development; improves cardiovascular health (running, jumping, batting, throwing, catching); and is equally accessible to and enjoyable for both genders.

For our special needs students, participation the kinesiology and fitness program will be informed by the parameters of their IEPs. For our special needs students who may have physical challenges, it is our intent to provide adaptive PE support. Sonoma State University has an excellent Kinesiology program with an available concentration in adapted physical education. In addition to partnering with the University as advisors for our kinesiology program development, and providing mentors for our students, as our needs dictate, our plan is to recruit perspective teachers/coaches majoring in Kinesiology with an adaptive PE concentration from this program to help us support learners with special needs that involve physical challenges.

STEAM

Rise Charter School is dedicated to actuating and applying the Science, Technology, Engineering, Arts, and Math principles in our curriculum. The content of Rise curriculum is standards based and uses the lens of STEAM to enhance and deepen

learning experiences. The applied practices in teaching and learning STEAM principles are in complete alignment with our curriculum especially because our concept of curriculum is that it always is applied, and must have connections to real world relevance and the lives of students. The integration of subjects across science, technology, engineering, arts, and math is aligned with the Rise teaching methods as this brain-based approach to teaching and learning is critical to making higher order thinking processes accessible to all students. The STEAM concept of creating a product through the learning process and using the scientific method to create and evaluate results will also be a feature of Rise curriculum. At Rise, STEAM is approached as a method of organizing learning experiences, the process of learning across subjects, and evaluating outcomes. Students are actively engaged in *doing* science, engineering, arts, and math, and using technology as both a resource and centralizing compass point in directing outcomes.

Service Learning

Our vision is that our learners will become the future civic leaders, the community supporters and organizers, and the conscientious professionals of the Vallejo community, and beyond. To first bring awareness, and then establish a desire to support positive change, it is imperative that our students have service-oriented learning experiences. Community service learning appears to benefit students along a variety of dimensions. There is support for service learning experience and academic performance. Research has revealed statistically significant differences in performance on standardized tests for the K12 students who had service learning experiences compared with K12 students who did not. Service learning students outperformed non-service learning students in the areas of reading and language arts (Akujobi and Simmons, 1997; Klute and Billig, 2002; Kraft and Wheeler, 2003; Weiler, LaGoy, Crane and Rovner, 1998), and also in math, reading, history, and science (Davila and Mora, 2007). Service learning has also been shown to decrease the achievement gap between low socio-economic status (SES) and high SES students (Scales, Roehlkepartain, Kielsmeier, and Benson, 2006). Moreover, service learning has a positive effect on students' educational persistence through degree completion (Gutierrez, Reeves-Gutierrez, and Helms, 2012; Moely, Furco, and Reed, 2008). This is an especially important strength for English learners in high school and higher education, as statistically this group is challenged by educational persistence through degree completion.

Service Learning Goals

Rise Charter School service learning goals are in alignment with the K12 service learning standards developed by the National Youth Leadership Council in 2008:

K-12 Service-Learning Standards for Quality Practice
(National Youth Leadership Council, 2008).

Meaningful Service Service-learning actively engages participants in meaningful and personally relevant service activities.	Link to Curriculum Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.	Reflection Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.	Diversity Service-learning promotes understanding of diversity and mutual respect among all participants.
Youth Voice Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.	Partnerships Service-learning partnerships are collaborative, mutually beneficial, and address community needs.	Progress Monitoring Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.	Duration and Intensity Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

In the design of our service learning program (in which all Rise Charter School students will participate) the focus topics flow along an outwardly spiraling trajectory:

Grade Level	Service Learning Focus Topic
TK & Kindergarten	Families
First Grade	School Community
Second Grade	Neighborhoods
Third Grade (beginning FA17)	Communities
Fourth Grade (beginning FA18)	City
Fifth Grade (beginning FA19)	County & General State Region
Sixth Grade (beginning FA20)	State
Seventh Grade (beginning FA21)	United States
Eighth Grade (beginning FA22)	World Economies and Governments
Grades 9-12 (beginning FA23)	Global

Practices and policies that support our instructional model include low student to teacher ratios at all grade levels; full inclusion model of classroom instruction; differentiated instruction based on each learner's needs that is documented and tracked in individualized academic and fitness plans; and a restorative justice organizational school protocol which is in alignment with the VCUSD ongoing goal to improve school climate and student behavior. Rise Charter School is an extended day program with youth fitness and kinesiology in the afternoon hours. This time-organizational plan allows us to make best use of the earlier hours in the day to focus on core academic subjects, to provide more opportunities for ensuring that students receive nutritious meals through our nutrition program, and to provide students with a safe environment in which they will continue to learn and practice in the afternoon hours. The realities for low SES families often mean that children return home from school to inadequate childcare, or non-existent childcare. Our intent is that our extended day program will provide a healthy alternative to ameliorate this situation, while simultaneously meeting the goals of fitness and health for our learners.

Career Development and Readiness

Career development is a critical element in preparing students for success in high school and beyond. Our vision of career preparation begins with goal setting that is a collaborative venture with parents, student, and Rise instructional staff. To be effective, career development and readiness needs to be introduced early in a student's life. Exploration of career pathways begins early, and options are explored in earnest in the seventh or eighth grade. Prior to eighth grade graduation, Rise Charter School students will have identified their chosen career path in

collaboration with parents/guardians, and will have received specific guidance to develop benchmarks and both short-term and long-term goals that will help ensure they are prepared for their chosen career pathways by the time they graduate high school. Career preparation in high school will include opportunities to observe, volunteer, and shadow in their chosen professions as well as intern in their elected careers of choice. Superintendent Tom Torlakson believes students need experiences in the working world before they graduate, and that schools should provide instructional practices that support and all students should acquire the skills that will help them succeed in the real world of careers and college. In alignment with his vision, Rise will develop workplace internships and provide career training skills that will support all students in having success in college, careers, and beyond.

Equally important in supporting effective career development for students is to educate parents who may not have experience in higher education (if that is the goal) or networking experience, in other words, the social capital necessary to support their child. Rise Charter School will provide that education and training to the parents and guardians so that they will be able to effectively direct and support their children in achieving career goals.

Rise Charter School Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), the following is a matrix of the State Priorities and the Rise Charter School annual goals and relative actions to achieve goals as described in Education Code Section 52060(d), and the State Priorities.

Rise Charter School Annual Goals and Actions to Achieve State Priorities	
State Priority #1 <i>Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)</i>	
Annual Goals to Achieve Priority 1	Actions to Achieve Annual Goals
A. All students of Rise Charter School will be instructed by teachers who are appropriately assigned pursuant to EC§44258.9; and fully credentialed for the	<ul style="list-style-type: none"> A. Rise teacher assignments will reflect compliance with EC§44258.9 as documented and maintained in teacher HR employment files. Documentation

<p>subject areas and students they teach.</p> <p>B. All students have access to standards-aligned instructional materials pursuant to EC§60119.</p> <p>C. School facilities are maintained in good repair pursuant to EC§17002(d).</p>	<p>of Rise teachers' credentials, documentation as highly qualified teachers per the NCLB, and qualifications to work with English Learners (CLAD, BCLAD, etc.) will be maintained in the administrative records and annually updated to ensure compliance.</p> <ul style="list-style-type: none"> • B. The master curriculum maps for each grade level of the Rise curriculum will document complete alignment of the curriculum to the Common Core State Standards and California State Standards. All Rise students will have access to textbooks, curricular materials, technological support, and instructional materials consistent with the content and cycles of the curriculum framework adopted by the state board pursuant to EC§60119. • C. All Rise school facilities will be continuously maintained in a manner that ensures that it is clean, safe, and functional per the guidelines set forth in EC§17002(d), and as reflected in routine facilities inspections and documented in a school facility inspection and evaluation instrument developed by the Office of Public School Construction . Rise facilities and grounds will be accessible to all students irrespective of ability.
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Rise Charter School Annual Goals and Actions to Achieve State Priorities	
State Priority #2	
<i>Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)</i>	
Annual Goals to Achieve Priority 2	Actions to Achieve Annual Goals
A. Rise Charter School will implement the Rise academic content which is aligned to the Common Core State Standards and California State Standards and ensure that 100% of the students have access to this	<ul style="list-style-type: none"> • The Executive Director will provide professional development and guidance to teachers on utilizing the curriculum which is based on the common core state standards,

<p>curriculum.</p> <p>B. All students including English learners will receive instruction from a curriculum that is specifically designed to support English learners, from teachers who are trained in SDAIE and other empirically evidenced and research-based instructional practices that effectively support English Learners and all learners.</p>	<p>California State Standards, and in which the ELD standards are embedded.</p> <ul style="list-style-type: none"> • The Executive Director and CEO will facilitate collaborative professional development workshops designed to support teachers in refining instructional practices, and developing common core-aligned units and lessons. • The Executive Director and CEO will collect evidence of common core implementation and English learner strategies that teachers employ during lessons. This data will be used in teacher evaluations and to prepare professional development sessions. • Using a data management system, performance for all students and significant subgroups will be tracked on school wide benchmarks or other performance assessments.
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Rise Charter School Annual Goals and Actions to Achieve State Priorities	
State Priority #3 C. Engagement:	
<i>Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)</i>	
Annual Goals to Achieve Priority 3	Actions to Achieve Annual Goals
<p>Parental involvement is critical to the success of the Rise Charter School and their input will be sought in academic, fitness and kinesiology, school governance, and guidance decisions and positions. Parents will be asked to serve on Rise Executive Committees, on ELAC, and School Advisory Council.</p>	<ul style="list-style-type: none"> • Parental input and support will be sought through outreach and networking to include but not limited to the following areas: • collaborating with teachers to develop learning and fitness goals for their children; • providing input on community needs and helping design community service projects; • serving on Rise Executive Teams such as the school protection team; the literacy enhancement team; the cultural competence team; the educational

	explorations team; the kinesiology and fitness team, etc.
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Rise Charter School Annual Goals and Actions to Achieve State Priorities	
State Priority #4 <i>Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)</i>	
Annual Goals to Achieve Priority 4	Actions to Achieve Annual Goals
Rise Charter School students will demonstrate academic excellence and measurable progress in all core content areas.	<p>The Executive Director and CEO will:</p> <ul style="list-style-type: none"> • ensure that Rise Charter School meets the participation rates for statewide assessments and implements testing according to state regulations. • use the data management system to track individual student performance on state standardized assessments. • develop internal growth metrics to ensure Rise Charter School meets or exceeds state requirements for API (or new metric established by the CDE). • ensure the CELDT or other applicable state assessment is administered according to state regulations. • instructional staff will monitor reclassification rates of English learners. Should there be discrepancies in the timeline for students moving to FEP, we will assess the particular issues that students struggle with most (e.g. reading comprehension, writing strategies, etc) and develop & implement targeted teaching methods and educational interventions. • Teachers will use formal and informal assessments to document students' progress in language proficiency. • Data from state assessments, school assessments, and multiple measures will be used to track student progress

	and inform instructional practices. <ul style="list-style-type: none"> • Ongoing data analysis will inform instruction and instructional practices.
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Rise Charter School Annual Goals and Actions to Achieve State Priorities	
State Priority #5 Pupil engagement: <i>school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.</i> (Priority 5)	
Annual Goals to Achieve Priority 5	Actions to Achieve Annual Goals
Students at Rise Charter School will demonstrate positive engagement in learning. This will be reflected in high attendance rates.	<ul style="list-style-type: none"> • The administrative team will monitor school attendance rates regularly & implement strategies to maintain a high attendance rate. • The administrative team will oversee additional efforts to be made with parents of students with chronic attendance issues, including but not limited to individual meetings or home visits. • The administrative team will ensure a positive learning environment is maintained at all times. Professional development will take place on a regular basis to support teachers in ensuring that students are engaged, feel safe, & are respected. • All Rise staff will serve as models for positive interactions through demeanor & daily interactions with students. • The restorative justice model & leadership practices will support students in experiencing a sense of belonging to the Rise community, & that will support high engagement & attendance rates.

Rise Charter School Annual Goals and Actions to Achieve State Priorities	
State Priority #6 School climate: <i>pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.</i> (Priority 6)	
Annual Goals to Achieve Priority 6	Actions to Achieve Annual Goals

School Climate:

A) Rise Charter School students will demonstrate respect for individual differences, self-regulation, and character values of integrity, honesty, empathy, kindness, respect, and trustworthiness.

B) Assessment measures of school climate will include surveys of parents' and students' satisfaction with the education students receive at Rise. This data will be used to inform planning and practice.

C) Students' connectedness to the school will be enhanced via several methods and practices including service learning.

D) Students and parents will feel connected to the school, and safe in the school environment.

E) Restorative justice practiced at the school will also facilitate a safe environment for all.

F) All Rise staff will be trained in safety procedures and protocols including health, emergency procedures, and understand the procedure for fire drills.

Rise Charter School has a restorative justice model and does not endorse suspensions or expulsions at any grade level, other than in the circumstances as dictated by education code law.

Restorative justice intervention practices are the model at Rise and will focused on

- building social capital;
- developing understanding;
- supporting students in making reparation
- preventing future occurrences of harmful behavior

Character development will be emphasized across the academic and kinesthetic curricula, and practiced in community service projects; in daily interactions in school, home, and community. Skills leading to character development will be modeled by all Rise staff and explicitly taught through the curriculum; through use of the Character Counts model (measured by the Josephson benchmark standards); and practiced in mentoring and community service projects, and at the Rise Charter School.

Service Learning is practiced at Rise and develops students' capacity for:

- critical thinking,
- personal reflection,
- school connectedness
- development of student voice

Students also develop a heightened sense of community,

- civic engagement
- personal responsibility
- character development
- responsible stewardship for the community & environment.

Parental input, connection to the school, and engagement are important to school climate. These are the hallmarks of the Rise model:

- Parental input and support will be

	<p>sought through outreach and networking to include but not limited to the following areas:</p> <ul style="list-style-type: none"> • collaborating with teachers to develop learning & fitness goals for their children; • providing input on community needs and helping design community service projects; • serving on Rise Executive Teams such as the school protection team; school governance team; the literacy enhancement team; the cultural competence team; the educational explorations team; the physical fitness team. <p>Rise Charter School is committed to implementing and maintaining policies to ensure the safety, health and wellbeing of everyone at our school site. This begins with creating a learning environment in which each person is treated with unconditional positive regard and acceptance.</p> <p>Rise Charter School will</p> <ul style="list-style-type: none"> • ensure that staff have been trained in health, safety, emergency procedures; • maintain a calendar and conduct emergency response drills for students and staff. <p>Rise will provide for onsite health mentors, educators, and facilitators in support of the Rise Charter School model, and will partner with <i>Fighting Back Partnership La Clínica</i>, and similar community organizations to provide additional support services for families in need.</p>
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Rise Charter School Annual Goals and Actions to Achieve State Priorities

State Priority #7.

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of*

Section 51220, as applicable. (Priority 7)

Annual Goals to Achieve Priority 7	Actions to Achieve Annual Goals
<p>All Rise Charter School Students will engage in and demonstrate competence in a comprehensive education that is cross-curricular, and integrates all content areas.</p> <p>Students with exceptional needs, English learners, and high and low-achieving students will receive modifications and differentiated instruction to meet their needs.</p>	<p>The cross-curricular curriculum is aligned to the Common Core and California State Standards, is grounded in topics that are relative to the lives of students, and applied in community service projects.</p> <ul style="list-style-type: none"> • The inter-relatedness of school subjects to fitness education, • health and nutrition, • and civic responsibility will be made explicit and accessible to every learner. • The curriculum is electronically based, aligned with CCSS and CCSS for SPED, will be individualized to each learner's needs, will provide assessment data to inform and drive instruction <p>Rise curriculum is broad based-learners receive instruction in:</p> <ul style="list-style-type: none"> • English • Math • Science • Social science • Visual & performing arts • Health • Kinesiology and fitness (PE) • Music & the Arts • Technology • Character development • Leadership • Community service • Mentoring • Career Education <p>Beginning fall 2021 (or before in the earlier grades if practice reveals the advisability of such) Rise will add the following to the curriculum for grades 7-12:</p> <ul style="list-style-type: none"> • World languages • Career technical education <p>Rise Charter School faculty and administration will work closely with each student and family to develop an Individualized Academic and Fitness Plan</p>

	<p>(IAFP) to address the learning needs of each individual student, including those who are achieving above or below anticipated levels. The electronic (computer) based curriculum will be adapted to support learning needs of each student on an ongoing basis, as informed by assessment data.</p> <p>The IAFP is a very useful document in providing effective support to meet the needs of students with disabilities (who will also have Individualized Education Programs), English learners, students achieving substantially above or below grade level expectation, and other special student populations</p>
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Rise Charter School Annual Goals and Actions to Achieve State Priorities	
<p>State Priority #8</p> <p>Other pupil outcomes: <i>pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)</i></p>	
Annual Goals to Achieve Priority 8	Actions to Achieve Annual Goals
<p>1. Rise students will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, science, visual and performing arts, music, health, physical education, character development, leadership, service learning, mentoring).</p> <p>2. Rise students will demonstrate college and career readiness skills as outlined in the College and Career Readiness Framework and California Common Core Content Standards.</p>	<p>We believe the overarching purpose of assessment is to drive and direct learning. Our goal is to embed in practice and use assessment for authentic purposes that become occasions of learning. Assessment data is collected on a continual basis, across all curricular subject areas. Multiple measures of assessment are applied including:</p> <ol style="list-style-type: none"> 1. <i>Individualized Academic and Fitness Plans</i> 2. <i>Projects, Demonstrations and Presentations</i> 3. <i>Curricular-based Assessment</i> 4. <i>School-wide Calendared Assessments</i> 5. <i>Teacher Created Assessments</i> 6. <i>AVID Assessments</i> 7. <i>Character and Leadership Assessment</i>

	<p>8. <i>Formal Assessment Reports to Parents</i> 9. <i>Student Self-assessments</i></p> <p><i>Rise Charter School Career Development</i> Career development & readiness will be introduced early in a student's life; will be a joint decision with the parents & student, guided by school experts; will be informed by latest trends in occupational outlook; will result in a career goal with a concrete, pragmatic sequence of activities & objectives, with a timeline for completion for each activity/objective. Parent education is an important aspect of career readiness planning: Rise Charter School will provide education & training to the parents focused on the effective support of their children to achieve career goals.</p>
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Our growth plans for Rise Charter School are as follows:

2017-18	TK-3rd Grade	two new classes of TK enrolled (250 students)
2018-19	TK-4th Grade	two new classes of TK enrolled (300 students)
2019-20	TK-5th Grade	two new classes of TK enrolled (350 students)
2020-21	TK-6th Grade	two new classes of TK enrolled (400 students)
2021-22	TK-7th Grade	two new classes of TK enrolled (450 students)
2022-23	TK-8th Grade	two new classes of TK enrolled (500 students)

Plans to build a new high school will begin in 2020 so that it will be ready for our graduating eighth graders in the fall of 2023.

The Founders are also interested in supporting parents and communities with the addition of a preschool. This project is in the planning phase at this point in time, but efforts will be made to establish it near to the elementary school for the convenience of parents and to offer additional mentoring and support opportunities.

The Vallejo Unified School District's ongoing goal is to improve school climate and student behavior so that students and staff feel safe so that every teacher can teach and every student can learn. Rise Charter School philosophy is in complete alignment with this goal and will be supported in particular by our restorative justice protocol. In the summer intensive professional development planned for 2016, the Rise Charter Schools teachers will learn and practice the Circle Processes (Pranis, 2005) which is an effective and age-appropriate set of methods to use with young learners. Using this model will support the positive learning climate, and foster growth experiences rather than negativity and disenfranchisement whenever off-task or disruptive behaviors may occur.

In the big picture, it is our collective intent that Rise Charter School will be a resource for youth, their parents, and the community. We will provide a comprehensive education for youth, provide targeted, needs-based education for parents, and intend to be a resource for the community to extend education and information to the school community and beyond. Our vision for Rise is that it will be a hub of information sharing for youth, their families and the community. Rise will be a place of innovation, rich in resources and educational support that encourages novel thinking and exploration of new frontiers in kinesiology, science, technology, engineering, the arts, music, language, communication, math, and the synergy of these fields, and ever-evolving to suit the needs of young learners, their families, and the community beyond.

Students to be Served by Rise Charter School

Rise Charter School will serve students of Vallejo City Unified School District and shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]. The design of the Charter School is especially well-suited to serve children who are often marginalized, and at risk for failure. Given District demographics it is anticipated the students served will be a diverse group of learners, primarily a Title I population with low family SES, and including English learners. Statistical data from the CDE Educational Demographics Unit for 2013-2014 reveals that Vallejo City Unified School District enrollment was 15,080. Of these students, 5399 are Latino (or

35.8%); 57 are American Indian or Alaskan Native (or .04%); 403 are Asian (or 2.7%); 294 are Pacific Islander (or 2.0%); 2,485 are Filipino (or 16.5%); 4,586 are African American (or 30.4%); 1,355 are white (or 9%); 349 report two or more races (or 2.3%) and there were 152 non-reporters or 1%. If we use statistics for students who qualify for free or reduced lunch as an indication of low SES, for 2013-14 there were 10,722 in the district which is equal to 71.1% of the district population. In the California Department of Education Local Control Funding Formula Funding Snapshot of original source data from the P2 funding exhibits, the unduplicated pupil percentage reported for VCUSD is 74.97%. It is anticipated that our school demographics will closely mirror these district demographics.

The founding team have extensive successful experience working with children in this demographic, and in addition, our practice is informed by educational research focusing on cognitive differences of students of diversity who are living in poverty. An example of this is the 2005 study of Kindergarten children of low SES and middle SES that assessed neurocognitive functioning differences between these groups. The tasks designed for this study were drawn from the cognitive neuroscience literature (occipitotemporal/visual cognition; parietal/spatial cognition; medial temporal/memory; left perisylvian/language; prefrontal/executive systems) in order to determine how childhood SES predicts performance across different neurocognitive systems. Low SES children's performance was significantly worse than middle SES children on most measures of these systems, specifically disproportionate associations were noted with children's language and executive control abilities. There will be specific strategies, methods, and focused curricula with associated assessments in the Rise curriculum that will target language (e.g. reading, writing, listening, speaking) and executive control abilities.

Targeted Enrollment:

Enrollment Trends in VCUSD

Elementary school student numbers have been on the rise for the past four years. The California Department of Education reports that in 2013-14 the students enrolled in the District reflected 1140 students in fourth grade; 1166 in third grade; 1288 in second grade; 1317 in first grade; and 1343 in Kindergarten. Targeted enrollment at Rise for the first year of operation, 2016-17 is as follows:

Rise Enrollment 2016-2017				
Grade	# Per class	# Classes	Total	# Teachers
TK	25	2 (4 hrs ea)	50	1
K	25	2 (4 hrs ea)	50	1
1	25	2	50	2
2	25	2	50	2

Thus our projected enrollment for year one is 200. For students who wish to enroll after the school year starts in the fall, we will accommodate up 3-5 more per class if necessary.

Pursuant to California Education Code 48000[c], we will ensure that Transitional-Kindergarten students will have his or her fifth birthday between September 2 and December 2 of the corresponding school year (thus for 2016-17, all TK students enrolled must turn five years of age by no later than December 2, 2016). For Kindergarten students we will ensure that each student will have his/her fifth birthday on or before September 1st of the corresponding school year (2016), per California Education Code 48000[a].

Our teacher staffing needs year one will be one TK and one Kindergarten teacher, two first grade teachers, and two second grade teachers for at total of six teachers. All teachers will hold a minimum of a multiple subjects teaching credential (intern, preliminary, or clear).

Five Year Plan

Our five year enrollment projections are as follows:

Year	TK	K	1st	2nd	3rd	4th	5th	6th	TOTAL
2016-7	50-55	50-55	50-55	50-55					200-220
2017-8	50-55	50-55	50-55	50-55	50-55				250-270
2018-9	50-55	50-55	50-55	50-55	50-55	50-55			300-330
2020-21	50-55	50-55	50-55	50-55	50-55	50-55	50-55		350-385
2021-22	50-55	50-55	50-55	50-55	50-55	50-55	50-55	50-55	400-440

Our plan is to promote teachers looping with students for K-3rd so that we are able to capitalize on the instructional strengths, knowledge of the students and their parents that are formed in this critical period. This will better support our learners in transitioning from learning to read, to reading to learn in the 3rd grade. The professional development program for our teachers is critical in preparing them to

move forward with their students, and continue to challenge students to demonstrate their personal best. Especially since Dr. Reeves-Gutierrez is a former teacher educator with eight years experience conducting professional development as well as two years experience as the director of teacher education, she will design and lead the professional development program (supported by experienced specialists who will address pertinent issues in special education, reading instruction, early elementary best practices instruction, etc.). Reference the full description of professional development on page 93. Teacher evaluations will be conducted on a monthly and quarterly basis to ensure that teachers are expertly prepared to work effectively with their learners. Teacher evaluations will be based on student progression on the standards, and practices that best support learners who live in poverty (see page 76 for a complete description of how teacher evaluations will be conducted).

Educational Philosophy

Our collective educational approach as multiculturalist educators focuses on content integration, knowledge construction, prejudice reduction, gender-fair education, social justice, equity pedagogy, and an empowering school culture.

Our educational philosophy at Rise Charter School is to provide students:

- Comprehensive, inclusive curriculum presented in culturally relevant contexts that is accessible to all learners irrespective of ability.
- Broad and exemplary academic structure that provides individualized support, and multiple methods of learning and demonstrating learning growth.
- Pedagogical structure that will prepare learners to be multiculturally and globally competent.
- Educational structure that is grounded in critical pedagogy, champions social justice, mitigates bias, and promotes critical thinking.

Teaching and Learning Model

The design of our teaching and learning model is based on practices that are empirically evidenced as effective with English learners. The strategies and

approaches used for teaching English learners are highly effective with all learners. Foundational elements include standards based instruction and assessment (Common Core and California Content Standards); differentiated instruction informed by ongoing assessment; SDAIE methods; cooperative learning methods (Reciprocal Teaching, Project-Based Instruction); thematic instruction; interdisciplinary instruction; and strategies that support early literacy.

Reciprocal Teaching

Educational research has documented that Limited English Proficient (LEP) students, in addition to under-achieving students, tend to learn differently from students who perform well in school (Dunn and Griggs, 1995). The classroom teacher's ability to accurately assess these students' reading comprehension is complicated by the fact that decoding skills do not equate to comprehension (Pressley and Wharton-McDonald, 1997). Reciprocal teaching is an effective cooperative learning method that promotes active learning, fosters positive student attitudes toward reading, fosters peer learning environments, and requires that students assume responsibility for learning from text (Miller and Perkins, 1989). Reciprocal teaching is aligned with the constructivist perspective (Needles and Knapp, 1994), and has been shown to be effective with a variety of student populations (Dunn and Griggs, 1995; Little and Richards, 2000).

Reciprocal teaching is a cooperative learning instructional approach developed by Palincsar and Brown (1984) that was designed to engage readers in constructing the meaning of text by means of four specific, self-regulated comprehension strategies: predicting, questioning, clarifying, and summarizing. Teachers model the four comprehension strategies in the initial phase of reciprocal teaching, and as learners become more proficient in using the strategies, the role of the teacher shifts to coaching and supporting self-regulated learners as they negotiate the meaning of text. Students learn these strategies in a context that features dynamic interaction between students and teachers and among students (Palincsar and Klenk, 1991). This intervention was specifically designed for students who have adequate decoding skills, but who do not have commensurate reading comprehension (Palincsar and Brown, 1986) or who may not have mastered decoding skills required for comprehension of academic texts (Palincsar and Klenk, 1991) and thus is especially effective for working with English learners. Reciprocal teaching had a positive effect upon reading comprehension, both in Palincsar and Brown's original studies (Brown & Palincsar, 1982, Palincsar & Brown, 1984) and in subsequent

work conducted by other researchers (Rosenshine & Meister, 1994). There were consistent, striking effects on cognitive process measures such as those involved in summarization and self-questioning skills. In the original studies, the student transfer of acquired skills was assessed in three contexts: tasks in social studies and science classes, laboratory transfer tasks, and scores on standardized tests. Students improved from the 4th to the 69th percentile on social studies tests and from the 25th to the 68th percentile on science tests. On the standardized tests the students showed an average 15-month gain on the Gates-McGinitie exam (Brown & Palincsar, 1987).

Daiute & Dalton (1993) investigated reciprocal teaching as it applies to peer collaboration in story-writing activities. The interactions between students resulted in the generation of new story elements and more mature forms of writing than they had demonstrated alone. Furthermore, the researchers speculated that the peer interaction was more facilitative than teacher and child interactions, given the shared perspectives and life experiences that the children were able to bring to the collaborative writing process.

In another study of peer collaboration in writing, Nystrand (1986) found that students who worked in groups demonstrated greater gains in reading comprehension than those who did not. Furthermore, students who had experienced group work came to think of revision as re-conceptualization, whereas those who worked alone continued to think principally of revision as an editing activity.

Needles & Knapp (1994) conducted research concerning the efficacy of three instructional methods in promoting writing competency. The three methods studied were skills-based instruction, the whole-language approach, and reciprocal teaching. The reciprocal teaching program was aligned with the following principles: (a) component skills are best learned in the context of the writing task, (b) the quality of writing increases when children are writing what is meaningful and authentic, (c) fluency and competence are influenced by the extent to which the task connects with the child's background and experience, (d) involvement increases when children are encouraged to interact while performing writing tasks, (e) children develop competence if they approach the task as a problem solving process, and (f) children need ample opportunities to write extended text. They found that writing instruction that reflected these six principles accounted for a

substantial proportion of children's improved abilities to write, once initial proficiency was considered.

Reciprocal teaching is an empirically proven method that results in student increases in reading comprehension test scores (Brown and Palincsar, 1982; Palincsar and Brown, 1984; Reeves-Gutierrez, 2000, unpublished manuscript; Rosenshine and Meister, 1994), promotes self-efficacy, promotes peer learning and enhances independent learning skills as well. Rise Charter School teachers will utilize reciprocal teaching as a primary pedagogical vehicle for professional practice.

AVID (Advancement Via Individual Determination) Elementary is a cornerstone of our curriculum and instruction. Instructional elements included in the AVID model for elementary students include WICOR strategies (e.g. Writing to learn; Inquiry; Collaboration; Organization; and Reading to learn) support students to develop the study approach and habits, the academic and social skills, and behaviors needed to succeed in rigorous curriculum. The AVID approach and pedagogical model is part of the professional development provided to all Rise Charter School staff in the summer intensives and quarterly workshops.

What it Means to be an Educated Person in the 21st Century

The Rise founders believe that an educated person in the 21st century is academically competent, well-rounded, confident and is an ambassador for a healthy, responsible lifestyle; is goal and achievement oriented in all aspects; is prepared for and possessing of a pragmatic plan for the achievement of career goals and lifelong learning; is dedicated to making a positive difference in the world and supporting the creation of opportunities for younger learners; is respectful in all regards – of the self, others, the environment, and globally; is culturally competent; is articulate, thoughtful, self-aware, and responsible; is dedicated to and an advocate of community service and mentoring; and is committed to the stewardship of the environment, the community, and human capital.

How Learning Best Occurs

We believe learning best occurs when:

The learning environment is positive, safe, and students are able to lower their affective filters; when they are actively engaged and interested; when inquiry and investigation are necessary to the learning experience; when students have time to

work together to construct meaning, problem-solve, and create new ideas; when there is context for what they are learning together and there is a connection, a corollary between what they are learning and their life experiences; when they are able to apply what they are learning; when all students are considered respected knowers and contributors of valid information and ideas; when the teacher entices and piques interest, provides a few directions or tools, then facilitates the process as students construct learning and knowledge together; when students' cultures, ethnicities, families and linguistic heritages are respected and valued; when the adults who guide them believe their possibilities are limitless and treat them with unconditional positive regard; when learning experiences leave them questing for more knowledge and ignite their imaginations.

Educational Program Goals

An overview of our philosophy in developing educational goals for our students is that it will include designing individualized, strategic academic and kinesthetic/fitness goals inclusive of measurable outcomes for (and with) each student, and systematically facilitating and supporting students in achieving those goals as well as continuously measuring progress toward goal achievement as a means to track learning and inform ongoing practice.

On a broader scale, the following educational goals support the mission and vision of Rise Charter School and address the needs of all students including socioeconomically disadvantaged students, English learners, students with Special Needs, and gifted learners. The overarching goal of the educational program is to enable all learners to become self-motivated, competent, and lifelong learners.

- All students will read at or above grade level or will make significant progress toward the grade level reading standard per the parameters of individualized education plans.
- All students will demonstrate competence as measured by grade level (or above) on the Common Core State Standards for English Language Arts, or the California English Language Development Standards, or will make significant progress per the parameters of individualized education plans.
- All students will demonstrate numeracy skills as measured by grade level (or above) on the Common Core State Standards for Math, or will make

significant progress toward the grade level math standard per the parameters of individualized education plans.

- All students will demonstrate competence as measured on the Next Generation Science Standards for California Public Schools at grade level or above, or will make significant progress in science per the parameters of individualized education plans.
- All students will demonstrate competence as measured by the California History-Social Science standards for their grade level or above, or will make significant progress in social science measures per the parameters of individualized education plans.
- All students will demonstrate competent ability to utilize technology as an informational resource and learning medium, or per the parameters of individualized education plans.
- All students will participate in and develop basic knowledge and skills in dance, music, theatre, and the visual arts as measured via the curriculum and goals outlined in the California Visual and Performing Arts Framework, or will be supported in developing knowledge and skills the parameters of individualized education plans.
- All students will demonstrate grade level competence or relative progress per the parameters of individualized education plans in the California Physical Education Model Content Standards.
- All students will demonstrate grade level competence as measured by the California Health Education Content Standards, or will make significant progress per the parameters of individualized education plans.

Supporting All Students

Rise Charter School faculty and administration will work closely with each student and family to develop an Individualized Academic and Fitness Plan (IAFP) that will provide the roadmap for responding to the needs of each individual student, including those who are achieving above or below anticipated levels. The IAFP is a

very useful document in providing effective support to meet the needs of students with disabilities (who will also have Individualized Education Programs), English learners, students achieving substantially above or below grade level expectation, and other special student populations.

Support for Under-Performing Students

Rise Charter School has high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Given the Rise Learning Content Management System (LCMS) (computer-based) it is immediately discernible when a student is struggling with a particular skill, concept, topic, or subject matter in general. Curricular adaptations can be adjusted accordingly which will provide the added support that the learner needs. An individualized program of strategies and interventions will be developed by the Rise team to support students who continue to struggle. These strategies and interventions may include targeted tutoring sessions, adapted instructional methods, adaptations in the educational environment, adaptations to the educational schedule, and adaptations to more closely match the student's individual learning style strengths. Tutoring instruction may also be based on a student's class work or an off-the-shelf instructional support system such as System 44 or READ 180.

Support for Students Achieving Above Grade Level

The Rise Charter School educational program is designed to be individually adapted to support all learners. Close monitoring of students' learning and reading level assessment allows us to ensure that we are able to match their reading material to their instructional reading level. Thus all students receive the appropriate challenge in instruction to advance them in their learning. The individualized curricular design is especially effective for students achieving above their grade level, and for gifted students. The National Association for Gifted Children's Educational Program Standards will be utilized to design and monitor these students' progress.

Support for English Learners

Dr. Reeves-Gutiérrez, Cofounder of Rise Charter Schools, is a curriculum and instruction specialist, career educator and curriculum author/adaptor for English learners in K12 and adult learners, has designed and taught EL practices, pedagogy,

and curriculum for credential candidates, and has taught credential candidates how to design standards-based curriculum. Relative to English learner instruction, among the courses she designed and taught to credential candidates were Principles, practices, and socio-cultural issues of teaching English learners; Teaching the English learner in the mild/moderate special education setting; and Linguistics in the CTEL program. Specific to English learner instruction in the K12 setting, Dr. Reeves-Gutiérrez has more than 10 years experience in program design, designing curriculum for, teaching, assessing, and realigning curriculum to support highly effective teaching and learning for English learners. The Rise curriculum will employ best practices for teaching English learners and that will be effective for all learners. All learners enrolled at Rise Charter School will have the advantage of learning from a curriculum that is designed to support English learners, and teachers who are trained in SDAIE and other empirically evidenced, and research-based instructional practices that effectively support all learners. The curriculum, which is inclusive of the English Language Development Standards, will focus on cultural competence, and students' language and experience; will capitalize on teaching language in context and through content; will provide for multiple access points through the application of strategies intended for multiple learning styles; will enhance language abilities in cooperative learning groups and through inquiry based instruction; and provide ample opportunities for peer teaching.

A comprehensive program of targeted, empirically evidenced methods of support for English learners will be designed in the 1.5 years of charter school planning and will become the core of the Rise curricular model. As with all aspects of our program, our design will be 360° support for English learners. A preliminary framework of EL strategies that will be applied will include but is not limited to the following:

- Integration of listening, speaking, reading, and writing activities in every lesson plan; differentiating instruction for oral language development (language emergent students); daily opportunities to practice peer-to-peer language development
- Strategies to create connectivity with culturally diverse students; strategies to support engagement; guided teacher mentoring in enhancing learner observation skills and using information in planning

- Language acquisition benchmarks and comprehensible input; stages of language acquisition and effective teaching and assessing methods for each level (ELL1, ELL2, ELL3, ELL4); emergent literacy perspective; language-experience approach
- BICS and CALP; effective methods to increase CALP (explicit instruction taught in context)
- Strategies to promote vocabulary development: Total Physical Response (TPR) and Read-Alouds; word cards (e.g. flashcards); word wall dictionary ; word wheels; word wizard; contextual redefinition; vocabulary self-collection strategy
- Culturally inclusive communication & lesson planning
- Assessment: Student Oral Language Observation Matrix (SOLOM); Portfolio assessment; informal reading inventories (IRIs); ReQuest procedure; Frye reading level graph; using assessment data to inform practice (mining the data)
- Designing rubrics; using Informal Reading Inventories (IRIs) to assess student learning and progress
- SDAIE methods; language developmental benchmarks & when strategies are most effective
- TPR; guided reading; directed reading-thinking activity (DR-TA); learning logs
- Process writing; story mapping; peer editing and publishing
- Clustering; mapping; sentence models; literature response groups
- Implementing the Cognitive Academic Language Approach

It is our expectation and standard that all Rise teachers will be teacher-researchers and with guidance, will develop innovative new and effective teaching methods designed for their learners that will result learning growth as reflected in the quantitative and qualitative assessment evidence. Rise will endeavor to hire bilingual Spanish speaking teachers and staff, and at all times there will be administrators available who are Spanish speaking. Rise embraces the inclusion of

all linguistic groups and as the need arises, we will ensure that there are staff/other specialists available who are competent interpreters for all primary languages of our students. Policies will be developed to ensure all legal requirements will be met pertaining to notifications sent to parents of English Learners, to student identification, evaluation, program options, re-classification to fluent English proficient status, and standardized testing requirements (this is one of the activities scheduled to take place during the planning phase of 1.5 years prior to opening the school).

Professional Development: Effective Practices for English Learners

Rise Charter School Teachers will be provided and participate in intensive professional development during the summer, and quarterly, during the school year. Based on needs assessment, monthly PDs are an additional option. Teachers will also be provided in-classroom support in applying effective, empirically evidenced EL strategies (Dr. Reeves-Gutiérrez will provide this support). Thus effective practices for working with English learners will be an ongoing focus at Rise Charter School. Dr. Reeves-Gutiérrez will design the professional development and will invite prominent CATESOL (California Teachers of English to Speakers of Other Languages) and CABE (California Association for Bilingual Education) professionals to co-facilitate professional development workshops for Rise teachers, such that they will continue to receive the most current research-based instructional practices.

Home Language Survey

As required by the State, Home Language Surveys will be submitted to and collected from parents of students at the time of enrollment.

CELDT Testing

Students with native language other than English will be administered the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Rise Charter School will notify all parents of the school's responsibility for CELDT testing, and of CELDT test results within thirty days of receiving results. The CELDT

shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Multiple criteria are used in determining reclassification status to English proficient. The criteria include but are not limited to all of the following:

- Assessment of language proficiency using an assessment instrument such as the CELDT.
- Input from the student's teachers who have direct responsibility for teaching regarding an evaluation of the student's curriculum mastery.
- Parental consultation and documentation concerning the language reclassification procedures, and ongoing communication during the reclassification process.
- Comparison of the student's performance in basic skills against an empirically established range of performance and basic skills of English proficient pupils of the same age.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

In accordance with SB 638, the Charter School will administer the California English Language Development Test (CELDT) to students whose parents have identified a language other than English as either the first language or a dominant language utilized at home. Previously identified English learners are administered the CELDT test during the testing window of July 1st through October 1st. Parents are notified of CELDT results within 30 calendar days following receipt. The CELDT is administered yearly to monitor the progress of students initially identified as Limited English Proficient (LEP), and to help reclassify students as their English proficiency and corresponding academic skills in English warrant the transition. New enrollees are tested within thirty (30) calendar days of enrollment. Procedures and instruments to be used for initial identification, continued assessment, and reclassification will be the same as those used by the Vallejo City Unified School District.

Special Education

*Governing Law: "Notwithstanding Section 47651, all state and federal funding for special education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the special education local plan area that includes the charter school.
- California Education Code Section 47642".*

Rise Charter School will comply with all applicable State and Federal laws for special education including the Individuals with Disabilities Education Improvement Act (IDEIA) and Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA).

Rise Charter School will seek membership with the El Dorado County Charter Special Education Local Plan Area (SELPA) and shall be categorized as a Local Educational Agency (LEA) in accordance with Education Code Section 47641(a) in meeting obligations to provide special education and related services. The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School shall be solely responsible for its compliance with the IDEIA, Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Executive Director and CEO, and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for

making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, 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:

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

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

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

Charter School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file.

Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

SELPA Membership Plan

As a member of the El Dorado County Charter SELPA, Rise will seek to make assurances in accordance with the SELPA Plan and policy including but not limited to the following:

1. **FREE AND APPROPRIATE PUBLIC EDUCATION:** The Charter School shall assure that a free and appropriate public education will be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
2. **FULL EDUCATIONAL OPPORTUNITY:** The Charter School shall assure that all students with disabilities have access to the variety of educational programs and services available to non-disabled students.
3. **CHILD FIND:** The Charter School shall assure that all students with disabilities are identified, located, evaluated, and offered a free, appropriate public education.
4. **INDIVIDUALIZED EDUCATION PROGRAM (IEP):** The Charter School shall assure that an IEP is developed, maintained, reviewed and revised for each child with a disability who is eligible for special education services in accordance with applicable law.
5. **LEAST RESTRICTIVE ENVIRONMENT:** The Charter School shall assure that, to the maximum extent appropriate, students with disabilities are educated with students

who are not disabled (full inclusion). Placements in the least restrictive environment shall be pursued for all students with disabilities through the utilization of supplementary aids and services in the general education learning environment.

6. **PROCEDURAL SAFEGUARDS:** The Charter School shall assure that children with disabilities and their parents shall be provided with procedural safeguards through the identification, evaluation, and placement process and provisions for a free appropriate public education.

7. **ANNUAL/TRIENNIAL ASSESSMENT:** The Charter School shall assure that an IEP review shall be conducted at least on an annual basis. Additionally, a reassessment shall be conducted at least once every three years or more often if conditions warrant, or requested by the student's parent or teacher.

8. **CONFIDENTIALITY:** The Charter School shall assure that the confidentiality of personally identifiable data shall be protected at collection, storage, disclosure and destruction.

9. **PERSONNEL STANDARDS:** The Charter School shall assure that it will make good faith efforts to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities.

10. **PARTICIPATION IN ASSESSMENTS:** The Charter School shall assure that students with disabilities are included in general State and District-wide assessment programs with appropriate accommodations, when necessary.

11. Further, Rise Charter School will comply with the SELPA Local Plan and perform all corrective actions deemed necessary. The primary method of identifying students eligible for special education services will be through the registration process, after a student has been enrolled based upon their student history. Students are also eligible for special education identification and eligibility determination through the School's "child find" process. Instructional staff is instructed about the characteristics of special education conditions and referral procedures. The Charter School will provide psycho-educational diagnostic services to assess students for each of the 13 special education eligibility categories as defined by state and federal law.

Services for Students under the "IDEIA"

Rise Charter School recognizes the importance of providing educational opportunities to all students regardless of physical or special needs. To that end, Rise is responsible for the provision of special education services to identified students enrolled at the Charter School and for ensuring that appropriate programs are implemented based on the student's IEP in compliance with state and federal laws. Further, Rise understands its legal responsibility to ensure that "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities" of Rise Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodation by Rise. Rise is committed to providing full inclusion and the least restrictive environment that will enable students with disabilities to participate in the academic, athletic, and community aspects of Rise Charter School. Rise will provide special education instruction, inclusive of Common Core Standards for Special Education, and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the El Dorado County Charter ("EDCC") Special Education Local Plan Area ("SELPA"). Rise will independently contract with certificated Related Services Professionals, including but not limited to, School Psychologists, Nurse, Speech Pathologist, Adaptive Physical Education Teacher, Occupational Therapist, for the provision of services for Rise Charter School students, per agreement with the EDCC SELPA services plan.

Rise Charter School will provide appropriate services for the exceptional needs student according to the plan developed pursuant to Education Code Section 56710, and in compliance with the California Master plan for Special Education (Education Code Section 56000 et.seq.).

In accordance with state and federal law, each student eligible under IDEA (Individuals with Disabilities Education Act) will be provided a free appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Team. The Team includes the involvement of student, parents, general education teacher, special education teacher, administrator, and/or any designated related services personnel and the decisions are formulated in a written individualized education plan (referred to as an IEP). All incoming students participate in a series of diagnostic assessments in Language Arts and mathematics.

In addition students are also eligible through the "child find" process which is an ongoing aspect of the instructional program at all schools. A child with disabilities attending Rise Charter School shall receive Specialized Academic Instruction or Designated Instruction and Services, or both, in the same manner as a child with disabilities who attends school in other LEAs in California. Rise Charter School shall ensure that all children with disabilities enrolled in the school receive special education and instruction in a manner that is consistent with their Individualized Education Plan and in compliance with the Individuals with Disabilities Education Act (20 USC Sec. 1400*et seq.*) and implementing regulations.

Rise Charter School will follow the EDCC SELPA policies and procedures and utilize EDCC SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. Rise Charter School will comply with EDCC SELPA protocol as to the delineation of duties between EDCC SELPA and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between Rise and EDCC SELPA to review special education policies, procedures, protocols, and forms of EDCC SELPA will ensure that Rise Charter School and EDCC SELPA have an ongoing mutual understanding of EDCC SELPA protocol and will facilitate ongoing compliance. A Memorandum of Understanding ("MOU") will be developed between the El Dorado County Charter SELPA and Rise Charter School which will provide the detailed responsibilities for the provision of special education services and the manner in which special education funding will flow to support the students of Rise.

A Memorandum of Understanding ("MOU") by and between VCUSD and Rise Charter School will be developed that identifies approved legal verification of membership in the El Dorado County Charter SELPA with agreement to adhere to all conditions and provisions of the district. The EDCC SELPA Local Plan will be made available for the District for review and will contain a commitment to ensure that Rise Charter School assumes all responsibility for the students with disabilities that enroll in the school and that the EDCC SELPA is accountable for oversight, monitoring, and implementation.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by

California's Education Code and the IDEIA. Rise personnel, school administrators, and other mandated IEP team members will participate in all mandatory in-service training, staff development and other training meetings sponsored by EDCC SELPA as necessary to obtain information to support compliance with IDEA regulations. Rise Charter School will provide professional development focused on special education during the summer, and quarterly during the academic year.

Notification and Coordination

The Charter School shall follow EDCC SELPA policies as they apply to notification of all special education issues and referrals, and responding to implementation of special education services.

Identification and Referral

The Charter School will follow EDCC SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the EDCC SELPA and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The El Dorado County Charter SELPA will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with general practice and procedure and applicable law.

IEP Meetings

The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the El Dorado County Charter SELPA and Charter School: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's

general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the El Dorado County Charter SELPA shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the El Dorado County Charter SELPA's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the El Dorado County Charter SELPA and State and Federal law.

The Charter School shall promptly notify the El Dorado County Charter SELPA of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Rise Charter School shall provide El Dorado County Charter SELPA and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise.

The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed. The Charter School shall comply with any directive as it relates to the coordination of the Charter School and EDCC SELPA for IEP implementation including but not limited to adequate notification of student progress.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, with a current IEP within the same academic year, the Charter School shall provide the student with a free appropriate public education, including special education services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time El Dorado County Charter SELPA and the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area within the same academic year, the El Dorado County Charter SELPA and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and El Dorado County Charter SELPA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the El Dorado County Charter SELPA and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the El Dorado County Charter SELPA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-discrimination

It is understood and agreed that all children will have access to Rise Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall immediately notify the District and EDCC SELPA of any concerns that should be raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School shall timely notify EDCC SELPA and the district of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The Charter School shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the district and EDCC SELPA upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, EDCC SELPA, the District and the Charter School shall work together to defend the case. In the event that legal representation is determined to be needed, the Charter School will comply with procedures per the EDCC SELPA and agrees that it shall be jointly represented.

Outreach Efforts to Recruit Students with Disabilities

Rise Charter School expects that the number of special needs students it serves will reflect the proportion of persons with disabilities in the general public and the District. Rise Charter School will make efforts in its student recruitment process to

ensure that the school will attract a comparable, or greater, enrollment of students with disabilities as compared to VCUSD. Recruitment efforts towards this special population of students and their families will include:

1. Open-house informational sessions that are held in the community will address parents of Special Education students and provide assistance if needed.
2. One-on-one meetings between the school and parents of Special Education students who express interest in learning more about how Rise Charter School can meet the particular needs of their child.
3. Parents of Special Education students will be encouraged to bring IEP or 504 Plans to the school site after admission, and prior to school starting so staff can be notified, have a copy of the plans, discuss needs with parents and prepare for the first day of school for the student(s).
4. Rise Charter School will notify VCUSD of any IEPs, or students that need immediate assistance so services can be seamless between placements.

Element B (2): Measurable Student Outcomes

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

The Rise Charter School measurable student outcomes are aligned with the state priorities as described in Education Code Section 52060(d); the California Common Core State Standards; the California State Board of Education Content Standards; and the Rise Comprehensive Curriculum which addresses the academic domains, fitness, nutrition and health, and character development.

Assessment Model and Vision

We believe the overarching purpose of assessment is to drive and direct learning. Our goal is to embed in practice and use assessment for authentic purposes that become occasions of learning rather than assessment as an isolated activity.

Authentic Assessments: Multiple Measures

Rise Charter School will implement performance-based, authentic assessments that will guide and support students in demonstrating what they have learned and how they are able to use what they learned in practice in relationship to meeting state standards. Authentic assessments include, but are not limited to:

1. *Individualized Academic and Fitness Plans:* Student progress on their individualized academic and fitness plans (IAFP) will be the standard that will inform all areas of assessment. The IAFP will also document progress and areas for growth for each student. This information will be used to plan the scope and sequence of academic and fitness instruction and goals. The IAFP will be electronically (computer) based and integrated with the learning platform so that accurate assessment of progress on standards mastery may be measured. Learning

targets (weekly, monthly) will be identified for each student, and progress tracked. Over-arching learning goals are developed in collaboration with parents. A sequence of curricular and learning platform design and development goals must be completed prior to a comprehensive design of the IAFP is possible. Development of the IAFP protocol is scheduled to take place October, 2015 (reference Rise calendar workplan, Appendix E).

2. *Projects, Demonstrations and Presentations*: This type of assessment is summative, and may reflect the work of a singular student or a group of students. Service learning projects are included in this assessment group. Projects reflect a cross-curricular theme that is applied, scientifically based, and is guided by inquiry investigation. These assessments have clear goals measurable by the end results, and will be assessed using a rubric.

3. *Rise Curricular-based Assessment*: The structure of the Learning Content Management System (computer-based) curriculum is such that ongoing standards-based assessment data is readily available to teachers. Rise teachers will utilize this data to individualize, adjust and adapt, and design remediation for students on a routine basis (e.g. weekly or more often as necessary to fully support learners).

4. *Teacher Created Assessments* - Teachers design formative, progress monitoring, and summative assessments on a continual basis to inform professional practice and demonstrate teaching efficacy.

5. *AVID* – Assessments and assessment methods applied in the AVID model will be used to document student progress in reading skill level, progress toward goal mastery, demonstrate student understanding of content, and their critical thinking skills.

6. *Character and Leadership Assessment*- Character development will be measured using the benchmark standards established by the Josephson Institute and leadership skills will be measured by students' participation in and contributions to our restorative justice model and plan, their roles in the civic and community service projects, and in their mentoring work with younger students.

7. *Formal Assessment Reports to Parents* – Standards-based report cards will be used to measure student achievement at the end of each grading period. Students are assessed in all academic areas in alignment with District practices.

8. *Student Self-assessments*- Students assess their progression in academics and fitness through the use of empirically designed instruments, rubrics, or reflections. Students are guided in using this information to design new learning targets and goals.

Assessment Targets, Measures

Student measurable outcomes are the skills and abilities mastered and concepts learned from the Rise curriculum. Targets address the learning goals for all students including English learners, students with special needs, and gifted students.

Target	Objective	Instrument(s)
Students will demonstrate grade-level proficiency reading skills, or appropriate progress per parameters of IEP	A minimum of 90% of students will successfully demonstrate the target by the end of the school year, annually	CST, Smarter Balanced Assessment, Rise Curricular model assessments, Rise IAFP, AVID, teacher created assessments
Students will demonstrate grade-level proficiency writing skills, or appropriate progress per parameters of IEP	A minimum of 70% of students will successfully demonstrate the target by the end of the school year, annually	CST, Smarter Balanced Assessment, Rise Curricular model assessments, AVID, projects, demonstrations, & presentations, teacher created assessments
Students will demonstrate grade-level proficiency on the ELA/ELD standards, or appropriate progress per parameters of IEP	A minimum of 75% of students will successfully demonstrate the target by the end of the school year, annually	CST, Smarter Balanced Assessment, Rise Curricular model assessments, AVID, projects, demonstrations, & presentations, teacher created assessments
English learners will achieve English language proficiency	Students enrolled in Rise Charter School for 3 consecutive years will re-designate from EL status to FEP status	CELDT
Students will demonstrate grade-level proficiency numeracy skills, or appropriate progress per parameters of IEP	A minimum of 90% of students will successfully demonstrate the target by the end of the school year, annually	CST, Smarter Balanced Assessment, Rise Curricular model assessments, Rise IAFP, projects, demonstrations, & presentations, teacher created assessments
Students will demonstrate grade-level proficiency science skills, or appropriate progress per parameters of IEP	A minimum of 75% of students will successfully demonstrate the target by the end of the school year, annually	CST, Rise Curricular model assessments, Rise IAFP, projects, demonstrations, & presentations (Smarter Balanced when assessment criteria announced), teacher

		created assessments
Students will demonstrate grade-level proficiency history-social science skills, or appropriate progress per parameters of IEP	A minimum of 75% of students will successfully demonstrate the target by the end of the school year, annually	CST, Rise Curricular model assessments, Rise IAFP, projects, demonstrations, & presentations (Smarter Balanced when assessment criteria announced), teacher created assessments
Students will demonstrate appreciation of the visual and performing arts	100% of students will participate in visual and/or performing arts as part of the Rise curriculum	Student portfolios, student performances, projects, demonstrations, & presentations, teacher created assessments
Students will demonstrate grade-level proficiency on the physical education model content standards, or appropriate progress per parameters of IEP	A minimum of 75% of students will successfully demonstrate the target by the end of the school year, annually	Rise IAFP, performance-based assessment, Fitness-Gram, student self-assessments, teacher created assessments
Students will demonstrate grade-level proficiency on health content standards, or appropriate progress per parameters of IEP	A minimum of 90% of students will successfully demonstrate the target by the end of the school year, annually	Rise Curricular model assessments, teacher created assessments, performance-based assessment, projects, demonstrations, & presentations
Students will demonstrate proficiency in the use of technology in education, or appropriate progress per parameters of IEP	100% of students will access and use technology as part of the Rise curriculum	Rise Curricular model assessments, teacher created assessments
Students will demonstrate competent character development qualities, leadership skills, and abilities	100% of students will participate in the restorative justice protocol & plan; the community service projects; and in the upper elementary grades – civic responsibility projects	Josephson Institute benchmark standards, community service projects, civic responsibility projects, mentoring, student self-assessments
Upper elementary students will demonstrate appreciation of career exploration and will identify career goals	100% of the upper elementary students will participate in the Rise career readiness curriculum	Rise Curricular model assessments, portfolios, student self-assessments, AVID
Upper elementary students will demonstrate appreciation of and proficiency in world languages	A minimum of 75% of students will successfully demonstrate the target by the end of the school year, annually	Rise Curricular model assessments, teacher created assessments, performance-based assessment, projects, demonstrations, & presentations
Upper elementary students will demonstrate appreciation of	100% of the upper elementary students will participate in the	Rise Curricular model assessments, teacher created

and proficiency in career technical education	Rise career technical curriculum	assessments, performance-based assessment, projects, demonstrations, & presentations
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Teacher Evaluations

Rise Charter School teachers will develop weekly and monthly learning targets for their learners, based on the common core and state standards. The process of developing learning targets is a collaborative venture among the teachers and administrators. The school administrators meet individually with teachers on a monthly basis for Teacher Effectiveness (TE) meetings to review student learning outcomes and progress made toward learning targets. This data is part of teacher evaluations conducted on a quarterly basis. In the TE meetings should the data reveal that the students did not achieve the learning targets, deep data analysis will be conducted by the teacher, facilitated by the administrator. Adjustments (to learning targets, pedagogy, student time on task, learning environment, technology support, mentoring support, etc.) will be made based on the results of the deep data analysis, and the teacher will receive the additional support needed so that teacher efficacy is improved. More frequent TE meetings and professional development may be part of the recommendations to improve teacher effectiveness, as demonstrated by students' progression toward and mastery of grade level common core and state standards. Annual teacher evaluations that are a collaborative exercise between the teacher and administrator will be conducted in May each year. It is the intent that these intensive evaluations will produce professional growth targets with timeframes that the teacher will develop with guidance from the administrator. Targeted teacher training, professional development, independent learning and research plans, are examples of some of the outcome recommendations that may result from the annual teacher evaluations. As with all aspects of this Charter School, the development and design of the teacher evaluations is a process that requires time and expertise such that all documents are aligned with and comprehensively support the philosophy and goals of Rise Charter School. Specific rubrics and metrics to be used in the monthly, quarterly, and annual evaluations will be designed and developed during the planning phase of Rise Charter School, scheduled to take place in May, 2016 (reference Appendix E for the Rise workplan calendar). Dr. Reeves-Gutiérrez has eleven years experience evaluating teacher performance (three years in field service supervision and evaluation with UOP and

eight years experience field service and coursework performance evaluation at Alliant) and this will inform the comprehensive set of teacher evaluation metrics, rubrics, and practices that she designs.

Element C (3): Assessment Methods

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

Assessment Implementation

Rise Charter School will meet all statewide standards and conduct all assessments required pursuant to California Education Code Section 60605, and any other statewide standards or assessments applicable to students in non-charter public schools. The Charter School will certify that its students have participated in the statewide testing program.

Rise Charter School will comply with the Common Core State Standards (CCSS) assessments implementation and any additional new statewide assessment program adopted by the State.

Assessment accommodations provided to Rise Charter School students with special needs will be in compliance with and according to the dictates of their Individualized Education Plans (IEP). Special needs students and English learners may receive special testing accommodations, which will be implemented per allowable accommodations guidelines set forth by the State.

Rise Charter School will comply with all applicable regulations and requirements relating to the Local Control Funding Formula (LCFF), as enacted by Assembly Bill 97 and Senate Bill 91 of 2013. The Executive Director and CEO of Rise Charter School will remain informed of any updates and action by the State Board of Education in the implementation of the LCFF and the associated Local Control Accountability Plan.

Rise Charter School will develop a Local Control Accountability Plan in accordance with Education Code Section 47606.5 and the template adopted by the State Board, and information will be consistent with how data is reported on a school accountability report card (SARC). The purpose of the new funding formula is to increase the transparency in school funding, which will empower parents and the community to participate in school fiscal decision-making. Therefore, the Rise Charter School team, along with families and community stakeholders will participate in the plan development and review process, applying a collaborative approach that incorporates the viewpoints of all stakeholders. Once developed, and

approved by the Rise Charter Schools Board, Rise will utilize the Local Control Accountability Plan as an instrument to monitor progress toward school wide goals and student outcomes. Rise will establish policies and procedures that are aligned to and comply with all applicable deadlines, state priorities, school stakeholders, and formats related to the LCFF and the Local Control Accountability Plan.

This section contains our plan to collect, analyze, and report student achievement data to school staff and parents. Assessments provide students the opportunity to monitor and reflect upon their own learning and action plans. In addition, assessment information drives professional development and the instructional program. The Rise Charter School method of comprehensive assessment relies upon a regularly scheduled series of multiple measures of assessment that are embedded within the curriculum. Instruments used appropriately measure student objectives and reflect the vision of the Charter School (described in element B Measurable Student Outcomes). Progress is objectively measured by annual statewide assessments for each grade and by other adopted statewide assessments (e.g., CELDT and SBA). A Learning Content Management System will be utilized and all teachers will be trained to monitor individual student progress, to realign teaching methods and curriculum to meet individual student needs, and to update the assessment database continually.

Annual State Exams

Utilizing the CalPADS information system and CAASP, Rise Charter School will administer the CST, CMA, CAPA Science, and STS tests. Rise students will participate in the computer-based Smarter Balanced tests. To support a valid and accurate assessment and in compliance with education law, the embedded and non-embedded student accessibility and resources will be provided to all students who need them:

Universal Tools: available to all students based on student need and preference. (May also need to be turned off to accommodate student needs).

Designated Supports: available to all students who can benefit from them (including ELs) struggling readers, students with attention issues. Require knowledgeable adult recommendation, and there is a systematic method for identification.

Accommodations: ELs: stacked translations for ELs in math and English (there is an additional reading load, cognitive load, and thus additional time required) and

embedded glossaries. For students with IEP or 504 plan: examples: closed captioning, Braille, calculator, scribe, ASL.

The goals of the Rise assessment program are to use data to:

1. Inform professional practice on an individual student basis, and to plot the trajectory of curricular scope and sequence.
2. Develop, in a team effort, school-wide metric targets to meet API and AYP (or replacement metrics approved by the SBE).
3. Design specific, targeted remediation interventions to support student needs.
4. Inform and provide student feedback regarding progress toward goals.
5. Inform program evaluation and accountability.
6. Empower students to review progression toward goals and develop continually updated achievement goals based on standards.
7. Inform our professional development needs and areas of focus.
8. Provide information to all stakeholders (Board of Directors, parents, greater community).

Data may be used by all stakeholders to evaluate the success of the Rise Charter School academic program and to inform school policies and decision-making.

Assessment of student progress is an essential tool for student learning, teacher growth and continuous improvement. Assessments provide students the opportunity to monitor and reflect upon their own learning and action plans. In addition, assessment information drives professional development and the instructional program.

Linking Standards to Curriculum and Assessment

Standards, curriculum, and assessment are completely aligned, are aligned with state guidelines, are aligned with the CDE Quality Schooling Framework, and with the Charter School's educational goals. Professional development workshops will include training in data-driven decision making.

Monitoring Progress Toward Goals

Teachers will track class-wide and individual student results on assessments via the computer-based Rise curriculum. Teacher evaluations are linked to student learning as demonstrated in our multiple assessment program. The curriculum will be modified according to the data and results of student learning as measured in the

assessments. Students' mastery of Standards is measured and cross-checked via multiple measures of assessment. (Reference element B for specific information on assessments). Instruments used appropriately measure student objectives and reflect the vision of the Charter School. Progress will be objectively measured by annual statewide assessments for each grade and by other adopted statewide assessments (e.g., CELDT and SBA). Parents will be informed concerning student progress on a weekly basis. Formal progress reports (standards-based report cards) are issued quarterly. Teachers use technology to monitor student computer skills and help them achieve academic and technology goals and recommend additional support if needed. Rise teachers and administrative personnel administer all assessments, including school, district, and state-required testing; develop evaluative comparisons with similar populations using disaggregated data; set priorities for professional development; prioritize areas of student need. To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, Rise Charter School conducts testing pursuant to Education Code §47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment are used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the Charter School's performance in comparison to similar schools throughout the state, and provide metrics for programmatic audits reported to VCUSD and the California Department of Education (CDE).

Initial Assessments

All new students are administered assessments to determine proficiency levels in core subjects. These assessments may include:

- California Diagnostic Screening Assessment (Reading Street)
- CELDT
- Pearson Math Diagnostic

Ongoing assessments are conducted pursuant to Education Code §60602.5. Assessments used to evaluate pupil progress follow state guidelines and include the State required tests, Rise ongoing multiple measures of assessment (see element B).

Use & Reporting of Data

Teachers closely monitor student progress multiple forms of assessment. As one method of measuring pupil progress, assessments are conducted pursuant to

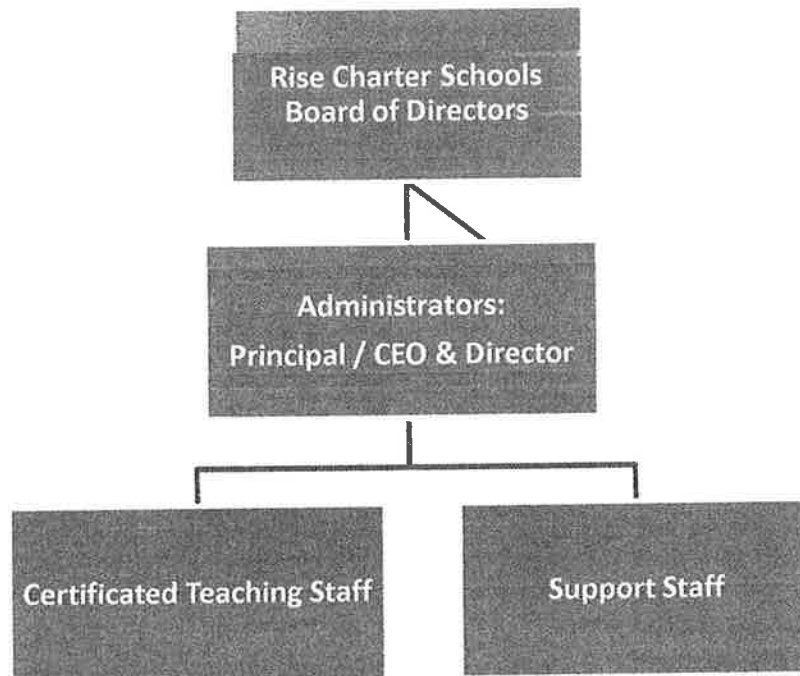
47605(c)(1), which requires Rise Charter School to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to pupils in charter schools. Frequent testing allows stakeholders to monitor student performance and optimize student achievement. Data collection and monitoring allows for accurate assessment of school-wide progress, and in collaboration provides the Rise staff with the means to share resources and create innovative solutions. Data, learning targets, and action plans are shared with parents through electronic and traditional measures as part of our efforts to involve them in the collaborative effort of continuous improvement. Students access their IAFPs and record and track their academic goals, complete action plans, and graph their learning progress. Rise will rely on the measurement and analysis of student performance to manage its school-wide operations. Performance measurement focuses on student learning and features a comprehensive and integrated fact-based system—one that includes input data, environmental data, performance data, comparative data, data on faculty and staff, cost data, and operational performance measurement. Our ongoing organizational evaluation will be guided by the utilization of the Continuous Improvement Continuums for Schools rubrics.

Measurement areas include demographics, students' learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, and learning experiences in community service and civic responsibility projects. Robust data analysis employing empirically validated social science methods will be utilized to conduct deep analysis that will better inform our practices in supporting student learning. Our data analysis efforts will provide the means to determine trends, make accurate projections, plan targeted curricular and pedagogical interventions, and conduct program evaluation. These efforts are part of our ongoing work in providing excellent, data-driven, 360° learning support for our students.

Element D (4): Governance

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)

Organizational Structure



While Rise Charter School intends to collaborate and work cooperatively with VCUSD, Rise operates as a separate legal entity independent of VCUSD. Rise is operated by Rise Charter Schools, a duly constituted California nonprofit benefit corporation, which is governed in accordance with applicable California Corporations Code Sections, and its adopted bylaws, which shall be maintained to be consistent with the terms of this charter.

Pursuant to Education Code §47604(c), VCUSD shall not be liable for the debts and obligations of Rise Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. The Bylaws and Articles of Incorporation for Rise Charter Schools are included in Appendix F.

Legal Status

Rise Charter School shall be operated as a California nonprofit public benefit corporation organized pursuant to California Nonprofit Public Benefit Corporation Law. The Articles of Incorporation may be referenced in Appendix F. The Articles were filed with the Secretary of State on August 18, 2014. Rise Charter School will be governed by its Board of Directors pursuant to its adopted bylaws, which shall be consistent with this charter. The governing Board's major roles and responsibilities include establishing and approving all major educational and operational policies and overseeing their implementation; advancing the organization's mission; acting as an advisory body; and overseeing the school's fiscal affairs.

Nonprofit Board of Directors

Rise Charter Schools Board is currently comprised of five directors. Brief bios are provided below:

- **Dr. Harriett Brown Arnold**
Dr. Brown Arnold's career-long experience in education includes having served as an elementary school teacher, a middle school administrator, an elementary school principal, an international consultant, and director of personnel and staff development. Her higher education experience includes serving as a coordinator of the Stanford Teacher Education Program (STEP), Stanford University. She is an Associate Professor in the Benerd School of Education, University of the Pacific and has taught Doctoral level courses in program evaluation, reading, contemporary issues of teacher education in addition to other undergraduate and graduate level courses in teacher education. Dr. Brown Arnold's research interests include social and emotional learning with an emphasis on the importance and role of the classroom teacher. Her recent journal articles focus on pedagogical influences of early childhood and teacher education that is the outgrowth of her research and keen interest in diversity and gender issues.
- **Dr. James Bylund**
For the past 13 years Dr. Bylund has been involved in education as instructional assistant, school psychologist, university instructor teaching graduate level courses in special education and school psychology, program specialist at the SELPA level, and Director of Student Support Services. He

has also been in private practice as a Licensed Educational Psychologist for the past 4 years and is the Director of Bylund Neuro-Educational Services. Dr. Bylund holds a Master's Degree in Education with a focus in Counseling, Educational Specialist Degree in School Psychology, and Doctor of Psychology in Educational Psychology with certification in School Neuropsychology. Dr. Bylund's expertise includes child and adolescent disabilities, effective educational and mental health interventions, ecological factors that foster learning and development, as well as special education laws and regulations.

- Dr. Judith Holloway

Dr. Judith Holloway is an Associate Professor in the Psy.D. Program, with a Multicultural and Community/Clinical Emphasis Area, for Alliant International University, and is a Licensed Clinical Psychologist. Dr. Holloway's 20 years of experience has included course design and instruction, student advisement and mentoring, admissions interviewing of potential Psy.D. students, supervising Psy.D. Doctoral projects, administering clinical proficiency examinations, serving on multiple committees including academic governance, committee membership on dissertations, Human Participants Protection Committee, Accreditation Committee, Curriculum Committee, Accommodations Committee, Psy.D. Program Committee, Psy.D. Faculty Search Committees, and Psy.D. Program Director Search Committee. She has served as the faculty advisor to the campus Lesbian/Gay/Bisexual Task Force and Student Groups, and she was elected as the CSPP representative to the System-wide Academic Senate FA 2007-2010. Graduate courses designed and taught include: Intercultural Processes & Human Diversity (Course Coordinator '97-'02); Seminar in Community/Clinical Issues (Course Coordinator 2005, 2006); Professional Development and Ethics Group; Sex Roles and Gender; Social Bases of Behavior; Alternative Interventions; Advanced History and Systems in Psychology; Belief Systems, Spirituality, and Psychotherapy; Multicultural Affirmative Therapy with LGBT; Ecopsychology; Adventure Therapy; The Psychobiology of Mind-Body Healing; Alternative Intervention Strategies; Research Seminar; Program Development and Evaluation; Professional Development & Ethics Group; Advanced History and Systems in Psychology; Community Psychology: Defining Problems and Creating Solutions; Issues in Lesbian/Gay Studies; Psychology of Peace & Nonviolence; History and Systems in Psychology. She is the Cofounder and Executive Director of Nature Conexus.

Dr. Holloway founded an educational company to promote ecopsychology, foster connection to nature and to contribute to healing both people and the planet. She has developed experiential workshops and retreats for the general public. She is in private clinical practice as well and provides individual and group treatment of adults and young adults focusing on anxiety, depression, identity development, LGB issues, culture and spirituality, holistic health. She has served as a consultant to the International Child Abuse Network and provided program development and training. She also served as a resource development specialist for the CHILDEHELP National Child Abuse Hotline.

- Richard Arrington, JD

Richard Arrington is employed with the Alameda County Office of Education and recently served on the LCFF panel as well. Richard is an Educational Specialist and holds a Mild/Moderate Education Specialist credential with thirteen years teaching experience. Richard graduated from San Francisco State University with a Masters Degree in Public Administration, and the John F. Kennedy School of Law with a Doctor of Jurisprudence. He is well-versed in education law, special education laws, and public school regulations. He also has experience as the founder of an investment banking company, and as the sole proprietor of a wholesale, retail, and custom business in San Francisco. Richard's service on the Board will be invaluable given his extensive experience, knowledge of education law including special education law, and his experience as a consultant. His experience and knowledge will facilitate all aspects of Rise Charter School operations and fundraising as well.

- Katherine Tolliver, ABD

Katherine Tolliver has over 16 years experience in education, specializing in special education and student learning disabilities. She has served as a classroom teacher for 10 years teaching students with mild/moderate disabilities in grades 3rd through 6th and 9th through 12th. She has created and designed college level curriculum in the areas of special education, mild/moderate disabilities and teacher education. She developed, designed, coordinated and managed induction programs, and coached general education and special education teachers. Katherine has developed, designed and delivered professional development workshops with an emphasis in

classroom management, cognitive engagement, lesson planning and execution, special populations and differentiation of instruction. She serves as a college instructor in teacher education programs teaching courses that focus on theoretical models that underlie teaching and learning. She has also delivered instruction for the state autism authorization. Katherine has created curriculum and modules for online learning environments for special education populations. She has served as an administrator for special education programs and designed special education programs for online schools. She has created inclusion/service models for traditional and online learning environments. She has managed budget, compliance, and district relations for these special education programs. She has provided supervision of special education personnel. Katherine currently works as an induction coordinator with a large charter school management organization.

Rise Charter School will operate autonomously, with the exception of the supervisory oversight by the District as required by statute. All staff are employees of Rise Charter School.

The bylaws demonstrate the organizational design of the governance structure to ensure that Rise remains viable, and that there is active and effective representation of school stakeholders, including, but not limited to, parents and guardians. The Bylaws clearly state the authority and responsibility by which the Board conducts itself, including appointment and removal of its own members. The Bylaws also include a Conflict of Interest policy (reference Article 9, page 21 of the Bylaws in Appendix F).

Rise Charter School Articles of Incorporation, which have been filed with the Secretary of State, are evidence of its status as a California nonprofit public benefit corporation.

Rise Charter School has adopted a Conflict of Interest code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval. The conflict of interest code is included within the bylaws (reference Article 9, page 21 of the Bylaws in Appendix F).

Board of Directors

The Rise Charter School Board is a policy-making board which oversees the fundamental operations of the School. The Board shall be composed of at least three (3) and no more than nine (9) directors, including parents and community members, with expertise in finance, law, non-profit governance, school leadership, special education, and academic program development. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to be operated by a nonprofit public benefit corporation shall be entitled to a representative on the Board of Directors of the nonprofit public benefit corporation.

The founders will continue to secure additional persons with expertise as needed to establish and sustain an excellent school and ensure the effective and responsible use of public funds. All future appointments to the board will follow the appointment process outlined in the Bylaws.

The Board may designate committees under the terms of the Bylaws. The Board may create and terminate committees at will to conduct the business of the Board. Committees are given tasks such as conducting due diligence and developing proposals to address particular issues that come to the board's attention.

Board Duties

The Board of Directors of Rise Charter School meet quarterly, and in accordance with the Brown Act. The Board of Directors will be responsible for the operations of the school including but not limited to:

- participation in independent fiscal and programmatic audits;
- policy review and recommendations;
- approval of bylaws, resolutions, and policies;
- long-term strategic planning, and
- oversight of the procedures of school operation.

Board Meetings

The Board of Directors meets periodically to review and act on its responsibilities. All meetings are held in accordance with the Brown Act.

Briefly, the Brown Act requires advance notification of Board meetings; provides guidance for the types of meetings that can be called and under what circumstances;

describes information that must be included in the agenda, and provides a protocol for actions that can be taken on items that do not appear in the agenda. Regular meetings must be noticed through the posting of an agenda at least 72 hours before the meeting (this will be accomplished on our website, and in parent newsletters). Special meetings may be called, but only upon 24 hours notice, and only the business specified for discussion at the special meeting may be addressed. Emergency meetings may be called under specific, drastic circumstances ("work stoppage, crippling activity, or other activity that severely impairs public health, safety, or both, as determined by a majority"). The agenda must contain a brief description of each item of business to be transacted and agenda descriptions must not be misleading. Closed session items must be included on the agenda. No action can be taken on items not on the agenda, except:

1. Brief responses to public testimony.
2. Requests for clarification from or references of matters to staff.
3. Brief reports on personal activities.
4. When there is an emergency (see above).
5. When two-thirds of the legislative body agree there is a need to take immediate action on a matter about which the body could not have been aware earlier.

Executive Director and CEO Duties

The Cofounding Executive Director and CEO model the Charter School's core values; develop and implement the school curriculum; and develop the School culture. The Executive Director will design and manage academic program development, professional development activities, and work with teachers to improve curriculum and instructional practices. The Executive Director and CEO foster meaningful relationships with the families and community members.

The Executive Director and CEO will share the following duties, including but not limited to:

- ensuring that all elements of the Rise Charter School mission are being implemented;

- ensuring that all faculty are well-versed in implementing the curriculum, and continuously use assessment to drive curricular adaptations;
- designing, facilitating professional development;
- supervising, evaluating, and training teachers;
- guiding the collection, analysis, and programmatic response to student achievement data;
- ensuring that required District, County, State, and Federal reporting is complete, accurate, and submitted per regulations;
- outreach to parents, the District, the County Office of Education and the community to build an inclusive network of support for student success, and;
- ensuring that a safe, respectful school environment is maintained by all Rise Charter School employees and students.

Parental Involvement

The Rise Charter School culture will be inclusive of a community of staff, parents, and professionals dedicated to empowering students to achieve their goals. Connectivity to the school is critical in this relationship and it is our goal that all parents will think of Rise as their school, their educational family. Learning outcomes improve when parents are actively involved in their children's education. Parents are valued partners in education and will be invited to volunteer in the classroom, to participate in school committees and school events, and attend board meetings in addition to our specific parent participation programs.

Parents will have continuous access to their children's academic progress at Rise Charter School and are provided weekly progress updates by our educational staff. Teachers are in continual communication with parents concerning their children's progress on the individualized learning, behavioral, and skills growth goals (which parents help determine at the onset). Student Individual Academic and Fitness Plans (IAFPs) will be continually updated with parent feedback and commentary.

To increase the visibility of parents in the school and promote their involvement and input, parents will be asked to serve on Rise Executive Teams such as the school protection team; school governance team; the literacy enhancement team; the cultural competence team; the educational explorations team; the kinesiology and fitness team, the library team, the parent advisory team, etc. Parent service on the Rise Executive Teams will be documented and used to promote additional involvement, idea generation, and team-building.

Community service: parents will be surveyed regarding community needs and asked to participate in the design of the community service projects; asked to lead the projects; and asked to make presentations to parent and community groups about the projects.

Parent Education Program at Rise: Rise will conduct an educational/training needs assessment with the parents in our community. We will use the results of the needs assessment to build the educational topics bank, and inform the ongoing topics presentations. The Parent Education Program will address: The Restorative Justice model; Rise Executive Teams; AVID and Parent Support; Fitness Program for the Family; Healthy Eating; Community Service; Supporting your Child's Career Aspirations; Negotiating the Terrain of Higher Education. Participation in these programs will ensure that their voices are present in the educational and governance programs, and will encourage ongoing parental involvement with the school.

Element E (5): Staff Qualifications

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

School Employees- First Year of Operations

The staffing needs for Rise Charter School are identified by the Founding Executive Director and CEO, and are consistent with the budget. During year one (2016-2017) Rise Charter School plans to employ six classroom teachers. Each of our classroom teachers must also have a fitness/physical education/athletics background and serve as coaches. Given our commitment to full inclusion, we will actively recruit teachers who hold both an Education Specialist Mild/Moderate credential in addition to a general education multiple subjects credential, and/or single subject credential dependent upon the teaching assignment.

An Administrative Services Manager will be hired, and a front office administrative assistant. Financial services will be provided by Gibson and Company, Inc. A description how the financial services will be delegated between the Administrative Services Manager and Gibson and Company may be found in element I of this document. Rise Charter School plans to contract for custodial service with an outside agency such as Townsend and Styler, Moreno Janitorial, etc. Founding team member Jessica McKean will provide technology leadership, and the Charter School will contract for technology support services if needed, with an outside agency recommended by Ms. McKean.

Qualifications- All School Employees

Before any employee can begin service at Rise Charter School, evidence of fingerprinting/background screening and a current negative tuberculosis (TB) test must be provided. The school will maintain a current copy of all employee records, which will be available for audit along with a record of California Teacher Credentials, fingerprinting/background screening, and a current tuberculosis (TB) test. All Human Resource/employee documents will be maintained and kept in accordance with the dictates of law.

Recruitment and Selection Process

Rise Charter School is dedicated to hiring professional and highly qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment

to the Rise mission, vision, and educational philosophy. The Executive Director and CEO will be responsible for selecting the instructional staff and support staff.

To ensure the selection of the highest quality staff, we will implement the following selection process:

- Advertise job openings in local, regional, and professional print and online media, specific to the position to be filled (e.g. career and education websites, Schools of Education, Ed-Join),
- Request resumes and cover letters,
- Conduct screening interviews (in-person or by phone),
- Follow-up interviews, which may include a sample teaching lesson or other demonstration of job-related abilities,
- Verify credentials and past employment, state and federal background checks, and professional and personal references,
- Finalize selections, finalize contracts and extend offers of employment.

Qualifications for Administrative Services Manager

The following is an overview of the qualifications for the Administrative Services Manager. A complete job description is scheduled to be developed in November, 2015 per the Rise calendar workplan (see Appendix E). A draft of the description is included here:

Rise Charter School Administrative Services Manager Job Description:

- Acts as a Liaison between Rise Charter School and various internal and external parties (e.g. district and school personnel, parents, students, Rise Charter School Board, the community, other organizations, public and governmental agencies, etc.) for the purpose of providing excellent customer service and representing the school in a professional manner.
- Analyzes budgets (e.g. petty cash, deposits, and disbursements, requisitions, supply orders, capital purchases, leases, insurance, funding sources, etc.) for the purpose of meeting objectives within budget and maintaining accurate records in compliance with accounting and recordkeeping practices.

- Attends a variety of school, district, and Board meetings and/or trainings for the purpose of conveying and/or gathering information required to perform functions.
- Collaborates with various internal and external parties (e.g. district and school personnel, parents, students, other school districts, community organizations, etc.) for the purpose of conveying and/or gathering information required to ensure the efficient, effective operations of the school.
- Creates a variety of complex schedules and documents (e.g. Master Schedule, student assessment schedules, financial/budget documents, etc.) for the purpose of ensuring the efficient and effective operation of school per district guidelines, state, and federal guidelines, and the CA Education Code.
- Maintains a variety of manual and electronic documents, files and records (e.g. administrative and financial records; DOJ clearances; credentials documentation; student files and cumulative education folders; testing materials; personnel records; maintenance requests, calendars; office procedures, etc.) for the purpose of providing up-to-date reference in compliance with federal, state, and district guidelines.
- Maintains inventories of supplies, equipment, and materials (e.g. ordering, scheduling maintenance or repair, etc.) for the purpose of ensuring the safety of the school grounds, and the availability of items needed.
- Processes a wide variety of manual and electronic documents and materials (e.g. various schedules and reports; correspondence, minutes, surveys, advertising, handbooks, notices, bulletins, calendars; time sheets, student-related files, records, and requests; work orders, etc.) for the purpose of updating information, documenting activities and/or providing written reference, and/or disseminating information to appropriate parties for action.
- Researches health plans and benefit plan alternatives, assists employees in subscribing for benefits. Ensures that health benefits deductions are

processed appropriately. Ensures that retirement systems (STRS, PERS) deductions are processed appropriately and submitted.

- Researches data and information for the purpose of ensuring compliance with financial, legal, administrative, and government reporting requirements and meeting Rise Charter School goals and objectives. Prepares all state ADA reports, including P-1, P-2 and Annual, using data provided by Rise Charter School.
- Responds to inquiries from a wide variety of internal and external parties (e.g. staff, students, parents, district personnel, community organizations, state and federal agencies, general public, etc.) for the purpose of taking appropriate action, facilitating communication among parties and/or directing to appropriate personnel for resolution.

Skills, Knowledge and Abilities

Specialized skills, knowledge and abilities are required to perform multiple, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including all pertinent software applications; planning and managing projects; performing basic bookkeeping and record keeping; and keyboarding. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: general office procedures; services and activities of an elementary school; principles of supervision, training and performance evaluation; excellent grammar and punctuation; basic bookkeeping principles; business telephone etiquette; and common office machines. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize specific, job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with constant interruptions; and providing excellent customer service.

Qualifications for Teachers

Rise Charter School teachers will hold a current California teaching credential (intern credential, preliminary credential, or clear credential) that is appropriate to the subject area(s) they teach and learners they serve. Teachers who hold than one teaching credential (e.g. in addition to Multiple Subjects, Education Specialist; Single Subject) are preferred. Teachers will meet the same requirements as any public school teacher and per California Education Code §47605(l). Rise Charter School teachers must also have a health/fitness/athletics background and interest. All Rise Charter School staff model life habits of health and fitness for our learners.

In addition, candidates for teaching positions will demonstrate the following:

- Collaboration
- Cultural competence
- Reflective practice
- Positive and supportive in all interactions
- Embrace and emulate the Rise mission and goals
- Willingness to learn, share, and practice new strategies
- Dedication to and skilled in assessment driven practice
- Accommodate learning styles
- Teach critical thinking and problem solving
- Understand and practice equitable assessment techniques
- Teach conflict resolution strategies
- Promote family involvement
- Student centered instructional practices
- Understand and practice the restorative justice protocol

Teacher Evaluations

Rise Charter School teachers develop weekly and monthly learning targets for their learners, based on the common core and state standards. The process of developing learning targets is a collaborative venture among the teachers and administrators. The school administrators meet individually with teachers on a monthly basis for Teacher Effectiveness (TE) meetings to review student learning outcomes and progress made toward learning targets. This data is part of teacher evaluations conducted on a quarterly basis. In the TE meetings should the data reveal that the

students did not achieve the learning targets, deep data analysis will be conducted by the teacher, facilitated by the administrator. Adjustments (to learning targets, pedagogy, student time on task, learning environment, technology support, mentoring support, etc.) will be made based on the results of the deep data analysis, and the teacher will receive the additional support needed so that teacher efficacy is improved.

Professional Development

“Teachers now need not only deep and flexible knowledge of the content areas they teach. They also need to know how children learn, the different ways in which they learn, how to adapt instruction for the needs of ELs and students with special needs, how to assess learning continuously, and how to work collectively with parents and colleagues to build strong school programs.” (Torlakson, T., *A Blueprint for Great Schools*, 2011).

Comprehensive professional development will be provided to Rise Charter School teachers and support staff during summer intensive programs, and quarterly throughout the school year. Research-based practices will be presented in interactive workshops that provide for curricular and pedagogical development. Effective practices for working with English learners will be an ongoing focus of professional development and will be designed and led by Dr. Reeves-Gutierrez who is a career EL teacher, expert EL methodology and curriculum designer, and teacher educator specializing in EL instruction with 8 years experience designing and leading professional development workshops for teachers. She has also authored the CCTC required teacher education program English Learner Preservice Preparation, as well as three accredited teacher education courses in the Principles, Practices, and Socio-Cultural Issues of Teaching English learners (formerly CLAD); Teaching English learners in the Mild/ Moderate Special Education Setting; Principles of Linguistics in the CTET program, at Alliant International University. Dr. Reeves-Gutiérrez will provide Rise teachers ongoing guidance and instruction in effective practices for working with English Learners.

Rise teachers will receive explicit, directed instruction and research-based instructional methods in how to effectively support students in learning to read, and how to facilitate their becoming strong readers. Dr. Harriett Brown Arnold, founding team member and Rise Charter Schools Board member, is a career expert in the field

of reading instruction and will guide our reading instruction professional development plan and practices.

Rise is a full-inclusion model of support for our students with special needs. Another professional development focal point will be working effectively with students with special needs. Founding team members Dr. Bylund and Katherine Tolliver will design and lead professional development focused on best practices for working with students with special needs – including Universal Design.

During the first summer intensive professional development planned for July, 2016, the topics addressed will include the following CDE Professional Learning Modules:

ELD: Units 1-3 (intro) and 1, 2, & 6 (practice)
Math: Units 1-6 (Mathematical Practice and MP Standards)
Math: Units 1-4 (Mathematics K-8 Learning Progression)
ELA (RIT): Units 1-3 (Reading Informational Text)
ELA (WIAA): Units 1-3 (Writing to Inform, Argue, & Analyze)
ELA (TSL): Units 1 & 2 (Technical Subjects Literacy)
ELA (LASS): Units 1-4 (Literacy in History/Social Studies)
Assessment: Units 1-7
Literacy in Science: Units 1-6

Dr. Beverly Palley, a Math Specialist, teacher educator, and career math instructional leader will facilitate the math intensives.

Additional professional development topics including effective practices for teaching English learners; reading instruction and practices; Universal Design and effective practices for working with students with special needs; the Rise restorative justice model; the Rise instructional model including technology and assessment; school culture and safety; using data to inform practice; and AVID Elementary will be presented in the interactive intensive PD planned for summer 2016.

Based on the workshop feedback and assessments, monthly professional developments (in addition to summer intensives and quarterly PDs) may be scheduled to improve teacher efficacy. The quarterly professional developments will be primarily dedicated to teacher efficacy assessments and individualized as well as team support.

Additional Professional Development topics that will be included, based on needs assessment and teacher feedback:

- Reciprocal Teaching
- Grant Proposal Workshops
- Building Rise Parent Network

Element F (6): Health and Safety Procedures

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

Rise Charter School is committed to implementing and maintaining policies to ensure the safety, health and wellbeing of everyone at our school site. This begins with creating a learning environment in which each person is treated with unconditional positive regard and acceptance. A comprehensive safety and disaster plan appropriate to our school site will be developed and submitted to the Vallejo City Unified School District sixty (60) days prior to opening. Rise Charter School will ensure that staff have been trained in health, safety, and emergency procedures; and will maintain a calendar and conduct emergency response drills for students and staff.

A collaborative relationship and cooperative agreement between the Charter School and Solano Community College health education faculty and students will be established that will provide for onsite health mentors, educators, and facilitators in support of the Rise Charter School model. In addition, we will partner with Fighting Back Partnership, La Clínica, and similar community organizations to provide additional support services for families in need.

Emergency Preparedness

Rise Charter School will have emergency procedures specific to the needs of the school site documented in a School Safety Handbook. Emergency procedures will be developed in consultation with local Law Enforcement Officers and the Fire Marshall. The Handbook will include protocols for responding to the following circumstances including but not limited to: fire, earthquake, flood, terrorist threats, and hostage situations. Rise Charter School will conduct emergency response lockdowns and evacuation drills on a routine schedule that will be documented by the Executive Director, the CEO, or designee and available for inspection. All staff members will participate in quarterly staff development that addresses emergency procedures. Rise Charter School will ensure that all staff members have current CPR certification.

Blood Borne Pathogens

Rise Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Rise Charter School will establish a written infectious materials control plan with protection protocols to protect employees and students from possible infection/contamination due to contact with blood borne viruses including HIV and Hepatitis B virus. Staff and students shall follow the most recent medical protocols for disinfection procedures in the case of exposure to blood and other bodily fluids through injury or accident.

Procedures for Campus Visitors

The provisions of Section 28 of Article 1 of the California Constitution guarantees all students and staff the inalienable constitutional right to attend safe, secure and peaceful public schools. In accordance with the provisions of Penal Code 627 all visitors must register at the front office when entering the grounds of the school. Unregistered visitors are not authorized to be present on school grounds at any time.

Procedures for Background Checks

As required by California Education Codes 44237 and 45125.1 all employees and contractors of Rise Charter School working during school activities will submit to a criminal history screening and furnish a criminal record summary. As a condition of employment, each new employee and contractor not possessing a valid California teaching credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director will monitor compliance with this policy and process a criminal record review for all persons assigned to work at the Charter School. Requirements for Rise Charter School criminal records review shall meet or exceed those of VCUSD.

Contractors, consultants, mentors, and volunteers will be directly supervised by a Rise Charter School employee at all times. Contractors, consultants, mentors, and volunteers who have contact with children will work with students only while a credentialed Charter School employee is present. Contractors, consultants, mentors, and volunteers who have regular contact with children will also be required to

submit results of a recent TB test, shall be fingerprinted and receive background clearance prior to any unsupervised student interactions.

Tuberculosis Screenings

Rise Charter School will require initial and ongoing tuberculosis screenings of all employees as well of all adults assigned to classrooms on a regular basis as is required by California Education Code Section 49406.

Role of Staff as Mandated First Reporters

Rise Charter School will comply with all mandated child abuse reporting requirements pursuant to the California Abuse Reporting Law in the California Penal Code Section 11165-11174.5. All staff members will receive training concerning the procedures and responsibilities of being a mandated first reporter. Rise Charter School staff will follow the same policies and provisions used by the District. Reporting procedures and protocol will also be described in the Employee Handbook.

Immunizations and Health Screenings

Rise Charter School will require all staff and enrolling students to provide documentation of immunizations in accordance with requirements of the Health and Safety Code Sections 120325-210375, and Title 17, California Code of Regulations Sections 6000-6075 (inclusive of immunizations for polio, diphtheria, tetanus, Pertussis, measles, mumps, rubella, and hepatitis B as described in the Department of Health Service Document IMM-231). This policy will honor parental exemptions, and immunization requirements will be applied to the same extent as would be required if students attended a non-charter public school.

Should there be no provision for health screenings for charter school students per VCUSD Board policy, Rise Charter School will, subject to Section 49451, provide for the testing of the sight and hearing of each student enrolled in the school. Per provisions and requirements of Education Code Section 49452.8, Rise Charter School will ensure that oral health screenings and information dissemination take place. In addition, subject to Section 49451, pursuant to Sections 100275, 124035, and 124090 of the Health and Safety Code, Rise Charter School will provide for scoliosis screenings of every female student in grade 7 and male student in grade 8

(thus per Rise schedule the first screenings would begin year 2021-2022 with female 7th graders).

Medication in School

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

Alcohol Free, Drug Free, Smoke Free Environment

The workplace at Rise Charter School shall be free of any drugs, alcohol, and tobacco.

Compliance

Rise Charter School will comply with all applicable laws relative to charter schools including meeting CalOSHA requirements, the Family and Maternity Leave Act (FMLA), and the California Family Rights Act.

Discrimination and Harassment Policies

Rise Charter School is committed to providing a safe learning environment that is free from discrimination, harassment of any kind (e.g. race, color, nationality, religion, ancestry, age, medical condition, sexual, sexual orientation, ability status). Rise Charter School will develop comprehensive policies to prevent or remediate any concerns about discrimination or harassment, and a protocol for actions should there be any reported incidents of this nature. The discrimination and harassment policies will be included in the employee handbook.

Safety in Food Services and Custodial Services

Rise Charter School will ensure the safety of food services and custodial services implementation at all times. Rise Charter School will be responsible and accountable for filing all documents necessary for operating the food service program and reimbursement from federal and state nutritional programs. Rise Charter School will review and ensure that all outside vendors' business licenses (and vehicle licenses when applicable) are current.

Facility Safety

Rise Charter School will comply with California Education Code Section 47610 in the use of facilities that are in compliance with the Field Act or facilities that are compliant with the California Building Standards Code, and will ensure that our facilities comply with all applicable laws including access requirements of the federal Americans with Disabilities Act. Rise Charter School will comply with all zoning, building, fire, health, and structural regulations applicable to charter schools and will maintain records documenting compliance. The Charter School staff will conduct fire drills as required under California Education Code Section 32001.

Rise Charter School will maintain and make available for inspections a copy of Certificate of Occupancy (or equivalent) and facilities inspections reports. As required by law, Rise Charter School will provide Vallejo City Unified School District with documentation that its facility complies with the California Building Code and will provide related documentation prior to the start of school.

Element G (7): Racial and Ethnic Balance

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

Rise Charter School welcomes students of all racial and ethnic backgrounds through an open enrollment policy. Rise Charter School will annually monitor the racial and ethnic balance among its students and will strive to achieve a racially and ethnically diverse student population which reflects the general population residing within the Vallejo City Unified School District. Rise will actively recruit students who reflect the diverse population of the state of California. The Charter School will develop and may distribute promotional and informational materials that appeal to various racial and ethnic groups to ensure a balance among students that is reflective of the District's population as well as using a process of broad-based recruiting plan.

The students to be served by the Rise Charter School are children who are often marginalized, and at risk for failure. These students will be a primarily Title I population with low family SES (as reflected in 71.1% of the District's student population), as well as English learners, and students with special needs. Statistical data from the CDE Educational Demographics Unit for 2013-2014 reveals that Vallejo City Unified School District enrollment was 15,080. Of these students, 5399 are Latino; 57 are American Indian; 403 are Asian; 294 are Pacific Islander; 2,485 are Filipino; 4,586 are African American; 1,355 are white; and 349 report two or more races. It is anticipated that our school demographics will closely mirror the district demographics.

Rise Charter School has developed a strategic plan to outreach and advertise to families of diverse racial, ethnic, cultural, linguistic, and socioeconomic backgrounds. The timeline for implementing the outreach plan is included within the Rise workplan Calendar in Appendix E. The Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school and will use this information to determine wherein additional outreach efforts are needed.

Strategic outreach initiatives include:

- ✓ Marketing Materials: Flyers and informational materials will be distributed in the relevant neighborhoods, neighborhood stores, churches, coffee shops, pre-schools, etc. where families of ethnic diversity reside.
- ✓ Website: Strategic measures will be taken to enhance the Rise website to include broad appeal to all racial and ethnic groups will be contracted with our in-house informational technology expert in collaboration with our external network of technology consultants.
- ✓ Community Events: Rise Charter School will host free fitness and field day events, and family sporting events in the target communities. These events will be geared to family participation in field day games, fitness activities, and team sports, plus will provide healthy foods and refreshments.
- ✓ Advertising: Our advertising mediums will include public service announcements; local newspaper ads; website presence; social media. Market research efforts will help us to accurately zero in on the most effective forms of media to use to reach targeted groups.
- ✓ Attend/Establish Presence at Community Events: Rise Charter School is committed to establishing bonds, affiliations, and alliances with the Vallejo community at large. Beyond our alliance and affiliation with the school district and the county office of education, we will pursue relationships with community organizations such as the Sierra Health Foundation's Positive Youth Justice Initiative, the Vallejo Community Advisory Committee for Special Education, the Boys and Girls Club, Leadership Vallejo, and Vallejo Little League Baseball. We consider community service organizations our partners in education and recognize their deep significance in providing opportunities for authentic, real-world learning experiences for our students that are relevant, connected to their home lives and cultures, and vital in helping us support our students' growing commitment to civic involvement, humanistic enterprises, and stewardship of the city of Vallejo as well as the environment in general.

Rise will also host several family events that will serve to inform the community about the school, provide opportunities for input from the community, and build community support. The Rise team will outreach to various ethnic organizations and associations with the intent to host family events and simultaneously provide information about the school. These efforts are part of our larger premise of community building that will include teachers and staff, students, parents and guardians, and community members.

Marketing Goals/Objectives (External)

- Increase awareness of the Rise Charter School mission in the Vallejo communities and reinforce that Rise is a positive, inclusive choice for all learners
- Market to diverse ethnic groups in the surrounding areas
- Collect information from parents in the local area concerning what factors influence their selection of a particular school and utilize this information in outreach efforts
- Practice proactive marketing strategies in seeking media opportunities to increase exposure, and develop strategic partnerships with local businesses and philanthropic organizations
- Build a positive image in the community
- Develop congruent branding, image, and messaging

Marketing Strategies

- Rise staff and volunteers will canvass homes within a two mile radius of the school
- Each family showing interest will be sent an application packet. Parents are responsible for completing an enrollment application, a draft of which can be found in Appendix G
- Continually upgrade our school website and ensure that all races and ethnicities are represented
- Create marketing materials such as branded clothing and other gear, flyers, postcards, newsletters, media announcements etc. for identified target markets
- Sponsor, produce, attend, or participate in community and ethnic functions, fairs, and events
- Arrange open houses, tours, and family events at the school
- Build business, government, and educational partnerships

- Promote “word of mouth” community recommendations

Element H (8): Admission Requirements

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

The Rise Charter School admissions disposition and practices are designed with the purposeful intent to outreach to families of diverse racial, ethnic, cultural, and linguistic backgrounds, socioeconomically disadvantaged families, and with a specific interest in recruiting historically underserved populations. In addition to the routine recruitment practices such as community mailers, flyers, public announcements, website announcements, outreach will be extended to group home directors, homeless shelters, low-income housing projects, and social service agencies that serve the needs of disenfranchised populations.

Students shall be considered for admission to Rise Charter School without regard to ethnicity, national origin, gender, ability status, or sexual orientation. Our programs, admissions policy, employment practices, and operations will be non-sectarian, and we will not charge tuition. We will not discriminate based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. Rise Charter School shall admit all students who wish to enroll, subject only to capacity.

For all Rise Charter School applicants, the following admissions process will apply:

- ✓ Completion of a nondiscriminatory student application form (Appendix G).
- ✓ Families attend an orientation interview with the Cofounders (when necessary, other arrangements will be made on an individual basis to accommodate family wishes/needs).
- ✓ Parents/guardians provide documents required for enrollment in a public school including but not limited to immunization records; proof of residency; birth certificate; release of records authorization; emergency medical information form; home language survey.
- ✓ Translation services for families speaking languages other than English or Spanish will be provided (Dr. Reeves-Gutiérrez is a founding Board member of CATESOL Bay Area Branch and has access to a large network of professional translating services).

Applications will be accepted during a publicly advertised open enrollment period for enrollment in the following school year (timeline for enrollment applications acceptance will be determined by the Rise Charter Schools Board of Directors). Should the number of students applying for admission exceed capacity, a public random drawing will be held to determine admission per the requirements of California Education Code Section 47605(d)(2)(B). Families who submitted completed application forms will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process. Results will be published in Spanish and English and will be posted online and in hard copy in previously determined locations. Results will also be mailed to all applicants and follow-up phone calls will be made.

Efforts to Recruit Low-Achieving and Economically Disadvantaged Students

Our educational model is specifically designed to serve students who are disenfranchised and at risk for failure, in other words, students who are least well-served. The comprehensive curriculum, low student to teacher ratio, the restorative justice model, and the support elements of mentoring, community service, leadership experience, family education, and career education and preparation will provide the added structures and supports necessary to student academic achievement, resilience, and success. These students are best served by a curriculum that is accessible, personalized, and empowers them to track their own progress on the grade level standards. This is precisely what the Rise curriculum will be designed to do: accessible in that it has an electronic (computer) base and so will be individualized to meet student needs. Though in the early grades, students who are learning to read will read from books (from the CDE Recommended Literature List), there will be a correlated electronic-based element that students will access on Ipads or similar devices. As students progress through the grade levels, the curriculum will become increasingly more electronically based until by 5th or 6th grade, it is anticipated that the curriculum will be delivered primarily electronically with traditional-based support materials. The curriculum will be personalized as its electronic base will allow for rapid adaptations and changes that will bring relevance and enhance engagement, as well as supporting memory and recall. The design of the curriculum and assessment program as an electronically based medium will facilitate teaching learners how to track their progress on the standards. Students will learn to self-assess, and use assessment as a means of

staying on track. This system of assessment will effectively eliminate test anxiety as learners will see it as part of the fabric of learning rather than an outside element. Mentoring will also provide students with the one-on-one support in learning to read and becoming competent readers.

Effective pedagogy and practice in working with students living in poverty begins with an awareness on the part of all teachers, administrators, and staff that emotional dysregulation will often be demonstrated in acting out behaviors; impatience and impulsivity; gaps in social graces; limited range in behavioral responses; inappropriate emotional responses; and decreased empathy skills (Jensen, 2009). Ongoing professional development will be provided to Rise teachers in building their awareness of neurocognitive issues in working with students living in poverty, and effective teaching methods and support measures for students and their families.

School climate is one of the factors that is critical to students' success, and specific routines, strategies, and protocols within the framework of restorative justice will be very effective in ameliorating fallout from these issues, and moreover, will facilitate purposeful instruction to support students in learning adaptive, appropriate behaviors. It is also critical that teachers recognize the signs of chronic stress in students, and that they have been trained in how to respond in ways that will support students in learning regulation and stress management tools. The restorative justice model and protocol will be a topic of ongoing professional development and support at Rise. School environment plays a large part in supporting positive, unconditional regard and Rise is committed to practices that will best support mental and physical health for all students, particularly students from poverty. Measures will include reducing parallels with prison and transitions will be signaled in ways other than bells; alternative home projects whereby students can demonstrate learning will take the place of excessive homework assignments; cooperative structures including cooperative learning and the restorative justice model practices will replace authoritarian structures; and structured physical activities and kinesiology will be incorporated in numerous ways such that students are able to alleviate pressure and agitation when needed. Significantly, to design an effective educational program for students from low SES backgrounds, the cognitive lags demonstrated by these learners that is evidenced in the scholarly research (e.g. Noble, McCandliss, & Farah, 2007) must be addressed. The scope of the efforts to address this issue is massive, and will be built into the

curricular and pedagogical design of the school. The body of structured support designed for Rise will include specific, empirically evidenced methods that are effective with this population and will facilitate increases in students' ability to attend to and focus on learning; enhance memory and recall; promote sequencing and processing skills; educational persistence; feelings of security; self esteem; self-regulation skills; self-efficacy; trust and hope. The professional development training events for teachers will focus on best practices in achieving these goals, and moreover, metrics will be developed to gauge outcomes on these elements, as well as rubrics to assess progress over time in addition to other elements that may appear in needs-assessment analysis. Teacher evaluations will incorporate these indices in the quarterly measurement of teacher efficacy.

Rise Charter School is committed to serving and supporting students who are statistically at-risk for low academic achievement, academically low-achieving students, economically disadvantaged students, and students with disabilities. We will use demographics data, make contact with advocacy groups, outreach to social services agencies and homeless shelters, outreach to foster care providers, and actively recruit these students from our proposed school community.

Element I (9): Annual, Independent Financial Audits

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

Plan Description

An annual independent financial audit of the books and records of Rise Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles and as required by applicable law. The financial management review process is concluded with the annual audit by a third party auditor who reviews the school's fiscal condition and opinion regarding the financial records of the charter. The audit will employ generally accepted accounting procedures and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. The Rise Charter Schools Board oversees the selection of an independent auditor. The third party auditor will be contracted by the Charter School and will be selected from the list of auditors from the Certified Public Accountants Directory Service provided by the California State Controller's Office. The selection of a third party auditor is scheduled to occur in April 2015 (reference page 2 of the Rise workplan calendar in Appendix E). To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any Office of Management and Budget Circulars. Rise Charter School is fully aware of the requirements and will comply in providing budget, revisions and interim financial reports that contain sufficient fiscal information to enable VCUSD to perform the required review and analysis of the report as part of their fiscal oversight responsibilities. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

Pursuant to California Education Code Section 47604.33, Rise Charter School will submit on an annual basis to VCUSD and the County Superintendent of Schools:

1. On or before July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to California Education Code Section 47605(g) will satisfy this requirement.
2. By July 1 an annual update required pursuant to Education Code Section 47605.5.
3. On or before December 15 an interim financial report reflecting changes through October 31.
4. On or before March 15 a second interim financial report reflecting changes through January 31.
5. On or before September 15 a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Rise Charter Schools Board of Directors and the Administrative Services Manager will review any audit recommendations or deficiencies and report to the Vallejo City Unified School District their plan for resolving deficiencies per the following protocol:

- ✓ The Executive Director and CEO, along with the audit committee of the Board of Directors will review any audit exceptions or deficiencies and report to the Board of Directors with recommendation on how to resolve the exceptions or deficiencies.
- ✓ The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.
- ✓ Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel in accordance with applicable law.

The Board will report to VCUSD regarding how the exceptions and deficiencies have been or will be resolved and exceptions/deficiencies will be resolved to the satisfaction of VCUSD. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request. Rise Charter School shall promptly respond to all reasonable inquiries and requests for documents from VCUSD and shall consult with VCUSD regarding any inquiries. Furthermore, Rise Charter School will provide any financial information requested by VCUSD and make its books

available to VCUSD during any business day upon request, or within 24 hours. In addition all legally required financial reports will be submitted to VCUSD in the format required by VCUSD within timeframes specified by the law or VCUSD each year.

Gibson and Company, Inc. will provide the following back-office services to Rise Charter School:

Accounting: accounting and bookkeeping functions

Budgeting: oversight and advisory services

Reporting: reporting and filing services

Payroll: professional consultation and guidance in establishing financial accounts procedures including payroll, tracking and paying all payroll tax deductions, and STRS/PERS integration

State/Federal Reporting: Assisting with CARS/Consolidated Application, Cash Management Reporting, Public Charter School Grant Program, Charter School Facility Grant, and other categorical reporting

The Rise Administrative Services Manager will provide the following back-office services:

ADA Reporting: preparation of all state ADA reports, including P-1, P-2 and Annual, using data provided by Rise Charter School.

Benefits: research benefit plan alternatives, assist employees in subscribing for benefits.

General HR Duties including: coordinating hiring/severance paperwork, DOJ clearances, credentials documentation, general HR oversight.

Purchasing: online integrated ordering of student materials and supplies using a system that will send purchase information to accounting system automatically.

Fixed Asset Management: create and maintain asset registers and inventory, reporting duties associated with inventory and fixed assets.

Element J (10): Student Suspension and Expulsion Policy

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

Of primary importance in the Rise Charter School overarching goals is to keep learners in school, attending regularly, through graduation (and beyond). Suspension and expulsion are part of a punitive model of discipline which is incompatible with our educational philosophy and model, and as such, are counterproductive to achieving the goal of educational persistence through graduation. Students who are suspended or expelled are disenfranchised and are significantly more likely to drop out of school (Wraight, 2010) and President Obama's My Brother's Keeper task force recommended in the 2014 report of findings that suspensions and expulsions should be eliminated in pre-school and other early learning settings. The Rise Charter School model is founded on a restorative justice protocol. Restorative justice intervention practices are focused on building social capital in efforts to develop understanding, make reparation, and prevent future occurrences of harmful behavior (Morrison, Blood, and Thorsborne, 2005). Rise does not endorse suspensions and expulsions at any grade level, other than in the circumstances as dictated by education code law. Restorative justice remediation strategies and having protocols in place to proactively shift the paradigm of negative behaviors to opportunities for dynamic learning experiences, growth, and community-building are critical components of our charter school model.

Grounds for Suspension and Expulsion

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a

basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Suspension including supervised suspension shall be imposed only when means of correction fail to bring about proper conduct. Grounds for suspension and expulsion per California Education Code Section 48900 wherein the principal (or school board superintendent) determines a student has committed an act pursuant to the following:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.

- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying.
- Made terrorist threats against school officials, or school property, or both.

The following do not apply to students in grades T-K to third grade, inclusive:

The principal (or school board superintendent) determines the student (in grades 4 through 12) has committed an act pursuant to the following:

- Sexual harassment as defined in Section 212.5.
- Has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233.

- Has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Procedures

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the department, the Charter School shall specifically identify, by offense committed, in all appropriate official records of a student each suspension or expulsion of that pupil for the commission of any of the offenses set forth in Section 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915, and will report such to the Vallejo City Unified School District.

The principal of Rise Charter School or the principal's designee shall, before the suspension or expulsion of any student, notify the appropriate law enforcement authorities of Solano county or Vallejo, of any acts of the student that may violate Section 245 of the Penal Code.

The principal of Rise Charter School or the principal's designee shall, within one school day after suspension or expulsion of any student, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authorities of Solano county or the Vallejo City Unified School District of any acts of the student that may violate subdivision (c) or (d) of Section 48900.

The principal of Rise Charter School or the principal's designee shall notify the appropriate law enforcement authorities of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code. The principal of a school or the principal's designee shall report any act specified in paragraph (1) or (5) of subdivision (c) of Section 48915 committed by a student or non-student on a school site to the city police or county sheriff with jurisdiction over the school and the school security department or the school police department, as applicable.

A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a

false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

The principal of a school or the principal's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in Section 1415(k)(6) of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

Other Means of Correction

Other means of correction at Rise Charter School may include:

- Conference with the student, and any or all of the following: administrators, counselors, teachers, parents, and staff.
- Participation in the restorative justice program.
- Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the student and his or her parents.
- Referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- Enrollment in a program for teaching pro-social behavior or anger management.
- Community service assignment.

Element K (11): Staff Retirement Provisions

Governing Law: "The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security". California Education Code 47605(b)(5)(K).

State Teachers' Retirement System

Rise Charter School plans to elect participation in CalSTRS and enroll certificated teachers and administrators per California Education Code 47605(b)(5)(K) and Section 47611. Employees will accumulate service credit years in the same manner as all other members of STRS.

The Rise Administrative Services Manager will collect and provide CalSTRS with the following documentation:

- A copy of the Rise charter petition indicating the election to participate in CalSTRS
- A completed Employer Paid Member Contributions Resolution

Public Employees Retirement System and Federal Social Security

Non-Certificated full-time employees may elect to be a member of the Public Employees Retirement System (PERS), and all non-certificated full time employees will contribute to federal social security. Employees will contribute at the rate established by STRS or PERS. Rise will make all employer contributions as required by STRS and PERS, and the Rise Administrative Services Manager will forward any required payroll deductions and related data. The Rise Administrative Services Manager will ensure that all required deductions and contributions are made.

The Board of Directors may determine to establish additional retirement plans for all employees that include, but are not limited to, the establishment of a section 403(b) or 401(k) plans and will coordinate participation as appropriate with the Social Security system or other reciprocal system. The Rise Administrative Services Manager will ensure that employees of Rise Charter School are made aware of the Board's determinations concerning retirement options, will collect required documentation per the statutes, and will ensure that deductions and contributions are made as appropriate.

Element L (12): Public School Attendance Alternative

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

Rise Charter School is a school of choice and as such, no student may be required to attend this charter school. Rise Charter School admission forms will inform parent(s) and guardian(s) of each student that the student has no right to admission in a non-charter District school of any local education agency (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is provided by the Vallejo City Unified School District.

Students electing not to attend Rise Charter School may attend other public schools according to district policy.

Transportation to and from the Charter School is the sole responsibility of the families who elect to enroll their children at Rise Charter School. Rise Charter School will provide for transportation as required by law for students with disabilities, in accordance with the student's IEP.

Element M (13): Employee Return Rights

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

No public school district employee shall be required to work at Rise Charter School. Unless specifically granted by the Vallejo City Unified School District through a leave of absence or similar agreement, employees of VCUSD who determine to leave the district to work at Rise Charter School will not have automatic rights of return to the District after employment with the Charter School. Rise Charter School employees shall have any right upon leaving the Vallejo City Unified School District to work in the Charter School that the District may specify; any rights of return to employment in a school district after employment with the Charter school that the District may specify; and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of Rise Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or year of service credit at the Vallejo City Unified School District or any other school district will not be transferred to the Charter School. Employment by Rise Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N (14): Dispute Resolution

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

Disputes Between Rise Charter School and VCUSD

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The Charter School is willing to consider changes to the process outlined below as suggested by the District. The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees, and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and the President of the Board of Rise Charter Schools and/or Principal of the Charter School. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. The President and/or Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the President and/or Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the President and/or Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the President and/or Principal. Mediation shall be held within sixty business days of

receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Element O (15): Public School Employer

Governing Law: "A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title of the Government Code)." California Education Code Section 47605(b)(5)

Rise Charter School is deemed the exclusive public school employer of all the employees of the charter school for collective bargaining purposes. Rise Charter School shall comply with all provisions of the Educational Employment Relations Act (EERA) and recognizes the employees' rights under EERA provisions to organize for collective bargaining.

Element P (16): School Closure Procedures

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

The following procedures shall apply in the event that Rise Charter School closes:

1. Board of Directors: Closure of Rise Charter School will be documented by official action of the Rise Charter School Board. The Board action will specify the reason for the closure, and will identify an authorized closer(s) who will be responsible for closure-related activities.
2. Notification: The Rise Charter School Board will promptly notify Vallejo City Unified School District; the EDCC SELPA; the Solano County Office of Education; the retirement systems in which Rise Charter School employees participate (e.g. PERS, STRS, federal social security); and the California Department of Education of the closure, effective date of the closure, and contact information for the authorized closer(s).
3. Notification to Parents/Guardians: Notification of the closure of Rise Charter School will be made promptly to the parents and guardians of the students in attendance. Information will be provided to the parents and guardians to assist them in locating suitable educational alternatives. The Board will appoint a designed to be the contact for parents and guardians during this process.
4. Student Records: Rise Charter School will provide parents/guardians, students, and the District with copies of all appropriate student records, and will assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U. S. C. 1232g. All original student records of the Rise Charter School will be transferred to the Vallejo City Unified School District for storage. An alternative in the event VCUSD is unable to store the records would be to work with the Solano County Office of Education to determine other appropriate storage arrangements. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

5. Financial Audit: Rise Charter School will complete a final independent financial audit, conducted by a qualified Certified Public Accountant, within six months after the closure of the Charter School that may function as the annual audit in accordance with California Education Code Section 47605(b)(5)(I) to include the following:
- a. An accounting of all financial assets including cash, accounts receivable, property inventory, equipment, and other items of material value.
 - b. 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.
 - c. An assessment of the disposition of any restricted funds received by or due to Rise Charter School.
 - d. Disposal of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed, including but not limited to the following:
 - i. The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant, state, or federal law, as appropriate.
 - ii. The return of any donated materials and property in accordance with any conditions established when the material or property was accepted.

Upon completion, results of the audit will be promptly provided to the Vallejo City Unified School District.

6. Reports: Rise Charter School will ensure the completion and filing of any annual reports required pursuant to California Education Code Section 47604.33.
7. Assets: Upon dissolution, all assets of the Charter School including but not limited to leaseholds, personal property, and all ADA apportionments and other revenues remain the sole property of the Charter School, and upon dissolution of the non-profit benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District will be returned promptly upon Rise Charter School closure.

Additional Elements and Provisions

Petition Signatures

Governing Law: The petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation, or

The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. [California Education Code § 47605(a)(b)]

Reference the signed petition documents in Appendix H.

Budgets and Cash Flow

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

In creating our cash flow projections we reviewed the CDE guidelines for new charter schools, and found that the current ADA calculation should be used. The CDE guidelines for calculating this metric is to use the charter school block grants as the "floor" calculation, then determine the difference between the floor and target. For each year since 2012-13 (most current for block funds) we used 125 of the gap as our gauge. As directed by the CDE we converted the calculation to a per ADA amount. This is what we used in our calculations (\$6442). Attached as Appendix A, please find the following documents:

- Planning and start up budget for 2015-2016
- Budget narrative
- Cash flow and financial projections for first year of operation
- Cash flow and financial projections for three years of operation

Budget Development

Budget development is planned to begin each year immediately following the January announcement of the Governor's K-12 State Budget Proposals and will be continually refined through the May Revision to the Final State Budget Act. Budgeted resources will be consistent with charter school goals as identified by the governing council. Key factors that are anticipated to enable Rise Charter School to be self-sustaining on public funds and private donations are:

- High student attendance rates.
- Intensive utilization of all employees.
- Low non-classroom based operating expenses.
- Well-developed network of corporate and private donors.
- Promotions and marketing professionals are part of the Rise founding support team.
- Experienced management team.

Rise Charter School will continue aggressively pursue additional revenue streams that will support our financial model and ensure that it is financially sound and will be capable of continuing to provide an exemplary education to the students it serves.

Cash and Revenue Flow

Rise Charter School intends to be an independent, directly funded charter school. Funds still flowing through VCUSD will be transferred via journal voucher entry in a timely manner. Warrants will be payable to Rise Charter Schools.

Financial Reporting

In addition, all legally required financial reports will be submitted to VCUSD in the format required by VCUSD within time lines specified and clearly communicated by VCUSD each year. Rise contracts for financial reporting services and fiscal management with Gibson and Company. The legally required financial statements shall include, but are not limited to, the following:

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

- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to VCUSD shall include an annual statement of all Rise Charter School receipts and expenditures for the preceding fiscal year.
- Other reports requested by VCUSD.

Fiscal Management

The Rise Charter Schools Board will adopt comprehensive board-level fiscal policies, has identified and has engaged the services of a fiscal management firm, and will implement a comprehensive internal control program. The Rise Charter Schools Board plans to adopt the following fiscal policies from model policies and forms available from CSDC, CCSA, and business services providers: budget development; staff roles related to fiscal issues; petty cash management; attendance recording; payroll processing; budget control and audits; risk management; accounts payable; expense reports; and other financial management procedures.

Insurance

The Charter School will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Evidence of the above insurance will be maintained on file at the Charter School.

Evidence of Insurance

Rise shall furnish to VCUSD's Office of Risk Management within 30 days all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: *"The insurance afforded by this policy shall not be suspended, cancelled,*

reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to VCUSD."

Should Rise Charter Schools deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by VCUSD and its purchase shall be the responsibility of Rise Charter Schools.

Administrative Services

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

Rise Charter School has entered into an agreement and will engage the services of Gibson and Company, Inc. to provide a portion of the required school administrative services. These services include:

- **Accounting:** accounting and bookkeeping functions
- **Budgeting:** oversight and advisory services
- **Reporting:** reporting and filing services
- **Payroll:** professional consultation and guidance in establishing financial accounts procedures including payroll, tracking and paying all payroll tax deductions, and STRS/PERS integration
- **State/Federal Reporting:** Assisting with CARS/Consolidated Application, Cash Management Reporting, Public Charter School Grant Program, Charter School Facility Grant, and other categorical reporting

The Administrative Services Manager (reference an overview of job requirements in element E of this document) will provide the following back-office services including but not limited to:

ADA Reporting: preparation of all state ADA reports, including P-1, P-2 and Annual, using data provided by Rise Charter School.

Benefits: research benefit plan alternatives, assist employees in subscribing for benefits.

General HR Duties including: coordinating hiring/severance paperwork, DOJ clearances, credentials documentation, general HR oversight.

Purchasing: online integrated ordering of student materials and supplies using a system that will send purchase information to accounting system automatically.

Fixed Asset Management: create and maintain asset registers and inventory, reporting duties associated with inventory and fixed assets.

Facilities

The cofounders of Rise Charter School have contracted for services with local, licensed Real Estate agent in Vallejo. Should Proposition 39 facilities be unavailable or inadequate for the Charter School's needs, the following facilities have been identified as currently available and suitable:

Purchase options:

380 Contra Costa Street, Vallejo

712 Ohio Street, Vallejo

2900-2920 Sonoma Blvd, Vallejo

Lease options:

180 Connolly Street, Vallejo

241 Georgia Street, Vallejo

5180 Sonoma Blvd, Vallejo

690 Walnut Avenue, Vallejo

There are many similar facilities that are available in Vallejo, and it is fully anticipated that similar potential facilities locations will be available closer to the school opening date of fall 2016. There are provisions in the planning grant for facilities rental and upgrades during the start-up phase, we will apply for the facilities grant, and we have other resource options to support facilities acquisition within our network. Once the optimal facilities for Rise Charter School have been located, a Health and Safety Plan will be developed and maintained onsite.

Impact on the Charter Authorizer

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

Rise Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by Rise Charter School if the authority has complied with all oversight responsibilities required by law. Rise Charter School shall work diligently to assist VCUSD in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure VCUSD shall not be liable for the operation of Rise. Further, Rise Charter School and VCUSD shall enter into a memorandum of understanding wherein Rise Charter School shall indemnify VCUSD for the actions of Rise under this charter. The corporate bylaws of Rise Charter Schools shall provide for indemnification of Rise Charter Schools' Board, officers, agents, and employees, and general liability insurance, Board Members and Officer's insurance, and fidelity bonding will be purchased to secure against financial risks. The Rise Charter Schools Board will institute appropriate risk management practices as discussed herein including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter, the Vallejo City Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and thus follow the directive of law to encourage the creation of Charter Schools. The Petitioners are committed to work independently yet cooperatively with VCUSD to raise the bar for what a charter school can and

should be. To this end, the Petitioners pledge to work cooperatively with VCUSD to answer any concerns over this document.

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