



Board Members
 Roland Skumawitz, President
 Ingrid Flores
 Elizabeth Halkis
 Daniel Leavitt, Secretary/Treasurer

Ronald Reagan Charter School Alliance

Regular Board Meeting Agenda

23151 Palomar Street

Wildomar, CA 92595

Phone: (951) 678-5217

January 11, 2016 @6:00 p.m.

1.0 CALL TO ORDER

Introduction of Guests

The meeting was called to order by the Board Chair at _____.

2.0 OPEN GENERAL SESSION

Establishment of a Quorum

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halkis	_____	_____
Mr. Daniel Leavitt	_____	_____

Other guests present:

SavantCo Education Services

Hansberger and Klein, LLC

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF THE AGENDA

Motion: _____ Second: _____ Vote: _____

5.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS:

Comments should be limited to 3 minutes. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. The Board members may: (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

6.0 INFORMATION SESSION:

6.1 Teacher's Report

Report on classroom activities and events.

Presented by: Stephanie Lucas, Heather Cicalo, Sycamore Academy Teachers

6.2 Financial Report (Attachment 6.2)

Presentation of the status of Sycamore Academy finances.

Presented by: Roy Kim, SavantCo Education

6.3 Special Education Report

Report on Sycamore Academy's Special Education Program including current data, services and needs.

Presented by: Tanya Meeks, Education Specialist, Jennifer Smith, Education Specialist and Tess Brown, Student Support Services Coordinator

- 6.4 Director's Report**
Presentation regarding school administration including our material revision and update on current legislation that may impact the school.
Presented by: Barbara Hale, Executive Director/Principal
- 6.5 Material Revision of Charter (Attachment 6.5)**
Review of the Material Revision of the Charter as submitted to Lake Elsinore Unified School District on January 6, 2016 per collaborative agreement
Presented by: Barbara Hale, Executive Director/Principal
- 6.6 School Report**
Update on Sycamore's education program, assessments, WASC and professional development.
Presented by: Jeff Morabito, Assistant Principal
- 6.7 Operations Report**
Presentation on enrollment and attendance data. Operations status report.
Presented by: Laura Girard, Operations Coordinator

7.0 ACTION ITEMS:

- 7.1 Independent Study Policy (Attachment 7.1)**
The board will review and consider the revised Independent Study Policy.

Staff recommendation: The board approve the revised Independent Study Policy. Revision necessary per audit to address audit findings. Staff recommends approval.
Presented by: Barbara Hale, Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

- 7.2 Parent/Student Handbook (Attachment 7.2)**
The board will review and consider the revised Parent Student Handbook.

Staff recommendation: The board approve the revised Parent Student Handbook. Revisions made update the cell phone policy to ensure student safety. Staff recommends approval.
Presented by: Barbara Hale, Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

7.3 Election of Governing Board member

Per the Charter and Board Bylaws, the board will review and select a trustee from a slate of qualified candidates or absent such a slate, through a process of the board's design.
Current slate: Dr. Ingrid Flores (eligible for her 4th term)

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

7.4 Election of Governing Board member

Per the Charter and Board Bylaws, the board will review and select a trustee from a slate of qualified candidates or absent such a slate, through a process of the board's design.
Current slate: Mrs. Elizabeth Halikis (eligible for her 1st term)

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

8.0 CONSENT CALENDAR

Consent Calendar Items are considered routine and may be enacted by a single motion.

8.1 Approval of the Minutes: November 24 , 2015 (Attachment 8.1)

8.2 Approval of the Check Register for November 2015 (Attachment 8.2)

8.3 Approval of the Check Register for December 2015 (Attachment 8.3)

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

9.0 BOARD COMMENTS:

10.0 ADJOURNMENT

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____

Motion: _____ Second: _____ Vote: _____

The meeting was adjourned at _____.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE

Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Sycamore Academy of Science and Cultural Arts

Telephone, (951) 678-5217;

FOR MORE INFORMATION

For more information concerning this agenda, please contact Sycamore Academy of Science and Cultural Arts

Telephone (951) 678-5217.

Sycamore Academy Financial Update Presentation: by SavantCo Education

Agenda

- 1. December Financial Update**
 - a. Revised Budget Overview**
 - i. Revenues**
 - ii. Expenses**
 - b. YTD Actuals**
 - i. Revenue**
 - ii. Expenses**
 - c. Check Register (December)**



Budget Revision as of November 1, 2015 (due to additional expenses expected & decrease in enrollment/ADA)

- Revenue
 - LCFF funding decreased from \$3,633,274 to \$3,472,890 (-\$160K)
 - a. Due to decrease in ADA from 494 to 472
 - Other State Revenue increased from \$333,944 to \$544,578 (\$210K)
 - a. Slight decrease in SPED revenue due to ADA decrease
 - b. Offset by new revenue in One-Time Discretionary & Educator Effectiveness funds, that have now been apportioned by CDE (Total \$224,310)
 - Total Revenue increased from \$4,162,218 to \$4,212,468 (\$50K)



-
- Expenditures
 - Books & Supplies increased from \$147,305 to \$347,305 (\$200K)
 - a. \$100K due to IT infrastructure
 - b. \$100K due to purchase of Chromebooks
 - Added \$250K to Capital Outlay
 - a. Due to additional expenses expected in Building Improvement
 - Total Expenses increased from \$3,806,729 to \$4,256,729 (\$450K)
 - Operating Income
 - Overall operating income decreased from \$355,488 to **-\$44,261**
 - Cash flow projected to be positive for all months due to cash reserves



Year to Date Actuals as of December 31, 2015

- Revenue
 - Received \$1,290,615 of \$4,212,468 (31.4%)
 - a. LCFF – \$847K
 - b. Other State Revenue - \$7K
 - c. Other Local Revenue - \$40K

- Expenditures
 - Spent \$1,773,877 of \$4,256,729 (41.67%)
 - a. \$951K in Salaries & Benefits
 - b. \$183K in Books & Supplies
 - c. \$346K in Services & Operating Expenditures
 - d. \$270K in Other Outgo



Sycamore Academy of Science and Cultural Arts

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 8900, 7438, 9400-9499, and 9660-9669);
- Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 8100-8170, 8200-8500, 7438, and 7439);

		Adopted Budget - July 1st					
Description	Object Code	Adopted Budget (6/30/15)	Revised Budget (10/23/15)	Revised Budget 1st Interim (11/01/15)	Year To Date Actuals (12/31/15)	% of Budget	
A. REVENUES							
1. LCFF Sources							
State Aid - Current Year	8011	2,375,416.00	2,282,825.54	2,282,825.54	846,936.00	37.10%	
Education Protection Account (EPA) - Current Year	8012	560,958.00	607,973.73	607,973.73	184,541.00	30.35%	
State Aid - Prior Years	8019	-	-	-	-	0.00%	
Transfers to Charter Schools in Lieu of Property Taxes	8096	553,565.00	582,090.74	582,090.74	211,949.00	36.41%	
Other LCFF Transfers	8091, 8097	-	-	-	-	0.00%	
Total, LCFF Sources		3,489,939.00	3,472,890.01	3,472,890.01	1,243,426.00	35.80%	
2. Federal Revenues							
No Child Left Behind	8290	-	-	-	-	0.00%	
Special Education - Federal	8181, 8182	-	-	59,019.00	-	0.00%	
Child Nutrition - Federal	8220	-	-	-	-	0.00%	
Other Federal Revenues		-	-	-	-	0.00%	
Title I		-	-	-	-	0.00%	
Title II		-	-	-	-	0.00%	
Title III		-	-	-	-	0.00%	
Title IV		-	-	-	-	0.00%	
Title V		-	-	-	-	0.00%	
PCSGP		-	-	-	-	0.00%	
Sub total : Other Federal Revenues		-	-	-	-	0.00%	
Total, Federal Revenues		-	-	59,019.00	-	0.00%	
3. Other State Revenues							
Special Education - State	8311	237,500.00	238,435.75	238,435.75	-	0.00%	
Child Nutrition - State	8520	-	-	-	-	0.00%	
School Facilities Appointments	8545	-	-	-	-	0.00%	
Mandated Cost Reimbursement	8550	6,650.00	5,344.08	5,344.08	5,424.00	101.50%	
State Lottery Revenue	8560	76,950.00	76,488.30	76,215.30	-	0.00%	
ASES	8590	-	-	-	-	0.00%	
All Other State Revenue	8590	-	-	-	1,519.23	0.00%	

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 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7439, and 7439).

Adopted Budget - July 1st							
Description	Object Code	Adopted Budget (6/30/15)	Revised Budget (10/23/15)	Revised Budget 1st Interim (11/01/15)	Year To Date Actuals (12/31/15)	% of Budget	
All Other State Revenues - One Time Discretionary All Other State Revenues - Educator Effectiveness Total, Other State Revenues	8590	-	202,311.60	202,311.60	-	0.00%	
	8590	-	21,999.00	21,999.00	-	0.00%	
		321,100.00	544,578.73	544,305.73	6,943.23	1.28%	
4. Other Local Revenues Food Service Sales All Other Sales Interest Donations All Other Fees and Contracts All Other Local Revenues In Lieu of Prop 39 Total, Local Revenues	8634	-	-	-	-	0.00%	
	8639	-	-	-	-	0.00%	
	8660	-	-	-	-	0.00%	
	8682	-	-	-	2,862.95	0.00%	
	8689	-	-	-	-	0.00%	
	8699	-	-	33,765.00	37,382.67	0.00%	
	8701	195,000.00	195,000.00	-	-	0.00%	
			195,000.00	195,000.00	33,765.00	40,245.62	119.19%
			4,006,039.00	4,212,468.74	4,109,979.74	1,290,614.85	31.40%
	B. EXPENDITURES						
1. CERTIFICATED SALARIES							
Certificated Teachers' Salaries	1100	955,000.00	1,001,000.00	1,001,000.00	506,158.14	50.57%	
Certificated Stipends	1101	70,000.00	70,000.00	70,000.00	-	0.00%	
Certificated Pupil Support Salaries	1200	58,000.00	40,000.00	40,000.00	15,188.00	37.92%	
Certificated Supervisors' and Administrators' Salaries	1300	146,000.00	186,000.00	186,000.00	76,289.81	41.02%	
Certificated Bonuses	1400	94,400.00	91,200.00	91,200.00	-	0.00%	
Other Certificated Salaries	1900	-	-	-	-	0.00%	
Total, Certificated Salaries		1,323,400.00	1,398,200.00	1,398,200.00	597,615.95	43.05%	
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	168,200.00	180,340.00	180,340.00	48,636.79	26.97%	
Non-certificated Support Salaries	2200	-	-	-	22,426.79	0.00%	
Non-certificated Supervisors' and Administrators' Sal.	2300	112,000.00	124,000.00	124,000.00	68,769.63	55.46%	
Chemical and Office Salaries	2400	22,625.00	25,480.00	25,480.00	20,363.60	79.92%	
Non-certificated Bonuses	2600	8,400.00	12,200.00	12,200.00	-	0.00%	
Other Non-certificated Salaries	2900	-	-	-	11,040.76	0.00%	

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Adopted Budget - July 1st						
Description	Object Code	Adopted Budget (6/30/15)	Revised Budget (10/23/15)	Revised Budget 1st Interim (11/01/15)	Year To Date Actuals (12/31/15)	% of Budget
Other Non-certificated Substitute	2935	9,280.00	9,975.00	9,975.00	-	0.00%
Total, Non-certificated Salaries		320,505.00	351,995.00	351,995.00	171,237.57	48.65%
3. Employee Benefits						
State Teachers' Retirement System, certificated positions	3101	142,000.82	148,953.86	148,953.86	56,212.81	39.08%
State Teachers' Retirement System, classified positions	3102	-	-	-	370.47	0.00%
Public Employees' Retirement System, certificated positions	3201	23,960.70	27,018.00	27,018.00	7,205.28	26.67%
Public Employees' Retirement System, classified positions	3202	19,189.30	20,128.90	20,128.90	11,565.99	57.46%
OASDI/Medicare/Alternative, certificated positions	3301	19,871.31	21,823.69	21,823.69	12,888.77	59.06%
OASDI/Medicare/Alternative, classified positions	3302	220,000.00	190,000.00	190,000.00	57,929.71	30.49%
Health & Welfare Benefits, certificated positions	3401	30,000.00	25,000.00	25,000.00	14,341.18	57.36%
Health & Welfare Benefits, classified positions	3402	16,277.82	17,074.86	17,074.86	184.25	1.08%
State Unemployment Insurance, certificated positions	3501	9,262.59	10,172.66	10,172.66	1.48	0.01%
State Unemployment Insurance, classified positions	3502	-	-	-	-	0.00%
State Employment Training Tax, certificated positions	3511	-	-	-	-	0.00%
State Employment Training Tax, classified positions	3512	-	-	-	-	0.00%
Workers' Compensation Insurance, certificated positions	3601	39,702.00	41,646.00	41,646.00	10,542.51	25.31%
Workers' Compensation Insurance, classified positions	3602	9,615.15	10,559.85	10,559.85	8,911.46	84.39%
OPEB, Allocated, certificated positions	3701	-	-	-	-	0.00%
OPEB, Allocated, classified positions	3702	-	-	-	-	0.00%
OPEB, Active Employees, certificated positions	3751	-	-	-	-	0.00%
OPEB, Active Employees, classified positions	3752	-	-	-	-	0.00%
PERS Reduction, certificated positions	3801	-	-	-	-	0.00%
PERS Reduction, classified positions	3802	-	-	-	-	0.00%
Other Benefits, certificated positions	3901	-	-	-	-	0.00%
Other Benefits, classified positions	3902	-	-	-	161.95	0.00%
Employee benefits - not pension	3998	-	-	-	-	0.00%
Employer Paid Taxes	3999	-	-	-	-	0.00%
Total, Employee Benefits		529,879.69	512,377.82	512,377.82	182,315.86	35.58%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	7,151.50	7,151.50	7,151.50	232.56	3.25%
Books and Other Reference Materials	4200	1,948.07	1,948.07	1,948.07	700.97	35.98%

Sycamore Academy of Science and Cultural Arts

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- Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7439, and 7439);

Adopted Budget - July 1st						
Description	Object Code	Adopted Budget (6/30/15)	Revised Budget (10/23/15)	Revised Budget 1st Interim (11/01/15)	Year To Date Actuals (12/31/15)	% of Budget
Materials and Supplies	4300	60,747.70	60,747.70	60,747.70	71,893.35	118.35%
Noncapitalized Equipment	4400	36,208.04	268,208.04	268,208.04	103,929.11	38.75%
Food	4700	7,250.19	9,250.19	9,250.19	5,951.19	64.34%
Total, Books and Supplies		113,305.51	347,305.51	347,305.51	182,707.18	52.61%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	15,357.37	0.00%
Travel	5210	20,024.20	20,024.20	20,024.20	16,121.36	80.51%
Conference, Convention, Meeting	5220	-	-	-	1,344.08	0.00%
Field Trip	5240	-	-	-	-	0.00%
Dues and Memberships	5300	8,639.01	8,639.01	8,639.01	56,312.83	651.84%
Insurance	5400	102,990.18	103,990.18	103,990.18	20,865.09	20.06%
Operations and Housekeeping Services	5500	62,486.95	62,486.95	62,486.95	9,557.57	15.30%
Rent	5610	14,790.73	14,790.73	14,790.73	16,628.35	112.42%
Utilities	5620	62,486.95	62,486.95	62,486.95	18,664.29	29.87%
Real Estate Taxes	5630	-	-	-	1,747.90	0.00%
Repairs	5640	16,537.13	16,537.13	16,537.13	3,713.01	22.45%
Leasehold Improvement	5650	-	-	-	-	0.00%
Other Services & Operating Expenses	5800	-	57,596.49	57,596.49	35,544.39	61.71%
Accounting	5810	11,160.63	11,160.63	11,160.63	8,552.25	76.63%
Accreditation/Third Party Review	5812	-	-	-	800.00	0.00%
Business Services	5813	120,000.00	120,000.00	120,000.00	62,020.00	51.68%
Bank Charges	5815	929.70	929.70	929.70	908.65	97.74%
Payroll Fees	5816	-	-	-	4,566.79	0.00%
Education Consultants	5817	48,335.56	48,335.56	48,335.56	-	0.00%
Legal	5830	22,321.26	30,751.45	30,751.45	21,212.48	68.98%
Professional Development	5840	35,757.50	35,757.50	35,757.50	43.00	0.12%
Substitute Teachers (Third Party Vendors)	5851	39,600.00	39,600.00	39,600.00	-	0.00%
Contract Labor	5852	-	-	-	42,465.51	0.00%
Special Education Contractors	5869	33,251.12	30,077.40	30,077.40	-	0.00%
Special Education Encroachment	5872	14,250.00	14,820.00	14,820.00	-	0.00%
Communications	5900	14,210.03	14,210.03	14,210.03	10,482.54	73.77%
Total, Services and Other Operating Expenditures		627,770.94	692,193.90	692,193.90	346,927.46	50.12%

Sycamore Academy of Science and Cultural Arts

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Adopted Budget - July 1st						
Description	Object Code	Adopted Budget (6/30/15)	Revised Budget (10/23/15)	Revised Budget 1st Interim (11/01/15)	Year To Date Actuals (12/31/15)	% of Budget
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	12,615.00	0.00%
Buildings and Improvements of Buildings	6200	-	250,000.00	250,000.00	-	0.00%
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	0.00%
Equipment	6400	-	-	-	10,378.04	0.00%
Equipment Replacement	6500	-	-	-	-	0.00%
Depreciation Expense (for full accrual only)	6900	-	-	-	-	0.00%
Total, Capital Outlay		-	250,000.00	250,000.00	22,993.04	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7289	-	-	-	-	-
Debt Service:						
Interest	7438	-	-	-	-	-
Principal	7439	145,000.00	466,222.00	466,222.00	280,000.00	55.77%
District Oversight Fee	7500	508,606.00	212,103.00	212,103.00	10,080.00	0.00%
Total, Other Outgo		653,606.00	714,657.74	714,657.74	270,080.00	37.79%
8. TOTAL EXPENDITURES		3,568,467.14	4,256,729.96	4,256,729.96	1,773,877.06	41.67%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.						
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8):		437,571.86	(44,261.22)	(146,750.22)	(483,262.21)	
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-

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Adopted Budget - July 1st						
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4. TOTAL OTHER FINANCING SOURCES / USES						
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		437,571.86	(44,261.22)	(146,750.22)	(483,262.21)	
F. FUND BALANCE RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	-	804,944.00	804,944.00	804,944.00	
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	
c. Adjusted Beginning Balance		437,571.86	760,682.78	658,193.78	321,691.79	
2. Ending Fund Balance, June 30 (E + F. 1. c.)						
Components of Ending Fund Balance (Optional):						
Nonspendable Revolving Cash (equals object 9130)	9711	-	-	-	-	
Nonspendable Stores (equals object 9320)	9712	-	-	-	-	
Nonspendable Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
Nonspendable All Others	9719	-	-	-	-	
Restricted Fund Balance	9740	-	-	-	-	
Committed Fund Balance	9750, 9760	-	-	-	-	
Assigned Fund Balance	9780	-	-	-	-	
Reserve for Economic Uncertainties	9789	-	-	-	-	
Undesignated/Unappropriated Amount	9790	437,571.86	760,682.78	658,193.78	-	



SYCAMORE ACADEMY
of Science and Cultural Arts
("SASCA")

Originally approved on June 25, 2009

By the

Governing Board of the
Lake Elsinore Unified School District

Material Revision

February 18, 2016 – June 30, 2019



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Affirmations

As the authorized lead petitioner, I, Barbara Hale, hereby certify that the information submitted in this application for the material revision of the California public charter school, Sycamore Academy of Science and Cultural Arts (hereafter "SASCA" or "Sycamore Academy" or "Sycamore Academy of Science and Cultural Arts"), to be located at 23151 Palomar Street, in the City of Wildomar, California. It is true to the best of my knowledge and in accordance to California educational codes, that this application does not constitute the conversion of a private school to the status of public charter school; and further, I understand that, if awarded a material revision to the charter, Sycamore Academy of Science and Cultural Arts will adhere to the following:

- Be non-sectarian in its programs, admissions policies, employment practices, and all other operations [Ref. Education Code Section 47605(d)(1)].
- Not charge tuition [Ref. Education Code Section 47605(d)(1)].
- Not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, perceived sexual orientation, home language, or any other characteristic that is contained in the definition of hate crimes set for in the Penal Code Section 422.55 [Ref. Education Code Sections 220 and 47605(d)(1)].
- Admit all students who wish to attend and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students. In this case each application will be given equal chance of admission through a public random lottery process, and except with regard to specified admission preferences set forth in Section VII below, admission to SASCA shall not be determined according to the place of residence of the pupil, or his her parent or legal guardian, within the State of California [Ref. Education Code Section 47605(d)(1) and (d)(2)(A)].
- In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand [Ref. Educational Code Section 47605(d)(2)(A)].
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information [Ref. Education Code Section 47605(d)(3)].
- Meet all statewide standards and conduct student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(c)(1)].
- Deemed the exclusive public school employer of the employees of Sycamore Academy of Science and Cultural Arts for the purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605(b)(5)(O)].

- Adhere to all provisions of federal law related to students with disabilities including but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Meet all requirements for employment set forth in applicable provisions of law, including but not limited to, credentials as necessary [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)].
- Ensure that teachers in the charter school hold Commission on Teacher Credentialing certificates, permits or other documents equivalent to those, which teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers [Ref. Education Code Section 47605(1)].
- At all times maintain all necessary and appropriate insurance coverage.
- 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)(91)(A)-(D).
- Will follow any and all other federal, state and local laws and regulations that apply to the Sycamore Academy of Science and Cultural Arts including but not limited to, the following:
 - The Sycamore Academy of Science and Cultural Arts shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Sycamore Academy of Science and Cultural Arts shall consult with its parents and teachers on a regular basis regarding the charter school's education programs.
 - The Sycamore Academy of Science and Cultural Arts shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The Sycamore Academy of Science and Cultural Arts shall comply with the Public Records Act.
 - The Sycamore Academy of Science and Cultural Arts shall comply with the Family Educational Rights and Privacy Act.
 - The Sycamore Academy of Science and Cultural Arts shall meet or exceed the legally required minimum number of school days.

Barbara Hale, Executive Director/Principal

Date

Interpretation of Terms

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any and all references to Sycamore Academy of Science and Cultural Arts and/or SASCA and/or Sycamore and/or Sycamore Academy and/or the Charter School and/or the School shall apply with full force and effect to Ronald Reagan Charter School Alliance (RRCSA) and any and all references to Ronald Reagan Charter School Alliance (RRCSA) shall apply with full force and effect to Sycamore Academy of Science and Cultural Arts. For all purposes related to this Charter or the operations of Sycamore Academy of Science and Cultural Arts, both Sycamore Academy of Science and Cultural Arts and Ronald Reagan Charter School Alliance, shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

Throughout this Charter and any attachments, exhibits, and/or appendices hereto, any time that Sycamore Academy of Science and Cultural Arts states that it will follow the requirements of a particular Section of the Education Code or other law, it means that Sycamore Academy of Science and Cultural Arts will comply with these laws in the same manner and to the same extent as required for California noncharter public schools, except where otherwise specified.

Founding Group

The Sycamore Academy of Science and Cultural Arts was formed to establish, protect, and institutionalize a program based on constructivist learning principles that make children's learning the focus of the educational agenda within real world and community-based problems. Through numerous workshops and frequent discussions we recognize that we have the same vision for all students to have extensive learning experiences in meeting the Standards determined by the state of California. Basing the instructional program, professional development and operation of the school on these principles provides a firm foundation for powerful learning experiences for all children. The freedom and independence of a charter school allows maximum use of our resources for student achievement. This provides new and greater professional opportunities for teachers to be responsible for the educational program, as well as expanded choices for parents and students within the public school system. As a result, we provide children and their families with an exceptional educational experience that prepares the children for secondary school, college, careers and global citizenship. The members of the founding group are identified and described in the Charter document approved by Lake Elsinore Unified School District ("District" or "LEUSD") on June 25, 2009.

Consultants

In areas where we need additional expertise, we have access to and will employ consultants. These consultants may include the following:

California Charter Schools Association (CCSA) is the membership and professional organization that advances the charter school movement through state and local advocacy, leadership on accountability and extensive resources for member schools. CCSA is a trusted source of data and information on California's charter schools for parents, authorizers, legislators, the press and other interested groups.

Charter School Development Center (CSDC) is the membership and professional organization that promotes public education change from a highly regulated, process-based system to one that allows and encourages schools to be more creative performance-based centers of effective teaching and learning. CSDC provides technical assistance to the charter school reform movement in California, nationally and internationally.

Eduneering, Inc. is an educational consulting firm with a focus on Curriculum, Instruction, and Assessment (CIA). Fay G. Sanford (Sandy) is the president, owner. Eduneering functions in three modes: Technical Assistance, Professional Development, and General Consulting. Eduneering provides technical assistance in the CIA arena to schools and school districts. The ultimate goal of the technical assistance is always to improve student academic achievement. Eduneering provides professional development for teachers and administrators in all aspects of CIA as well as educational leadership. Workshops are custom designed to target school/district objectives and organized to meet logistic constraints. The term "General Consulting" is a "catch all" category that refers to

troubleshooting, program evaluation, program review, research, decision support and any other area related to CIA that is not covered by the two categories above.

Hansberger & Klein is the foremost choice for charter leaders in both San Bernardino and Riverside counties. The firm's attorneys are former teachers and experienced charter advocates who understand the unique challenges faced by Inland Empire charter schools. The firm specializes in charter development and the representation of existing charter schools and offers a specialized working knowledge of issues unique to Inland Empire charter schools. The firm works with charter schools on petition development, charter appeals to County and State boards and representation before courts, administrative bodies and other public agencies throughout San Bernardino and Riverside counties. In addition, the firm specializes in every other facet of California charter school law, from planning to ongoing operation and issues such as: Charter Petition Review, Special Education, Charter Renewals, Charter Revocation Defense, Employment Law, Compliance Audits, Non-profit Corporation Formation, Business Service Agreements, Litigation, Arbitration, Mediation, Student Suspension and Expulsion and Facilities Development.

Leading EDGE, LLC is a small staff development consultant of very experienced educators who since 1993 have been teaching educators in New York, California, the United Kingdom, Beirut and Lebanon. LCC promotes creating a "challenge-based" classroom environment that actively engages students with course content while simultaneously developing skills and attributes of character that prepare them for 21st century life beyond the classroom.

SavantCo Education was formed by professional individuals with a collective vision to make charter schools succeed. Headed by former charter school executive directors, business officers and auditors, SavantCo is focused on providing services to continuously growing charter schools with the primary focus on building capacity within each charter organization.

The Institute for Learner Centered Education is an international organization founded in 1994 with the dual mission of supporting individuals and organizations engaged in constructivist-based initiatives to improve education and focus on issues of diversity. The Institute is also the major partner in the Learner Centered Resource Collaborative, which connects universities and K-12 schools in activities that afford opportunities for university students to learn while providing meaningful service for K-12 schools. The Collaborative also publishes a professional journal.

Educational Philosophy and Program

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

Mission Statement

The mission of the Sycamore Academy of Science and Cultural Arts ("SASCA" or Charter School) is to prepare a diverse TK-8 student population for secondary education, college, careers and global citizenship by providing each child with knowledge, critical skills, and fundamental dispositions to become a self-motivated, competent, lifelong learner.

Vision Statement

The vision of our learning community is to provide a setting for learning based on constructivist principles. Students, teachers, staff, community members and parents are active participants in a community of learners working in a collaborative and democratic manner. To accomplish this we focus on:

- how students learn best
- how teachers guide and challenge students to think and construct meaning from their studies
- how students develop memory and connect information, knowledge and understanding in such a way that they will demonstrate and defend their understandings
- connecting and expanding student learning through school and community based projects.

The staff of Sycamore Academy of Science and Cultural Arts models life-long learning by promoting and encouraging a dynamic environment where all members of the staff demonstrate the knowledge, critical skills and fundamental dispositions that are the core of our educational and organizational values. We push the boundaries of learning beyond the classroom and into the school and local community. Through robust service-learning, we make real world connections that add value to our community.

Educational Philosophy

This charter establishes Sycamore Academy of Science and Cultural Arts for the purpose of capturing in children and adults of our community the spirit of pursuing wisdom through the use of the constructivist theory of learning. Knowledge, skills, and information are not sufficient; their proper use must be in accord with the pursuit of high moral and ethical standards. Twenty-five hundred years ago, Socrates engaged in this pursuit through asking questions and seeking their answers. To this end the Sycamore Academy of Science and Cultural Arts is conceived.

The guiding principle for our school was aptly stated in an article from the Educational Researcher (May 1996):

Students should be allowed to make the subject problematic. We argue that this single principle captures what is essential for instructional practice. It enables us to make sense of chaos, to sort out what is indispensable from what is optional. By itself, the principle does not specify curriculum nor prescribe instruction. But it does provide a compass that points classroom practice in a particular direction and that checks the alignment of its basic elements.

Allowing the subject to be problematic means allowing students to wonder why things are, to inquire, to search for solutions, and to resolve incongruities. It means that both curriculum and instruction should begin with problems, dilemmas, and questions for students. We do not use “problematic” to mean that students should become frustrated and find the subject overly difficult. Rather, we use “problematic” in the sense that students should be allowed and encouraged to problematize what they study, to define problems that elicit their curiosities and sense-making skills.

This “problematizing” is to be extended to the school community as a whole. Not only students, but staff, parents and community members are to be involved in the various domains for which they are responsible. Teachers and instructional staff are responsible for examining their subject matters and the unique teaching and learning situation in which they fulfill their primary responsibility. This is done through the institutionalization of the Professional Learning Community. Teachers, parents and community members are to investigate the functioning of the school as a whole through a process of deliberation. Only when the school as a whole operates in the spirit of inquiry can we hope that this spirit will endure in the classroom setting.

What does it mean to be an educated person in the 21st Century?

An educated person is one who has acquired the knowledge, critical skills and fundamental dispositions that will enable him or her to live productively in a democratic society. We define an “educated person” as one who has acquired the following:

Knowledge:

- A deep understanding of the local community; economically, socially, scientifically and politically.
- A deep understanding of our national heritage, including the philosophical, religious, scientific, economic and political ideas that have shaped our institutions.
- Ability to criticize and evaluate the messages and opinions promoted by mass media.
- Ability to analyze, manipulate and evaluate the use of mathematical symbols.
- Ability to comprehend, analyze, interpret and evaluate written text.
- Ability to utilize technology to analyze, interpret and evaluate the natural and social world.

- Ability to speak and write with clarity of expression, to present ideas that are rationally persuasive and done with correctness and grace.

Critical Skills:

- Problem Solving—Develops effective solutions to the multi-dimensional and complex problems ever-present in personal and professional arenas.
- Decision Making—Can and does make responsible decisions in diverse situations.
- Critical Thinking—Can critically think for oneself by justifying opinions based on evidence and sound reasoning.
- Creative Thinking—Has both the confidence in and capacity for the creative thinking that both enhances experience and results in a variety of life roles.
- Communication—Can express oneself with clarity and authenticity.
- Organization—Can efficiently and productively organize time, space, materials, and tasks.
- Management—Can skillfully help others to optimize their work together through effective management.
- Leadership—Can recognize quality leadership and can provide it when appropriate.

Fundamental Dispositions:

- Ownership—A responsible and invested owner of life-long learning.
- Self-Direction—A reflective self-directed individual with a strong work ethic.
- Quality—A well-developed internal model of quality work.
- Character—Develops a strong sense of purpose within a moral community by exercising such virtues as honesty, integrity, perseverance, thoughtfulness, respect, wisdom, self-control, courage, caring, and justice.
- Collaboration—Seeks to optimize work through collaboration
- Curiosity and Wonder—Has a sense of curiosity and wonder.
- Community—Is a responsible and active member of a community.

How does learning best occur?

Learning occurs best when the student is driven to solve a passionately held question. Consequently, the teacher's role is to provide relevant information and tasks that will engage students in a process of inquiry. One of the major distinctions of this school is the relationship between the student and the subject matter or curriculum. Rather than the subject matter being a set of information to be memorized by the student, it is to be "problematized," that is, the students should relate to the subject matter, whether in the field of mathematics, social studies, science, or any other, with a mind full of questions. The questions should not be about how to pass the test, succeed in the course, get a good grade or avoid detention. Rather, the questions should be about the subject matter per se.

Whose question? Determines the issue teaching and learning. Just as asking precedes answering in the questioning process, so do student questions come before teacher questions in the learning process. For when students ask, learning follows in answer (Dillion 1988).

It is to this principle that the teaching, learning, and administering within the school is carried out. In typical schooling, there is a dearth of questions asked by students. The ratio of teacher questions to student questions is disproportionate:

- Over the class hour, eighty-four questions from the teacher and two questions from all the students combined in the class (Dillion 1990).
- Over the school year, one question per month per pupil (Dillion 1990).

Without knowing the students' questions, we are hard pressed to determine whether learning has occurred at all. Student questions are vitally important for the way we conceive learning. Knowledge for us is conceived not as information to be regurgitated, but rather as the understanding that the student arrives at through the process of deliberation.

The main focus of the educational program is to engage students in questioning their natural and social environment. They are encouraged and helped to take a deeper look into things that are meaningful to them and to other members of their community of inquirers. Students engaged in personal inquiry actively pursue a series of interrelated learning activities:

1. Experience a sense of wonder or puzzlement about something observed or presented.
2. Formulate questions that are personally meaningful and engaging while being amenable to investigation.
3. Gather evidence and information relevant to the question.
4. Interpret and analyze the information gathered as it relates to the question.
5. Formulate multiple choices among ways one might think or behave.
6. Speculate and draw tentative conclusions.
7. Organize and present the results of one's investigation.
8. Reflect on the content and process of the investigation.

Students to Be Served

As of CBEDS 2015, SASCA has determined that the schools that the majority of our students would otherwise attend has changed since renewal. The following tables have updated to reflect the change. We have included seven schools in order to represent more than 50% of our enrollment.

Sycamore Academy of Science and Cultural Arts has made great efforts to grow our population of students from various backgrounds and has been successful at creating a diverse community as represented in the following charts.

Table #1 contains the enrollment numbers of SASCA and the schools that the majority of our students would otherwise attend.

Table #1

TOTAL ENROLLMENT				
	2013	2014	2015	2016
SASCA	299	324	394	498
DBM	932	959	1010	Not available
DGE	517	504	515	Not available
RRE	720	713	709	Not available
WES	670	728	715	Not available
WCE	622	625	612	Not available
LVS	1091	961	912	Not available
RRC	594	607	686	Not available

Table #2 contains the demographic data of SASCA and the schools that the majority of our students would otherwise attend as of the 2014-2015 school year as data for the current year is not currently available.

Table #2

Racial and Ethnic Balance Data								
	American Indian %	Asian %	Pacific Islander %	Filipino %	African American %	Hispanic	White %	Two or More Races %
SASCA	<1%	1%	<1	<1%	4%	43%	40%	10%
DBM	<1%	1.5%	<1%	2%	4%	52%	36%	2%
DGE	<1%	<1%	<1%	<1%	<1%	53%	28%	<1%
RRE	<1%	<1%	<1%	<1%	<1%	38%	42%	<1%
WES	<1%	<1%	<1%	<1%	<1%	63%	27%	<1%
WCE	<1%	<1%	<1%	<1%	<1%	62%	32%	<1%
LVS	<1%	1%	<1%	<1%	4.7%	66.5%	23.7%	2%
RRC	0	<1%	<1%	<1%	3%	80%	12%	2%

Source: DataQuest 2015

Socioeconomically Disadvantaged

A socioeconomically disadvantaged student is defined as a student neither of whose parents have received a high school diploma or a student who is eligible for the free or reduced-price meal program according to the state guidelines. SASCA collects this data annually as part of the normal post-enrollment data collection process.

Table #3 contains the number and percentage of students identified as economically disadvantaged at SASCA and the schools that the majority of our students would otherwise

attend. Sycamore's 2015-2016 information is current as of CBEDS 2015. The other schools' information was not available to us at that time.

Table #3

Socioeconomically Disadvantaged								
Year	2013		2014		2015		2016	
SASCA	97	33%	109	34%	125	32%	169	34%
DBM	574	62%	601	63%	671	66%	Not available	Not available
DGE	324	63%	324	64%	342	66%	Not available	Not available
RRE	335	47%	362	51%	383	54%	Not available	Not available
WES	489	73%	539	74%	615	80%	Not available	Not available
WCE	473	76%	473	76%	470	77%	Not available	Not available
LVS	944	87%	844	88%	823	90%	Not available	Not available
RRC	494	83%	504	83%	568	83%	Not available	Not available

English Language Learners

An English learner is defined as a student for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, as determined by the state approved oral language assessment procedures and literacy, has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs without appropriate support.

Table #4 contains the number and percentage of students identified as English Language Learners at SASCA and the schools that the majority of our students would otherwise attend.

Table #4

English Language Learners								
	2013		2014		2015		2016	
SASCA	15	5%	17	5%	20	5%	36	7%
DBM	42	4%	50	5%	48	5%	Not available	Not available
DGE	106	21%	107	21%	106	20%	Not available	Not available
RRE	86	12%	80	11%	75	10%	Not available	Not available
WES	203	30%	230	31%	195	27%	Not available	Not available
WCE	156	25%	160	25%	146	23%	Not available	Not available
LVS	332	30%	309	32%	298	33%	Not available	Not available
RRC	244	41%	246	41%	274	40%	Not available	Not available

Source: DataQuest 2015

Students with Disabilities

A student with a disability is defined as a student with a recognized disability who receives special education and/or related services in a free appropriate educational setting to meet their unique needs and prepare them for further education, employment, and independent living.

While historically this classification has not represented a numerically significant subgroup at SASCA, this group has a significant impact on our school culture, procedures, and standardized assessment results. In alignment with the philosophy of the program, Sycamore provides the support necessary to keep students in the mainstream program as much as possible for each student. It should also be noted that as of the 2015-16 school year, Sycamore has attained LEA status for the purpose of special education and is a member of a SELPA.

The information collected in Table #5 represents the number and percentage of students identified with disabilities according to school SARC reports. At the time of this submission, the 2014-15 and 2015-16 data were not available for other schools. SASCA's 2016 information is based on CBEDS reporting for October 2015.

Table #5

Students With Disabilities								
	2013		2014		2015		2016	
SASCA	17	5.6%	25	7.7 %	38	9.6%	59	11.8%
DBM	115	12%	124	13%	Not available	Not available	Not available	Not available
DGE	80	15%	70	14%	Not available	Not available	Not available	Not available
RRE	58	8%	53	7 %	Not available	Not available	Not available	Not available
WES	70	10%	66	9%	Not available	Not available	Not available	Not available
WCE	69	11%	71	11%	Not available	Not available	Not available	Not available
LVS	121	11%	112	12%	Not available	Not available	Not available	Not available
RRC	64	11%	74	12%	Not available	Not available	Not available	Not available
Source: SARCs 2015								

Per the request of the District, SASCA analyzed the assessment data of students with disabilities. The most current data is that of the 2015 SBAC results and serves as a baseline for schools in California. We compared the results for SASCA and the schools that the majority of our students would otherwise attend. We also recognize that multiple factors impacting these results have changed since the assessment administration including (1) significant increase in the population of students with disabilities at SASCA (2) SASCA's LEA status for Special Education and (3) all special education service providers have changed since last year.

Table #6 provides comparison data regarding SBAC results for students with disabilities at SASCA and the schools that the majority of our students would otherwise attend.

Table #6

SBAC Results for Students with Disabilities		
	2015	
	ELA	Math
SASCA	4%	0%
DBM	7%	2%
DGE	23%	12%
RRE	12%	7%
WES	3%	8%
WCE	6%	3%
LVS	6%	5%
RRC	5%	7%

Source: <http://caaspp.cde.ca.gov>

Transitional Kindergarten

The California Kindergarten Readiness Act of 2010 (SB 1381) implemented a gradual, phased in conversion of the month and day by which children must turn five years of age in order to be eligible for kindergarten, changing the date from December 2 to September 1. The law also required school districts to develop a transitional kindergarten (TK) program for children who will no longer be age-eligible for kindergarten. Transitional kindergarten is the first year of a two year kindergarten program in which the child receives access to a modified kindergarten curriculum that is developmentally appropriate.

SB 1381 does not specifically require charter schools to implement a TK program and Sycamore has a board approved policy for allowing students to enter kindergarten when their birthday is after the cutoff date. However, after considerable collaboration with LEUSD, SASCA has determined that it will offer a TK program beginning in the 2016-2017 school year.

To determine the number of potential students in the TK program, SASCA staff evaluated the number of students entering the kindergarten program who's fifth birthday is between September 1 and December 2. The number presented in Table #11 represents an estimate and should not be interpreted as a limit or a target.

Academic Assessment Data

Table #7 contains the results of the from the 2015 SBAC administration for SASCA and the schools our students would otherwise attend. It should be noted that Sycamore was a K-7

school for the 2015 school year. Additionally, several of the schools that Sycamore students would otherwise attend to not include all the grades represented at Sycamore therefore, shaded spaces in the following chart should be interpreted as such.

Table #7

Smarter Balanced Assessment 2015										
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
SASCA	13%	24%	25%	17%	24%	12%	48%	26%	29%	11%
DBM							33%	21%	40%	20%
DGE	24%	29%	36%	30%	53%	27%				
RRE	31%	24%	34%	23%	29%	16%				
WES	31%	34%	25%	18%	21%	9%				
WCE	31%	35%	16%	16%	33%	12%				
LVS	16%	18%	20%	12%	20%	16%	18%	8%	16%	6%
RRC	13%	20%	14%	9%	22%	5%				

Source: <http://caaspp.cde.ca.gov>

Prior to the implementation of the California Common Core State Standards (CCSS) and administration of the Smarter Balanced Assessment, California did not administer state-wide standardized assessments in English language arts or mathematics since 2013. In the charts below, we have outlined the summary of results of the final years of the STAR assessments and compared them to the schools the majority of our students would otherwise attend.

As stated above, API has not been calculated since 2013. It is anticipated that API will be calculated beginning in 2016, based on the growth from the 2015 baseline SBAC results to the 2016 SBAC results. In lieu of new API calculations during the interim, the state issued the three year average API scores, weighted and non-weighted.

Table #8 contains the most recent API calculations for Sycamore and the schools that the majority of our students would otherwise attend.

Table #8

API Based on STAR Results						
	2012		2013		3year API	
	#	API	#	API	Non-weighted	Weighted
SASCA	180	831	164	798	804	805
DBM	931	787	881	821	819	816
DGE	361	866	339	859	873	871
RRE	453	866	455	859	875	873
WES	442	821	404	823	851	847

WCE	347	839	388	817	846	840
LVS	791	738	778	730	764	759
RRC	585	821	38	795	831	826
Source: Dataquest 2015						

Table #9 contains comparative data in English language arts, mathematics and science STAR assessment results in the final years of the STAR system.

Table #9

STAR Results						
	2012			2013		
	ELA	Math	Science	ELA	Math	Science
SASCA	63.3%	64.4%	65%	51.8%	58.5%	79%
DBM	58.7%	49.7%	60.9%	60.7%	53.4%	64.21%
DGE	66.8%	75.8%	69%	62.6%	75.4%	61%
RRE	69.8%	75.5%	64%	64.1%	74.9%	56%
WES	52.7%	68.6%	56%	56.2%	67.6%	43%
WCE	63.7%	67.9%	37%	58%	60.1%	31%
LVS	41.5%	38.9%	50.6%	37.5%	34.7%	38.2%
RRC	54.1%	62.6%	63.8%	46.2%	56.4%	45.9%
Source: Dataquest 2015						

State Priorities and Annual Goals

On July 1, 2013, AB 97 was signed into law. Among other things, AB 97 now requires that charter renewal petitions, petitions for the establishment of new charter schools or material revisions to charter petitions address the following requirements in Element One pursuant to Education Code section 47605(b)(5)(A)(ii):

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

SASCA recognizes that, pursuant to Education Code section 52060(d), the State has identified statutory priorities for all public schools. As such, SASCA will adopt, on or before July 1 of each year, a local control and accountability plan (LCAP) using the template adopted by the California State Board of Education that describes annual goals for all pupils and pupil subgroups and the specific action SASCA will take during each year of the LCAP to achieve these goals.

As required by Cal. Ed. Code section 47605(b)(5)(A)(ii) a description of the school's annual goals aligned to the state priorities can be found in Appendix A to this petition. The law explicitly requires the Charter to submit its LCAP and annual update to the District annually as well as to submit budget documentation at specific intervals as set forth in EC Section 47604.33. Neither the submission of the LCAP nor the budget documents specified in EC Section 47604.33 shall require a material revision to the SASCA charter petition.

Physical Education

Across the state, physical fitness in youth is a serious concern. SASCA faculty has placed emphasis on health, wellness and fitness. The effects of such have made a significant impact on achievement as demonstrated by the 5th grade Physical Fitness Test results below. In 2014-15, SASCA added 7th grade. It is SASCA's intent to continue to closely monitor the health and fitness of our students and modify our program to address any concerns. In addition to the standardized test below, all SASCA students maintain "Personal Bests" logs as a means of tracking progress.

Table #10 contains the percent of 5th grade students within the Healthy Fitness Zone in at least 5 out of 6 standards. Note that the 2014-15 school year was the first year that Sycamore had 7th grade students and therefore, the only year with data for 7th grade.

Table #10

Physical Fitness Test				
	2013	2014	2015	7th grade 2015
SASCA	84.6%	76.8%	80.0%	75%
DBM				62.1%
DGE	4.4%	16.3%	Scores not published	
RRE	44%	42.2%	57.5%	
WES	Scores not published	59.3%	Scores not published	
WCE	30.8%	22.3%	56.6%	
LVS	18.5%	33.6%	Scores not published	Scores not published
RRC	29.7%	29.2%	36.8%	
Source: Dataquest 2015				

Summary of Demographic and Achievement Data

To follow is a summary of key factors and challenges we face as a charter school and that our educational program has, and will continue to address. These factors were taken into consideration in the development of our program at Sycamore Academy of Science and Cultural Arts and are always considered as we discuss changes to what we do or how we do it. We welcome the challenges that we face in fulfilling our school's mission vision and goals.

Student Demographics

In comparing our student demographic data to the schools that our students would otherwise attend, we find that we support a diverse student population. While our numbers are not identical to surrounding schools, we have significantly improved the diversity within our school community. The issue of transportation continues to be a challenge and we actively search for options for families.

Additionally, we have noted that parents of students with disabilities have opted to send their children to our school due to our emphasis on mainstream and inclusion models. These parents have determined that the school should support critical skills and fundamental dispositions while allowing their children to grow academically at the student's individual pace.

Student Academic Challenges

Our program, as explained below, has and will continue to make significant improvements in the areas of science, physical education, English language arts including English language development, and mathematics for all students. Given the delivery method already in place at SASCA, we believe our students are well prepared to demonstrate academic growth according to the Common Core State Standards (CCSS) as defined by the California Assessment of Student Performance and Progress (CAASPP).

There are certain key features of our program that we believe will improve student achievement. The key features are listed below:

- A clear mission and vision that drives all the activities and decision-making of the organization.
- An increase in instructional time that will help close achievement gaps and allow for greater blocks of time dedicated to problem-based learning.
- A strong understanding of how children learn to maximize the use of instructional time and curriculum design.
- Research-based instructional strategies ensuring the best instructional delivery.
- Assessment and data-driven instructional programs which will focus on individual student growth, as well as program evaluation and improvement.
- Highly qualified instructional staff that participates in extensive and effective professional development to deliver the instructional program.
- An instructional staff that operates as a Professional Learning Community, ensuring a coordinated and coherent program that targets the needs of the children as a whole.
- Parents have a choice in their child's education and have a greater opportunity to be involved in their child's education. Multiple formats are provided for parents to be involved with the school and its program.
- A small school size that has been proven to be a key factor in improving student achievement.

Our average class size has been less than 30:1 as budgetary restraints would not allow us to participate in Class Size Reduction. With the implementation of Local Control Funding Formula and the move to our new facility, we have been able decreased class sizes in grades kindergarten through third to 22:1. However, we reserve the right to increase or decrease class size as needed for budgetary purposes or in order to comply with laws or regulations.

The charter will continue to specifically target students presently attending nearby elementary schools within the Wildomar and Murrieta city boundaries. SASCA targets these populations by:

- Posting on the SASCA website
- Posting on the SASCA FaceBook page
- Advertising in local businesses
- Announcements at various community functions and activities
- Press releases to local papers

It should be noted that our program currently supports students from nine different districts and more than sixty different schools. The success of our program has reached these areas via parent communication.

Anticipated Enrollment by Grade Levels

Table #11 represents the plan to grow enrollment at the new facility. This represents capacity at the new site but does not represent capacity within the program should the RRCSA Board and school administration decide to grow on more than one site.

Additionally, this plan is not intended to be interpreted as a target or a limit to enrollment for any grade level, program or the school.

Table #11

Anticipated Enrollment				
Grade	2016	2017	2018	2019
TK	0	5	6	6
K	60	66	66	66
1	60	66	66	66
2	66	66	66	66
3	66	66	66	66
4	60	66	66	66
5	60	66	66	66
6	60	60	66	66
7	40	60	60	66
8	25	40	60	66

Independent Study	0	50	50	50
TOTAL	500	611	638	650

Per District request, SASCA staff has developed a projection of future Special Education (SpED) and 504 student enrollment. Below, Table #12 represents our projections. We took an average of the current year and the previous three years to determine each year's estimation. Given that 30% of our current SpED caseload is in middle school grades, we feel that the slight drop in SpED enrollment is a reasonable assumption as several of the students will age out of our program. These are just estimations and should not be construed as a target or a limit. Our enrollment is based on the results of the random public lottery.

Table #12

Estimated Special Education and 504 Plan Enrollment								
	2016		2017		2018		2019	
	#	%	#	%	#	%	#	%
Special Education	59	11.8%	53	8.6%	60	9.4%	64	9.8%
504 Plans	6	1%	6	1%	6	1%	7	1%

Required Minutes

Sycamore Academy of Science and Cultural Arts began instruction on September 14, 2009. Each year, the Ronald Reagan Charter School Alliance (RRCSA), the governing entity for SASCA, has approved a school calendar inclusive of 175 instructional days. Despite the economic crisis throughout the nation, and particularly in California, SASCA has never reduced the number of instructional days. Additionally, in compliance with Assembly Bill (AB) 1610, students receive at least the minimum number of instructional minutes for the school year. The state minimum noted in the table below as "reduced" represents the provision allowed by Education Code Section 46201.2. Table #13 provides a comparison of the instructional minutes provided at SASCA each year, per audit reports.

Table #13

Grade	Required	Reduced	2012	2013	2014	2015
K	36,000	34,971	41,770	41,059	41,059	41,125
1 - 3	50,400	48,960	62,620	61,770	59,685	55,125
4 - 6	54,000	52,457	62,620	61,770	61,770	55,125
7 - 8	54,000	52,457	n/a	n/a	n/a	55,125

Elements in Schedule

Characteristics of a typical week for students at Sycamore Academy are described below. While the actual schedule will be determined by faculty and approved by the Executive

Director/Principal (ED/Principal), the following encompass the general aspects of the schedule.

***Proficiency Block**—These blocks of time are used for intensive small group instruction in word study, phonics, phonemic awareness and number sense; as well as for GATE, English language instruction and other identified needs for students.

***Physical Fitness**—Larger class sizes of students are scheduled for the non-core physical education. While Education Code 51210(g) does not apply to charter schools, Sycamore takes the responsibility of educating students on health and wellness very seriously and has a consistent track record of meeting or exceeding the required minutes established in the code.

***Multiage Clubs/Service Learning** —These are large blocks of time allocated for in-depth work in science, social studies, visual arts, performing arts and service-learning projects. Every attempt will be made to integrate these subject domains to lead to more powerful learning experiences for all students and especially for those subgroups that show a significant achievement gap. If needed, students on Tier 3 of our RTI program will receive additional services during this time.

***The Arts**—While performing arts, visual arts, music and dance are integrated throughout our curriculum, time is specifically set aside each week to provide instruction and practice in specific skills related to the arts.

Curriculum and Instructional Design

What is innovative and different about our educational program is our organization of curriculum and instruction around Challenges. Challenges are a unique format for designing units of instruction utilizing constructivist principles. The Challenge is put into the format of a question or problem to be solved. The more real-life the issue the better, a real-life issue evokes greater engagement and makes for a stronger connection between school and real-life experiences. The problem, or core question, has to be carefully designed so as to maximize student engagement while addressing key standards. Common Core State Standards (CCSS) define the knowledge students are to learn by grade level which is also reflected in the knowledge skills defined through our Expected School-wide Learning Results (ESLRs). The format of CCSS compliments the critical skills and fundamental dispositions that are the foundation of our educational program (also part of our ESLRs), and have been identified by countless organizations as essential for the education of our children and applicable in all areas of life, both personally and professionally. Critical skills and fundamental dispositions mirror Common Core State Standards' emphasis on college and career readiness by providing specific tasks wherein students tend to personal, social and emotional development and approaches to learning. All Challenges are written in a format that clearly specifies the core question(s) to be pursued, the Common Core State Standards that are addressed and the critical skills and

fundamental dispositions to be utilized, developed, or acquired. This format reflects the intent of Smarter Balance Performance Tasks.

Another component critical to a Challenge that makes our program innovative and different is establishing, at the outset, the desired result. Our program is explicitly and intentionally results driven; the students know up front what quality work looks like. They will see clearly what product or performance is expected of them and the degree to which they will be successful in solving the problem, meeting the Common Core State Standards and demonstrating specific skills and dispositions in the process. This is especially helpful for special needs students and English language learners. They need an example, to see clearly what a strong essay looks like, what a well-formed musical composition sounds like, or how to determine if one is physically fit, etc. To help in this process, it is common for the teacher to engage the students in developing the criteria (or rubric) for judging the quality of the product or a performance. To enhance powerful learning experiences for students, time is taken to reflect on the whole process. Teachers, students, and parents reflect on what was learned in terms of academic, skills, and/or dispositions standards. Anyone is able to ask any student what he/she is learning and he/she is able to clearly articulate what he/she is striving to resolve or learn and demonstrate. Additionally, the process of accomplishing a Challenge demonstrates cohesion amongst several College and Career Readiness standards (critical skills and fundamental dispositions) allowing students to mutually reinforce skills and exhibit mastery.

Teachers develop Challenges collaboratively, not individually. They work in a team in exactly the manner in which classroom instruction is carried out. As teachers work in various teams developing Challenges, they consult extensively the Common Core State Standards. The standards are the guiding force directing our instruction and curriculum. Included in the teams are any staff who have knowledge of the students; Special Education teachers and support staff are often included in this process as well. Once the teams develop their Challenges they share them with the total teaching staff to ensure continuity throughout the age levels and to ensure they address the academic standards.

The Challenges and rubrics are then shared with parents. In keeping with our program, the teaching staff gathers assessment data, reflects and shares their evidence of student learning with the total staff, parents, various councils and committees and the Governing Board. This process has led to powerful learning experiences for students thereby increasing student learning.

Prior to the start of each school year, faculty utilizes non-student workdays to create vertically aligned integrated curriculum plans, first trimester Challenges and lesson plans. Each team presents their finished products to the other faculty members in a process called Critical Friends (see attachment). Prior to the start of second and third trimester, faculty utilizes workdays to review the curriculum plans created at the start of the year, and make needed modifications as determined by student needs. The development of the trimester Challenge(s) and lesson plans occur and are reviewed through the Critical Friends process on these non-student work-days or designated professional learning community time, along with preparations of needed materials.

The process for curriculum planning follows this format:



A variety of assessment data is collected including embedded assessments, tests, products, anecdotal notes, presentation rubrics, etc. The Learning Record calls for trimester work samples in reading and writing, along with teacher anecdotal notes related to the students understanding and attitudes through the learning process. This information is utilized to create further Challenges for the next trimester. Teachers use the Challenges for their individual lesson planning. Even at the lesson planning stage, teachers meet in teams on a regular basis.

Independent Study

It is the intent of Sycamore Academy to offer a TK-8th grade Independent Study option for families beginning in the 2016-2017 school year. The Independent Study program at Sycamore Academy will resemble that of the site-based program in that it will be problem-based or inquiry-based and presented in thematic units of study with real-world, service learning connections. SASCA is a parent choice school and we believe that Independent Study would provide families the opportunity to participate in our program in a way that is best for the student and family.

As previously stated, learning occurs best when the student is driven to solve a passionately held question. Consequently, the teacher's role is to provide relevant information and tasks that will engage students in a process of inquiry. One of the major distinctions of this school is the relationship between the student and the subject matter or curriculum. Rather than the subject matter being a set of information to be memorized by the student, it is to be "problematized," that is, the students should relate to the subject matter, whether in the field of mathematics, social studies, science, or any other, with a mind full of questions.

The student, parent and teacher will collaboratively determine the students individualized goals and develop a plan for assisting the student in achieving CCSS. Through units of study and challenges designed much like those described for our classrooms, students in our Independent Study (IS) program will achieve CCSS and demonstrate their knowledge and ability to apply concepts. Students in our IS program will be assessed utilizing the same assessment tools as those of our regular program students.

All students in our Independent Study program will have scheduled collaboration time with the credentialed teacher on a regular basis.

All parents of students in our IS program will have access to the parent information exchanges, parent trainings and resources available to families in our site-based program.

Students in our IS program that do not demonstrate sufficient progress will participate in our Response to Intervention process and will receive the additional supports as determined by the SST team, 504 team, or IEP team as applicable for the student. No student with an active IEP will be eligible for Independent Study unless so placed by the IEP team.

Pursuant to Cal. *Education Code* section 51747, SASCA's Governing Board shall adopt and implement written policies relating to independent study prior to claiming apportionment for independent study. Pursuant to California *Code of Regulations*, Title 5 Section 11701, the written policies will include the scope of the prospective use of independent study as an instructional strategy, the school's purposes in authorizing independent study and any factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of pupils. The written policies shall reflect an awareness that excessive leniency in these terms can result in pupils falling so far behind their age peers as to increase, rather than decrease, the risk of their dropping out of school.

Lesson Plans

Lesson plans need to clearly articulate a limited number of learning objectives. The learning objectives are skills, concepts, competencies and/or factual information that students need to know, understand and/or be able to apply. They should be drawn from the California Common Core Standards, Skills and Dispositions Continua, Curriculum Plans and Challenges but they are more specific. They reflect what every student is expected to learn and demonstrate from the lesson or unit. A brief opening activity that accesses prior knowledge and interests, grabs the attention of the students and motivates students to want to participate in the lesson is included in the plan. Included should be an authentic task (a project or process with an audience other than the teacher for a grade) that is the focus for a culminating activity that requires students to demonstrate understanding of and/or ability to apply the learning objectives. Lastly, a brief reflective activity is included to bring closure to the lesson, which requires students to think about what they have learned, how they have learned it and to share information that informs the teacher of some of the impact the lesson has had on the students. Research indicates that reflection is as much a part of the learning process as content, introduction, explanation or application.

Instructional Program

The teaching staff tailors their instructional practices based on the constructivist theory of teaching and learning, in order to increase the achievement levels of students in meeting and exceeding academic standards. Based on this theory, teachers are more likely to respond to a student's question with an alternate question to encourage the student to think deeper about the subject matter, rather than tell the student the right answers

immediately. Sycamore teachers understand that knowledge is a process of construction and reconstruction. Faculty carefully selects teaching strategies based on how students respond to instruction. Knowing that learning is a constructive process, teachers pay careful attention to how each student is learning in order to respond appropriately and effectively.

Students are encouraged to have a sense of wonderment about why things are, to inquire, to search for solutions, to challenge ideas and to resolve incongruities. Therefore, both the curriculum and instruction begin with problems, dilemmas and questions for students. Instruction is not based solely on learning “how,” students discover “why” in order for higher level thinking and understanding to take place.

Multiage Clubs and Service Learning

Integral to our educational program is the solving of real problems. To do this we allocate large blocks of time for integrated studies through multiage clubs and service learning projects. These blocks of time are scheduled for a specific series of time during each trimester. Students select the multiage club or service learning project that best suits their interests and personal goals.

Multiage Clubs

During this block of time, teachers facilitate integrated courses tied to the academic standards as well as critical skills and fundamental dispositions. These courses support all modalities for learning while still providing students with the power of choice. Teachers submit course descriptions prior to the start of each session. Each student selects the course(s) that interest him/her. Students are then assigned to one of their choices. These courses are multiage, with students in first grade and beyond in each course. However, faculty reserves the right to limit the age/grade level in courses as deemed developmentally appropriate, as it relates to content or skill level adaptability. Each course is presented in a Challenge format with deliberately designed problems to solve and include, but are not limited to:

- Student tutoring/coaching (solving student problems)
- Student leadership (solving school problems)
- Service Learning (solving community problems)
- Building a foundation for ongoing projects

Service Learning

The importance of service learning is that it combines service objectives and learning objectives with the intent that the activity will positively impact both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery and the acquisition of knowledge, critical skills and fundamental dispositions. Service Learning projects provide students with the opportunity to adapt their communication in relation to the audience, task, and purpose for the project. Further, students’ participation in Service Learning

enables them the opportunity to collaborate with people of diverse experiences, backgrounds, and cultures, developing college and career readiness skills.

Sample activities may include:

- Fundraising projects for underprivileged populations.
- Creating learning resources for younger students/underperforming students.
- Providing services for the elderly/charity/nonprofit groups/etc.
- Assisting the community in becoming aware of issues that impact the quality of the community.
- Planning and implementing school xeriscaping.

Since service learning provides opportunities for students to apply their skills in real life contexts. There are certain features or standards that we will use in the development of activities to ensure the highest quality. They include the following:

Goal Driven

- Establish clear educational goals for service learning activities that require the application of concepts, content and skills for the state academic standards and the construction of one's own knowledge.
- Establish clear goals that meet genuine needs in the school, community or world and have significant consequences for oneself and others.

High Quality Service

- Ensure that tasks challenge students cognitively and developmentally.
- Encourage and promote maximum student participation in selecting, designing, implementing and evaluating the service project.
- Promote and value diversity in participants, practice and outcomes.
- Promote communication and interaction with the community and encourage partnerships and collaboration.
- Prepare students for all aspects of their service work, including a clear understanding of the task, the skills and information required to complete the task, awareness of safety precautions, knowledge about and sensitivity to colleagues and cultures.

Assessment, Evaluation and Reflection

- Assessment is used to enhance student learning and to document and evaluate how well students have met the academic and skills standards.
- Student reflection takes place before, during and after service.
- We use multiple methods to encourage and assess critical skills and fundamental dispositions.

- Multiple methods are designed to acknowledge, celebrate and validate student service work.

These features or standards guide us in the collaborative effort to develop robust service learning activities. Given that the very nature of this aspect of our program involves problem finding in addition to problem solving, not much more can be said without rendering the project unauthentic.

Homework

Another unique component to our program is our homework. There have been countless studies challenging the ramifications of assigning homework to students, supporting and condemning the practice relatively equally. Those in support of the practice believe it creates disciplined students who show a statistically significant increase in standardized test scores, concluding that homework causes improved achievement. Those opposed to the practice describe well-rounded students as those that spend their time after school participating in activities that develop social skills, emotional connections and a sense of curiosity. While the case for homework holds statistical merit, the case against homework is popular amongst parents and holds valid arguments related to well-rounded citizens. We took both arguments into consideration when we created our homework policies.

Homework at Sycamore Academy is by student selection. Every student chooses a topic of interest and creates his or her homework based on the topic chosen, ensuring integration of all content areas. Homework cycles are from Tuesday to Tuesday, providing students with a full week to complete each homework unit and allowing family events held on weekends to be included in the homework cycle. Students must ensure reading, writing, mathematics, social studies, science, physical fitness and the arts are included in each homework cycle. Each Tuesday, students present their work with peers who score the homework according to the school wide homework rubric. This homework cycle has been named Traveling Tuesday, as we view the homework as a journey which arrives and departs from school each Tuesday.

While our homework is academic and aligns with the Standards, the emphasis is on the critical skills and fundamental dispositions. Students own their learning and are responsible for organizing their time and resources in order to produce a quality product. Each student is responsible for articulating his or her own learning to peers, justifying the score he/she feels that his/her peer deserves, as well as developing collaboration and communication skills. Furthermore, students receive immediate feedback regarding the content and quality of the homework produced providing an opportunity for reflection for each student.

Additionally, students can complete Traveling Tuesday homework through their extracurricular activities, family events and everyday lives, finding learning opportunities in their community and demonstrating what it is to be a life-long learner. It is also critical for students to spend some time each week working toward their S.C.O.R.E. goals and

demonstrating that work within their Traveling Tuesday homework. Students are required to demonstrate the link between the homework they produce and the S.C.O.R.E. goals they have set for themselves in order to receive the highest rubric score.

Finally, Traveling Tuesday homework is modified to meet the needs of each individual student. For example:

- If a student struggles with organization, the teacher will work with the student to utilize an organizational tool until the child is better able to organize him/herself.
- If the student struggles with time management, the teacher will work with the student to identify tools to help the student manage his/her time effectively.
- If a student struggles with creative thinking, the teacher will work with the student to identify a topic and then brainstorm activities or products the student can create.

In any event, the goal is always student independence in and ownership of his/her own learning.

Additional Program Features

Although mentioned earlier, we will reiterate features of our program which further our ability to achieve our stated goals:

- *An increase of instructional minutes, especially in the primary grades (TK – 3).* This increase in time provides for proficiency blocks. It will ensure larger blocks of time necessary for delivery of our instructional program and reducing the need for pull out services for any sub group.
- *Additional teacher work-days compared to that of the typical teacher.* Teachers are provided non-student days before each trimester to collaborate, create, plan and develop integrated thematic units, Challenges, lessons, interventions and assessments.
- *Full inclusion/mainstream program.* Our program and school culture promotes and supports mainstreaming or including of all students, reducing classroom interruption with pullout programs or the need to separate students unnecessarily. Except in rare instances, students receive support services within the mainstream/inclusive classroom.
- *Collaboratively created individual goals for each student.* Sycamore Children Obtain Real Expectations (S.C.O.R.E.) goals initially created at the start of every year and then modified or updated periodically throughout the year as students achieve their S.C.O.R.E. goals. Together with guidance from teacher and parents, each student establishes academic and skill/disposition goals within the first six weeks of school. These goals begin with a baseline that is supported by data and are considered successful when the student proves he/she has obtained the measureable outcome delineated in the goal.

Focus Areas: Needs and Challenges

From the analysis above, we have identified specific areas of focus. A need for improvement exists in the areas of science, physical fitness, English language arts, and mathematics achievement in the schools identified above. Additionally, with the implementation of the Common Core State Standards, we believe that additional emphasis and data collection efforts will need to be made regarding the critical skills and fundamental dispositions outlined in our education plan as well as greater emphasis on technology based learning.

English Language Arts

We will continue to advance literacy achievement levels of our students by:

- Providing a comprehensive and researched-based English language arts program for grades TK-8 which focus on seven metacognitive strategies.
- Providing extensive and multi-year professional development in literacy instruction that addresses Common Core State Standards.
- Allocate funding to support professional development, materials and equipment.
- Using measurement tools for students and staff to assess progress and drive instruction in meeting the Common Core State Standards in English Language Arts.

Through the use of integrated thematic units, we will continue to make advancements in student achievement in the area of English language arts as well as accelerate the closing of the academic gap among numerically significant subgroups.

The core of our English Language Arts program involves employing seven meta-cognitive strategies throughout our instructional program (Keene and Zimmerman 2007). These strategies are interwoven into a reading and writing workshop format. This allows a structure that is adaptable and flexible to meet the various needs of the students through differentiation, whilst maintaining consistency and a sense of routine for our students during their educational experience at Sycamore Academy. These strategies will be used throughout the instructional program, but the focus below shows how it applies to the area of language arts.

The following metacognitive strategies will be implemented:

1. *Activating Prior Knowledge*—Students will use their previously acquired knowledge on a subject before, during and after reading relevant text, to build schema. They will make connections between the known and the new information while constructing meaning on a meta- cognitive level (Keene & Zimmermann 2007). When introducing strategies and modeling, teachers will show which connections are relevant and which are tangential, or leading students away from deeper meaning of a particular topic (Harvey & Goudvis, 2007).
2. *Visualization and Other Sensory Images*—Students will visualize and use other sensory images to create “mental images derived from what they’ve read,” in order to “connect them personally to the texts” (Keene and Zimmermann, 2007). Using

prior knowledge, students will create images that evoke all five senses, and therefore construct knowledge related to reading and understanding. This will immerse students in rich reading and provide a method that adds depth to meaning and enhances comprehension. This meta-cognitive strategy is connected heavily to inferential thinking as well.

3. **Questioning**—Students will formulate questions as they relate to the learning objective. To be informative, student questions need to have a specific purpose such as to gain factual knowledge or to analyze the author’s purpose. Questions are the catalyst for student-driven discovery and are a major focus of our program (see above).
4. **Determining Importance**—Students will make decisions about the importance of text based on the reader’s purpose, schema for text content, prior beliefs and experiences, schema for text format, and those concepts learned from reading peers (Keene and Zimmermann, 2007). Students will be on a continuous search for hidden themes and underlying meanings in a sea of intricate details and beautifully woven language. While what is important changes for different reading and writing purposes, students will be able to defend their belief that certain ideas are more important than others.
5. **Inferring**—Students will bring their “life experiences, logic, wisdom, creativity, and thoughtfulness, set against the text they are reading, to form the crux of new meaning” (Keene and Zimmermann 2007). This meta-cognitive strategy will allow students to be whisked away by the text and construct meaning that is uniquely defined by the students’ own personal experiences. Inferring will allow students to go “beyond the text, to leverage prior knowledge and create connections among various details and concepts we have learned, to draw conclusions based on the text and our full array of life experiences and knowledge” (Keene and Zimmermann 2007). Through this strategy, students will attain a depth of understanding.
6. **Synthesizing and Retelling**—In order to effectively synthesize, students will merge the metacognitive strategies and use them interchangeably or in isolation to “accommodate new information from text” (Keene and Zimmermann, 2007). Teachers will model during thinking aloud more than any other strategy. During reading conferences students will think aloud as well, in order to explain and justify their use of meta-cognitive strategies. Students will take ownership for their learning because they can now use each strategy as they see fit and reorganize concepts learned from reading in order to make meaning.
7. **Fix-up Strategies**—Students will use fix-up strategies as a collection of tools to repair comprehension when it breaks down.

During the English Language Arts block of time, four major strategies will be used in a reading and writing workshop format. These components include:

1. **Word Study**—Small and whole class groups based on developmental readiness and achievement. This will occur during the proficiency time block and during the languages arts block.
2. **Shared and Guided Reading**—This includes any whole class reading pieces, read-alouds, shared reading of poems, charts, etc., or small group targeted instruction.

3. *Independent Reading*—A time for students to read independently to effectively build fluency, comprehension and the love of reading.
4. *Writer's Workshop*—Students work in groups, pairs, or individually on particular writing assignments and projects. Teacher, cross-age tutors, resource teachers and/or instructional aides circulate among the students to facilitate student writing. Typically the classroom teacher works initially with Tier 2 and/or Tier 3 students. During this time connections are made between literary and writing genres, and scaffolding occurs during targeted mini-lessons.

Listed below are ways the six metacognitive strategies and fix-up strategies (#7) are woven into the components of the reading and writing workshop format:

Word study

The teacher will:

- Use KWL So-What charts. These charts show what is Known, what the students Wonder about and what new information has been Learned. The “so-what” portion is the reflection piece of the chart that allows students to reflect upon the specific purpose of this new knowledge and how it connects to the larger picture. *(Activating prior knowledge)*
- Use word meanings already known to define unknown words with the same prefixes, suffixes, and morphemes or base words. *(Activating prior knowledge)*
- Use background knowledge of a spelling pattern to generate lists of words. *(Inferring)*
- Use background knowledge of defined morphemes or base words, along with suffixes, prefixes and affixes, to define words with common morphemes or base words. *(Inferring)*
- Model and practice how to determine a spelling pattern, or the sounds of a specific pattern, aid in decoding and spelling other words with the same patterns and sounds. *(Determining importance)*
- Demonstrate the various graphic word representations of a single word, showing how a single word can look different in students’ writing and various books. *(Fix-up Strategies)*
- Help students look for words in the surrounding text they do recognize to find clues as to what an unknown word might be. *(Fix-up Strategies)*
- Facilitate word analysis: What does the prefix, suffix, root word mean? Is it a compound word? Do you recognize the words or word parts that combine to make the longer word? *(Fix-up Strategies)*

The students will:

- Sort a teacher-generated list of words and explain their reasoning. *(Activating prior knowledge)*
- Construct spellings, definitions and words while developing knowledge. *(Activating prior knowledge)*
- Use a Venn diagram to compare what is already known to the unknown. *(Activating prior knowledge)*

- Generate a list of words they already know and then hunt in current writings, textbooks, classroom library books and posters or charts around the room to find new words. *(Activating prior knowledge)*
- Generate meanings of words and put them on flashcards. *(Activating prior knowledge)*
- Build bridges in their minds with each new word part or pattern that is learned. On one side of a bridge are the words they know with that pattern. On the other side are new words. Students can draw new words crossing the pattern bridge to acquired knowledge as mastery is reached. *(Visualization and other sensory images)*
- Visualize a pattern in their mind and alter it in order to make new words. *(Visualization and other sensory images)*
- Visualize a morpheme or base word with a picture, draw the picture, and then change it as different prefixes, suffixes and affixes are added. *(Visualization and other sensory images)*
- Decode words based on prior experiences with words that have common spelling patterns. *(Activating prior knowledge)*
- Analyze each other's constructed spellings and ask questions to each other about the patterns used. *(Questioning)*
- Ask and write down questions about the meanings of words based on their affixes and morphemes. *(Questioning)*
- Search for words that carry meaning in sentences rather than connect ideas in order to determine important information. *(Determining importance)*
- Model through thinking aloud how the simultaneous use of multiple metacognitive strategies can help when decoding or defining words.
- Record their thinking processes during word study and share in small groups or pairs. *(Synthesizing and retelling)*
- Sound a word out by identifying beginning and ending sounds, attempting the word, and then checking to see if the sounds heard as the word is pronounced match the letters of the text. *(Fix-up Strategies)*
- Use Point and Slide—a technique where students use a finger to gradually reveal the letters in a word saying the sound associated with each letter until the word is pronounced. *(Fix-up Strategies)*
- Ask themselves if the letters match the sounds. *(Fix-up Strategies)*
- Become independent by recognizing different forms of the same word and dissecting word parts to support recognition of a new form of the word. *(Fix-up Strategies)*

Shared and guided reading

The teacher will:

- Use KWL So-What charts for skills (i.e., compare and contrast, cause and effect), content (i.e., social studies, science), genre (i.e., fantasy fiction, historical fiction), and mechanics usage (i.e. run-on sentences versus complete sentences, comma usage in a series). *(Activating prior knowledge)*
- Use characterization to make text-to-self connections in order to understand character motives. *(Activating prior knowledge)*

- Make text-to-text connections to find similarities and differences between known texts and unknown texts. *(Activating prior knowledge)*
- Make text-to-world connections to connect new knowledge to what students have seen, heard or felt in the real world. *(Activating prior knowledge)*
- Use picture walks to connect to prior knowledge and construct new knowledge. *(Activating prior knowledge)*
- Model think-aloud strategies such as “this reminds me of,” “I remember this happened when,” and “I read another book where...” (Cunningham, Hall and Cunningham 2000) so that students can frame their thoughts. *(Activating prior knowledge)*
- Read Aloud to students to enrich background knowledge and model fluency.
- Provide mini-lessons before independent practice during Reader’s Workshop. *(Activating prior knowledge)*
- Use wordless picture books to model for students how to draw what they visualize. *(Visualization and other sensory images)*
- Use nonfiction text so students can draw comparisons between two objects. *(Visualization and other sensory images)*
- Model and practice how to use charts, diagrams, graphs and labeled pictures to convey meaning. *(Visualization and other sensory images)*
- Model think-aloud strategies such as, “Even though it isn’t in the picture I can see,” “Mmm, I can almost taste the,” and “I could hear the,” (Cunningham, et.al., p. 78) to frame student thoughts. *(Visualization and other sensory images)*
- Model and practice creating theories that explain how characters behave or the plot unfolds. *(Inferring)*
- Promote empathy for fictional or historical characters of stories. *(Inferring)*
- Model and practice understanding not only what is stated in the text or shown in pictures, but what these statements and pictures imply. *(Inferring)*
- Use character dialogue, pictures or stated facts to infer meaning. *(Inferring)*
- Model and practice how to confirm inferences in the text and to find contradictions of inferences in the text. *(Inferring)*
- Identify, model and practice how to use question-answer-reflect (QAR) relationships in order to formulate and answer questions (Graham and Wong, 1993). *(Questioning)*
- Model and practice with students how to ask and answer questions that elicit information related to knowledge, application, analysis, synthesis and evaluation. *(Questioning)*
- Model through thinking aloud and practice determining importance with short texts. Focus not only on the conclusions drawn, but how and why. *(Determining importance)*
- Model and practice finding more than one important idea in text rather than just one main idea. *(Determining importance)*
- Model through thinking aloud how to use multiple metacognitive strategies concurrently to aid in constructing knowledge. *(Synthesizing and retelling)*
- Model how to synthesize with short text and then move into chapter books. *(Synthesizing and retelling)*

- Model how to recognize correct syntactic arrangement of words, asking, “Does this sound like language?” (*Fix-up Strategies*)

The students will:

- Meet in pairs or small groups and discuss how they feel determining important ideas support reading comprehension.
- Listen to stories and draw their images in small groups. (*Visualization and other sensory images*)
- Take notes in their own words while reading expository text. (*Synthesizing and retelling*)
- Retell stories in small groups or pairs. (*Synthesizing and retelling*)
- Stop reading when something does not sound right, adjust their rate of reading, and reread asking themselves, “Does it make better sense if I read faster or slower?” (*Fix-up Strategies*)
- Use language conventions like periods, commas, quotations marks, and semicolons as markers of meaning. When they read, they will exaggerate the pause for a comma or period, for example, to support clearer meaning. (*Fix-up Strategies*)
- Study different syntactic styles used by authors to achieve different effects (i.e., When does an author use short, syncopated sentences vs. longer sentences? What type of effect is achieved with each?). (*Fix-up Strategies*)

Independent reading

The teacher will:

- Model book talks so that students can practice book talks and can connect with each other. (*Activating prior knowledge*)
- Have students reread to check for meaning and log it in an inferential response journal. (*Inferring*)
- When writing, model and practice how to become a specialist on a favorite topic in order to be able to write important ideas. (*Determining importance*)
- Encourage students to stop, consider a word that would make sense in the context, insert that word, and ask, “Does it make sense?” (*Fix-up Strategies*)
- Encourage students to stop, reread, read ahead, and otherwise use the context to confirm the meaning of the passage; stop when it doesn’t make sense: try to ask questions of the book and the author; synthesize or retell what has happened so far, what the author’s major points are, etc. (*Fix-up Strategies*)
- Encourage students to stop and ask themselves what they already know which compares to what this author is trying to communicate. (*Fix-up Strategies*)
- Encourage students to create a visual image in their minds and ask themselves, what is happening here? How can I draw conclusions, make judgments, assume a critical stance to try to understand subtle points? (*Fix-up Strategies*)
- Encourage students to imagine the author and consider what he/she had in mind when writing. (*Fix-up Strategies*)
- Encourage students to ask themselves what they know about this author that might help them comprehend the text. (*Fix-up Strategies*)

- Encourage students to ask themselves what they know about the text format itself, what is often true of social studies or science text formats. *(Fix-up Strategies)*
- Encourage students to consider what they need to know in order to understand the text. *(Fix-up Strategies)*
- Encourage students to ask what is most important from the text in relation to their purpose for reading. *(Fix-up Strategies)*
- Encourage students to consider working with another person to discuss, write about, sketch, or act out pieces of the text in order to better comprehend it. *(Fix-up Strategies)*

The students will:

- Practice text-to-self, text-to-text and text-to-world connections while reading independently. *(Activating prior knowledge)*
- Use what they know about words to decode or find meaning. *(Activating prior knowledge)*
- Make comparisons while reading. *(Activating prior knowledge)*
- Use modeled visualization strategies in independent practice during shared and guided reading. *(Visualization and other sensory images)*
- Look for sensory images during independent reading time. *(Visualization and other sensory images)*
- Create sensory images related to character, plot, setting theme, or topic. *(Visualization and other sensory images)*
- Record quotes, page numbers of pictures and facts on one side of a T-chart then make inferences on the other side. *(Inferring)*
- Record questions during independent reading time and write responses as they are discovered. *(Questioning)*
- Work independently on the strategies modeled and practiced in shared and guided reading. *(Determining importance)*
- Record ideas they found important in their journals and record how they arrived at these conclusions. Students can share these ideas with their neighbors. *(Determining importance)*
- Work on separating key topics from supportive details. *(Determining importance)*
- Record in journals what meta-cognitive processes they use for understanding content. *(Synthesizing and retelling)*
- Practice taking notes in margins of text as they read independently. *(Synthesizing and retelling)*

Writer's workshop

The teacher will:

- Use student pieces to do mini-lessons during writer's workshop to connect to prior knowledge base. *(Activating prior knowledge)*
- Use familiar texts of the same reading genre as models for writing genre and vice versa. *(Activating prior knowledge)*

- Model and practice the pre-writing stage of the writing process that includes brainstorming, making lists (i.e., topic ideas) and making word banks (i.e., transition words). (*Activating prior knowledge*)
- Model and practice the drafting stage of the writing process that includes modeled writing, thinking out loud. (*Determining importance*)
- Model and practice questions that help students during peer editing and revising within the writing process. (*Questioning*)
- Model and practice the final stage of the writing process that includes rewriting, formatting, typing, etc. and making word banks (i.e., transition words). (*Synthesizing and retelling*)
- Have authors discuss their craft while the audience synthesizes new information by discussing the new content learned and the processes they went through to make meaning while listening to the writing piece. (*Synthesizing and retelling*)

Science

In the area of science, teachers observed significant success in student achievement by implementing the Science and Technology for Children curriculum that was researched and developed by the National Science Resources Center (NSRC). The Smithsonian Institution and the National Academies established the NSRC in 1985. Its mission is to improve the learning and teaching of science for all students in the United States and throughout the world. By increasing the instructional time, we will have larger blocks of time to teach science well and by making real world connections through our service-learning component, we will:

- Increase the percentage of students meeting and exceeding grade level proficiency in science.
- Significantly close the achievement gap for all numerically significant subgroups.

We will achieve these goals in science by:

- Providing a comprehensive, research-based, hands-on TK-8 science program that has proven successful in raising test scores.
- Providing an extension of activities through service learning that will make greater connections between what is learned in the classroom, or lab, and the real world. In turn, this leads to more powerful learning experiences for all students.
- Implementing a coordinated science program throughout the grade levels to eliminate unnecessary redundancy.
- Providing professional development in an inquiry-based or problem-based science program that addresses science standards.
- Allocating funding to support professional development, materials and equipment.

In 2013, the California State Board of Education (SBE) adopted the Next Generation Science Standards for California public schools. These standards reflect what a student should know and be able to do by the end of a given grade level. Each grade level has Disciplinary Core Ideas (DCI). Each DCI has three dimensions: Performance Expectations (PEs), scientific and engineering practices (SEPs), and cross-cutting concepts (CCC). Engineering

is also integrated with the science standards through the Engineering and Technology Standards (ETS).

Details of our science program are described as follows:

The science curriculum will be based on a learning cycle that is grounded in research on how children learn.

1. First, students focus on what they know about a subject and what they would like to know about it. In other words, lessons begin with students' existing knowledge and experience.
2. Students then explore a scientific concept or phenomenon by completing a sequence of investigations, usually working in pairs or groups.
3. Students reflect on what they have learned—by discussing findings with their teammates or classmates or by writing in their science notebooks.
4. Finally, students apply their new learning to real-life situations and to other topics in the elementary curriculum.

Classroom Discussion

The teacher leads class discussions as they are an important vehicle for science learning. Research shows that the way questions are asked, as well as the time allowed for responses, can contribute to the quality of students' discussions. Teachers ask questions keeping in mind what they want students to achieve in the ensuing discussion. For example, open-ended questions, for which there is not one right answer, encourage students to give creative and thoughtful answers. We use other types of questions to encourage students to see specific relationships and contrasts or to help them summarize and draw conclusions. We mix these questions as well as give students "wait time" before expecting them to answer; this encourages broader participation and more thoughtful answers. We monitor responses, looking for additional situations that invite students to formulate hypotheses, make generalizations, and explain how they arrived at a conclusion.

Brainstorming

Brainstorming is used as a whole-class exercise in which students contribute their thoughts about a particular idea or problem. When we introduce a new science topic, it is a stimulating and productive exercise. It is also a useful and efficient way for the teacher to find out what students know and think about a topic. As students learn the rules for brainstorming, they become increasingly adept in their participation.

To begin a brainstorming session, we define for students the topics about which they will share ideas. The following rules apply:

- Accept all ideas without judgment.
- Do not criticize or make unnecessary comments about the contributions of others.
- Try to connect your ideas to the ideas of others.

Cooperative Learning Groups

We arrange students in small groups, as it is one of the best ways to teach hands-on science. There are several advantages to this organization; it provides a small forum for students to

express their ideas and get feedback. In addition, it offers students a chance to learn from one another by sharing ideas, discoveries and skills.

With coaching, students participate in cooperative learning groups that develop important interpersonal skills that will serve them well in all aspects of life (see Critical Skills and Fundamental Dispositions). As students work, they find it productive to talk about what they are doing, resulting in a steady hum of conversation.

Webbing

To develop understanding of how to compare and contrast similarities and differences students use webbing. Webbing (sometimes called “concept mapping” or “clustering”) enables students to record ideas in a graphic display with the main subject at the center, or nucleus, of the web. Webbing identifies relationships between related ideas and the nucleus. Students recognize what they already know about a subject and make as many associations as they can about it. Students use webbing during a brainstorming session or to record ideas in their science notebooks (see below).

In using the webbing concept, teachers selectively analyze a number of different aspects of the lesson or unit. For example, a web draws attention to a number of different linked ideas. These include concepts, processes, functions, properties, categories, descriptions or systems that are characteristic of the lesson or unit. By identifying the topical focus of the web, students have a more analytical understanding of the ideas that are being webbed.

Venn Diagrams

Students and teachers use Venn diagrams for recording information to be compared. The Venn diagrams use two or more intersecting circles to represent different sets of information. Information that relates to one idea is written inside one of the circles. Information about a similar yet different idea is written inside another circle. Information common to both ideas is written in the area where the circles intersect.

Learning Centers

To give supplemental science materials a permanent home in the classroom, we have areas designated as the learning centers. Students use the centers in a number of ways: as an “on- your-own” project center, as an observation post, as a reading nook for trade books, or simply as a place to spend unscheduled time when assignments are done. To keep interest in the center high, we change the learning center or add to it. Materials may include the following:

- Books such as biographies, expository texts, fiction and non-fiction stories, reference books.
- Audiovisual materials and internet access on related subjects.
- Items contributed by students for sharing.
- Additional hands-on activities for investigation.

Science Notebooks in the Classroom

Every student is required to keep a science notebook. Students keep their notebooks with them throughout science class so that they can add entries and review their notes as the unit progresses. Teachers review students' notebook entries periodically to assess their progress in recording the results of their investigations and the growth in their understanding of important concepts.

Science notebooks are important for many reasons. First, writing is an integral part of the process of learning science. By using notebooks, students will model one of the most vital and enduring functions of scientists in all disciplines—recording data. Scientists around the world record their observations and conclusions, as well as comments on their reading and reflections. They rely on their notes when sharing their findings with peers and when preparing the papers in which they share their work with the broader scientific community. The notebooks of famous scientists such as Galileo and Albert Einstein have become part of the world's cultural heritage.

A second reason for maintaining a science notebook is that it provides the student with a ready reference during the unit as well as a resource to consult when reviewing materials at the end of the unit. The notebook is also a means of communicating with other students and with the teacher.

The science notebook encourages the students' creativity. Students draw as well as write in their notebooks. Keeping a notebook enhances students' writing skills. They practice organizing materials and expressing themselves clearly. At the same time, notebook writing encourages students to connect science with other areas of the curriculum. Extensions in the science units ask students to write poems, stories, songs, or to do research in related areas such as history, geography and as it relates to service learning with our local community.

Teachers use science notebooks as a unique means of assessing student progress in science learning. The notebook is introduced during the first lesson of the unit and continues to its conclusion. As an assessment tool, it is used to monitor the growth in students' understanding of science as well as in their ability to summarize and present their findings.

Finally, our science program clearly exhibits the intent of the Next Generation Science Standards. As explained above, science is never a "stand-alone" content but rather a basis for an integrated thematic unit. Through the process of solving a scientific problem, students engage ample nonfiction, scientific and technical text, employ technology to conduct research and analysis, and expand upon topical knowledge previously learned.

Extensions through Service Learning

We know that the best way for students to learn science is to experience problems that challenge students' current level of scientific understanding utilizing critical thinking skills associated with trying to solve a problem. This implies opportunities for authentic, inquiry-based learning. Problem-based or inquiry-based learning is a powerful vehicle for which real-world problems provide the context for students to investigate, in depth, what

they need to know and want to know. It is a robust constructive process, shaped and directed primarily by the students, with the teacher as their metacognitive coach.

To further engage students in powerful learning experiences we will involve them in a series of service learning activities. The service learning component is explained in greater detail earlier in this petition, but as it relates to science, it provides opportunities to engage students to solve problems that are ill defined. The exact problem is not determined at the outset; it is still “murky.” Robust problem solving is not solely determining an answer to a problem, but finding or determining a problem in the first place. Problem finding is as important as problem solving. Students need to be engaged in real problems if they are going to gain deep scientific understandings. We believe this is best achieved through service learning within the school and local community.

To better align with the NGSS format and expectations, the development of science skills and depth of knowledge should be viewed on a continuum and not isolated in a single grade level. As a basis for understanding scientific investigation and addressing integrated concepts in real world scenarios students will demonstrate grade-appropriate proficiency in the following:

- a. Identifying patterns
- b. Comparing and contrasting
- c. Recognizing cause and effect
- d. Scale, proportion and quantity
- e. Systems and system models
- f. Energy and matter
- g. Structure and function
- h. Stability and change

To that end, the following practices must be developed in each student as a means to clarify the relevance of scientific process to the real world.

- a. asking questions
- b. defining problems
- c. developing and using models
- d. planning and carrying out investigations
- e. analyzing and interpreting data
- f. constructing explanations
- g. designing solutions
- h. engaging in argument from evidence
- i. obtaining, evaluating, and communicating information
- j. using mathematics and computational thinking

Assessment

In the science program, assessment is an ongoing, integral part of instruction. Because assessment emerges naturally from the activities in the lessons, students are assessed in the same manner in which they are taught. They may for example, perform experiments, record their observations, or make oral presentations. Such assessments permit the

examination of processes as well as of products, emphasizing what students know and can do.

Science assessments are designed to focus on the science content and skills that are most important for students to learn as specified in the Next Generation Science Standards. The assessments help determine students' scientific-reasoning skills as well as their understanding of science concepts. Because of their variety, the science assessments offer opportunities for all students to demonstrate their strengths.

Assessment Strategies

Science assessment strategies include, but are not limited to, the following:

- **Matched pre-unit and post-unit assessments** that enable teachers to evaluate student growth.
- **Embedded assessments** that occur naturally within a unit and make assessment seamless with learning.
- **Additional assessments** (also called Final Assessments) that offer a variety of opportunities to evaluate student progress. Some are performance-based assessments that challenge students to use their science materials to solve new problems. Others include teacher review of student work products, oral presentations, computer-based, and paper-and-pencil tests (see next item).
- **Student/Teacher developed assessments** – Students with their teachers will analyze how tests are constructed, such as multiple choice, True/False, matching, essay, etc. Using the NGSS, students and their teacher will develop tests to measure what every student should have learned.
- **Student self-assessments** that allow for self-reflection and enable students and teachers to track progress.

Physical Education

Less than half of fifth grade students in the state of California meet or exceed at least 5 of 6 fitness standards Healthy Fitness Zones. However, in 2012, nearly 90% of SASCA students met or exceeded at least 5 of 6 fitness standards Healthy Fitness Zones. Additionally, slightly more than 50% of seventh grade students in California meet or exceed at least 5 of 6 fitness standards Healthy Fitness Zones. Clearly there is a need for higher quality physical fitness and health education in seventh grade.

In our original charter, SASCA set goals based on students reaching the Healthy Fitness Zones in six (6) out of six (6) categories as defined by the State of California. While Sycamore has made superior progress to that end, we have also come to realize that the Body Composition criteria, as measured by Physical Fitness Test, is not a reasonable expectation to place on school personnel. While SASCA will continue to place an emphasis on students gaining knowledge, skills and understanding in all areas of health, fitness and wellness, the goal has been adjusted to students reaching at least five (5) out of six (6) Healthy Fitness Zones.

Sycamore Academy is committed to developing students' awareness and knowledge of health and fitness by:

- Providing a comprehensive researched-based physical education program (SPARK) for grades TK-8.
- Providing professional development in a physical education program that addresses California Physical Education standards.
- Providing the appropriate number of minutes of physical fitness activities for all students.
- Allocating funding to support staff development, materials, and equipment.
- Developing measurement tools for students in all grade levels so staff can assess progress in meeting the standards in Physical Education.

We will utilize the Sports, Play, and Active Recreation for Kids (SPARK) program to serve as our physical education program. It has been recognized by the United States Department of Education as an "Exemplary Program". We will actively engage students in moderate to vigorous physical activity to improve their physical fitness. SPARK has four main program goals, to improve students':

1. Physical skills
2. Fitness
3. Social Development
4. Personal Enjoyment

SPARK activities are safe, enjoyable, active and developmentally appropriate. They are designed to encourage maximum participation from all students for the duration of physical education period.

Instructional Settings

Instruction is organized into three different formats:

1. Individual—Students participate in all drills and games as individuals
2. Partners—Students participate in all drills and games in pairs
3. Group—Students participate in all drills and games in groups

Assessment

Besides conducting the California Physical Fitness Test we have developed student "Personal Best" portfolios using the Health Fitness Zone guidelines to monitor students' progress in becoming physically fit.

Mathematics

We will continue to advance the mathematic achievement levels of our students by:

- Providing a comprehensive and constructivist-based mathematics education program for grades TK-8.
- Providing additional instructional minutes over the state recommendation of minutes per day for mathematics instruction.

- Providing extensive and multi-year professional development in constructivist-based mathematics instruction that addresses mathematic standards.
- Allocating funding to support professional development, materials, and equipment.
- Developing measurement tools for students and staff to assess progress in meeting the Standards in Mathematics with a special emphasis on addressing those standards that are not easily assessed by standardized tests.

Using the selected mathematics program and a constructivist understanding of how children acquire number concepts, we believe we can make further advancements in student achievement in the area of mathematics as well as accelerate the closing of the academic gap among English Language Learners and students from economically disadvantaged backgrounds.

The core of our mathematics program involves problem solving. Problem solving entails applying skills, understanding, and experiences to resolve new or perplexing situations. It challenges students to apply their understanding of mathematical concepts in a new or complex situation, to exercise their computational and procedural skills, and to see mathematics as a way of finding answers to some of the problems that occur outside the classroom. Students grow in their ability and persistence in problem solving by extensive experience in solving problems at a variety of levels of difficulty and at every level in their mathematical development.

Problem solving, therefore, is an essential part of mathematics and is subsumed in every strand. Problem solving will not be separate from content. Rather, students will learn concepts and skills in order to apply them to solve problems in and outside school. Because problem solving is distinct from a content domain, its elements will be consistent across grade levels.

The problems that students solve will address important mathematics concepts. As students progress from grade to grade, they deal with problems that:

- Require increasingly more advanced knowledge and understanding of mathematics.
- Are increasingly complex applications and purely mathematical investigations.
- Require students to make connections among mathematical ideas within a discipline and across domains.

A good problem will be one that is mathematically important. It will specify the problem to be solved, but not the solution path and draw upon grade-level appropriate skills and conceptual understanding.

When we consider which concepts will provide the foundation for students' future work in mathematics, we see that both number and pattern concepts will be central to our primary mathematics curriculum. The majority of time spent doing math will be used to develop these concepts in depth. Other mathematical ideas will naturally lend themselves to the work with numbers. Measurement, for example, will provide strong context for developing

number concepts and relationships. Data collection and graphing activities will be woven into the math program throughout the year, as well as integrated into other subject areas. Students will play games that involve number cubes and notice that they roll some numbers more often than others, making them aware of the idea of probability. Other major areas of emphasis, such as geometry and statistics, will be interspersed throughout the year for periods of two to three weeks at a time, as well as being integrated within our science, social studies and service learning projects.

The activities we will provide support students' development of number and pattern concepts. Measurement, sorting, graphing, probability, algebra, and geometry are integrated into many of the activities, but additional experiences with these concepts will be provided.

Students are also provided with mathematical experiences that are not part of their ongoing work with concept development. We present mathematical events in areas of interest in the form of challenges. Children's literature is often a source for these tasks, thus integrating math and language arts and/or visual arts. These activities are also springboards for service learning activities. Concepts such as time, calendar and money may be taught through real-life experiences and through shorter mini-lessons that are part of our everyday program.

Because students' ability to do well in mathematics will profoundly impact their future, what we do to prepare students in these early years is critical. We give students experiences that help them become confident and skilled as they work with mathematics. When planning experiences for our students, we are aware of the complexities of seemingly simple mathematical ideas. We recognize how young children develop an understanding of mathematical concepts and observe our students closely to determine what they do and do not know and understand. When planning our math program, we look beyond just preparing students for a single assessment or their next year in school. We make sure that what we do each day serves students as they move on through our school and beyond by keeping our larger goals, mission and vision in view. In addition, we constantly seek out real-world connections.

Instructional staff takes into account the natural stages of development that influence students' abilities to understand certain mathematical ideas. There is a strong emphasis on developing in our students a deep understanding of mathematics. Students are not served if they learn to get answers but don't learn to see relationships between quantities. To help students develop a deeper understanding of foundational skills, we look at what the students really know and understand (Kamii 2003). It takes time for students to develop competence and understanding. Students must be given the time they need to build the foundation for understanding the concepts that they will be expected to work with in the future. As we decide when and how to present mathematical ideas that enhance their understanding of mathematics, we must help students experience mathematics as a sense-making process. The activities we implement are designed to meet a range of needs so that no child works at a level that is either too easy or too difficult to be of value.

Students will develop their understanding of math concepts not through rote memorization but through a process of internalization or sense-making. Once a student has internalized a concept, he or she will not forget it. It becomes a part of the way the student sees the world. We provide the kind of practice that helps students internalize the concepts they are working with. To internalize a concept, students need multiple experiences over time using related activities that confirm, challenge, and extend their thinking. No single activity is of particular importance in and of itself. Rather, it is through repeated experiences with various related activities that students begin to make generalizations and to know number relationships.

Each concept is introduced to the students and developed throughout the year. Some concepts are emphasized more than others during any particular trimester. Once introduced however, they are never completely dropped. Assessment data is used to determine the amount of time and intensity of the lessons on any given topic. Additionally, students are grouped for instruction, intervention and enrichment as determined by assessment data and observations.

Instructional Settings

There will be three basic instructional settings to facilitate the different kinds of lessons and activities being implemented.

During math time, the students will work:

- As a whole class working together during “mini lessons” or “shared experiences”
- At independent stations, alone or with partners
- With the teacher in a small group

Rooms are arranged to accommodate these three ways of working with large spaces for meeting as a whole class and spaces designed for independent or collaborative work.

Teacher-Directed-Lessons

Teacher directed lessons provide a format for ongoing work with various concepts. We continually review previously introduced concepts and help students become familiar with new concepts that they will be working with in more depth in the future. A typical math session might begin with the class meeting together for a teacher directed lesson before students begin with independent tasks. Time is also allotted for teacher directed lessons in which the students use manipulatives or other materials.

Guided Practice

Guided practice might be the whole class working together or a group working with an adult, usually using manipulatives. Tactile objects increase student engagement in the lesson and assist students in transferring information from the concrete to the abstract. Sometimes the shared experiences support the development of the concept currently being worked with. Other times, the experiences are devoted to problem-solving lessons or to additional work from various math strands.

Independent Practice

Independent practice provides the greatest opportunity for students to get the practice they need if they are to internalize the math concepts they are working with. New activities are introduced, either to the whole class or to a small group, over a period of about a week. As each activity is introduced, it is put out at an independent practice area. Students choose activities to work with from among several choices focusing on a particular concept. The activities for a given concept are made available for several weeks at a time and then as needed as determined by assessment data. Students become increasingly engaged in activities once they become familiar with the procedures. Students cannot learn from an activity until they fully understand how to do it, therefore, longer periods of time devoted to understanding the process ensures that students develop as much knowledge, skills and dispositions as possible from the experiences.

When we introduce activities, we make sure that the students understand:

- Which materials to get
- How to do the activity
- Why they are doing the activity
- How to clean up and put materials back in their place

These independent practice tasks meet a variety of needs depending on what the students bring to them. For example, when working on counting tasks, some students may be focused on developing consistency and strength in counting while others may be focused on number sense and discovering relationships. At the same time, still other students may be developing basic counting skills.

When students work independently, we learn much about their thinking and level of concept development by observing them work. At this time, teachers take anecdotal notes on students and log these notes into individual student's electronic learning log. Anecdotal notes help teachers assess the level of understanding the student has regarding the mathematical concepts and to keep tabs on the student's disposition toward learning. Older students have the opportunity to construct their own learning logs in the form of reflections on learning. Teachers interact with individual students, providing support and challenge as needed. Teachers also gather students with similar needs to work in small groups with teacher directed activities. Students are group heterogeneously when completing collaborative assignments. Individual needs are met with students working side by side on many different levels.

Teacher-Directed, Small Group Focus Work

Working with a small group allows the teacher to watch closely, interact with, and respond to individual students. We use this instructional time in three ways:

- To introduce activities that are difficult to introduce to the whole class
- To assess the needs of students without having to do individual interviews
- To provide experiences to meet the needs of a particular group of students

Rather than setting a permanent schedule for small group time, teachers work with small groups any time a specific need is identified through data or observation. A teacher can call a group together when certain students need extra support or a challenge or if a particular activity is most effective when it is taught in small groups. While the teacher is engaged with a small group, the other students in the class are busy working on independent work.

Assessment

In the mathematics program, assessment is an ongoing, integral part of instruction. Because assessment emerges naturally from the activities in the lessons, students are assessed in the same manner in which they are taught. They may, for example, perform experiments, record their observations, or make oral presentations. Such assessments permit the examination of processes as well as of products, emphasizing what students know and can do.

Assessment Strategies

Mathematics assessment strategies include, but are not limited to, the following:

- Matched pre-unit and post-unit assessments that enable teachers to evaluate student growth.
- Embedded assessments which occur naturally within a unit and make assessment seamless with learning.
- Final assessments that offer a variety of opportunities to evaluate student progress. Some are performance-based assessments that challenge students to use their mathematics materials to solve new problems. Others include teacher review of student work products, oral presentations, and paper/pencil tests.
- Students, with their teacher, analyze how tests are constructed and develop tests to measure how well they met the learning objectives.
- Student self-assessments allow students to track their own progress and reflect on their own learning.

Professional Development

The Sycamore Academy of Science and Cultural Arts will provide extensive and ongoing professional development for our teachers and staff. Professional development is selected and planned in a collaborative manner between administration, faculty and staff when appropriate. In selecting and planning our professional development we will:

- Identify areas for needed training based on analysis of student assessment data, programmatic and financial audit, and stakeholder surveys.
- Through a collaborative process, each team or teams will research the best available methods and programs for acquiring the needed development. This may include, but is not limited to, hiring consultants, attending conferences or workshops, reading and discussion groups, peer visitations, web-based courses, etc.
- At the conclusion of training and following the implementation of the training, staff is surveyed to determine the effectiveness of the professional development for solving the original problem.

Textbooks and Instructional Materials

Curriculum at Sycamore Academy is designed in integrated thematic units to facilitate the students' learning of the expected school-wide learning results. Consequently, what is listed below represents current selections of resources that support the mission and vision of the charter, the instructional plan, in alignment with the Standards. The design of our program aligns with the Common Core State Standards ("the Standards") and therefore, we do not anticipate a need for a change in curriculum resources at this time. However, we will change resources and materials based on the identified needs of our students as they relate to the expected school-wide learning results and the Standards.

With the addition of a TK program in the 2016-2017 school year, we recognize the need to acquire appropriate instructional materials and textbooks however, at the time of submission of this material revision, those decisions have not been made and therefore, are not listed below.

Subject Domain	Instructional Materials
English Language Arts English Language Development	Pearson Scott Foresman content readers Words Their Way Fountas and Pinnell leveled readers Learning A-Z online library
Mathematics	Singapore Primary Mathematics (Standards Edition) K-8 Teaching Student-Centered Math K – 3 Teaching Student-Centered Math 3 – 5 Teaching Student-Centered Math 5 – 8
Science	Science and Technology for Children Science and Technology for Children BOOKS Learning A-Z online library
Social Studies	Cobblestone Learning A-Z online library
Arts	Meet the Masters Orff Shulwerk
Physical Education	SPARK

Textbook and Instructional Resources Descriptions

The following selections are materials we currently use in our program. We will change textbooks, materials, and resources based on the identified needs of our students as they relate to the Standards.

- Fountas and Pinnell—A comprehensive assessment to determine independent and instructional reading levels, skills and abilities of students.
- Words Their Way – a balanced and hands-on approach to word study for phonics, vocabulary and spelling instruction.
- Singapore Math is a California State adopted mathematics curriculum in K-8 grade

- Teaching Student-Centered Mathematics Grades K-3, 3-5, 5-8, written by renowned educator John Van De Walle, provides a student-centered, problem-based approach that helps students develop real understanding and confidence in mathematics
- Science and Technology for Children (STC) is a comprehensive, inquiry-based, K-8 curriculum. Field-tested in school districts nationwide, the curriculum is being used in thousands of elementary school classrooms throughout the United States and abroad.
- Science and Technology for Children BOOKS™ - National Science Resource Center has launched a new series, "Science and Technology for Children BOOKS™," to add a much-requested literacy component to our popular curriculum for elementary students. Each book is designed to be used in conjunction with teaching the STC unit of the same name or as a stand-alone resource that conveys topics in a way that makes science interesting and relevant. Annemarie Palincsar, PhD, a nationally-known reading expert, has written a piece on the "Why, What and How" of reading in science.
- The Orff Schulwerk approach to music and movement education fosters an innovative process in students. Music educators trained in the Orff approach give their students musical building blocks to express themselves in speech, song, movement and playing instruments. Through immersion in exploration and imitation, students learn how to create their own compositions. The teacher is then no longer the director but rather the knowing facilitator in the multi-faceted, experiential process.
- Sports, Play, Active Recreation for Kids (SPARK) is K-12 physical education program that has been selected as the intervention program in many important research studies and cited in the Surgeon General's Report as a "school-based solution to our nation's health care crisis." The National Diffusion Network of the U.S. Department of Education validated SPARK PE in 1993 and it earned "Exemplary Program" status. The program is a complete package of curricula, staff development, extensive follow-up consultation, and equipment.

Role of Technology in Curriculum and Instructional Plan

Technology is used to strengthen existing curricula and support meaningful and engaged learning for all students. Technology is used as a tool to support student learning and to help students perform complex, meaningful projects within which authentic technology use occurs. These projects call on skills and knowledge from different disciplines and are naturally conducive to small group work with the teacher acting as a coach and facilitator.

All students have computers with Internet access available for use. All classrooms also have access to LCD projectors, Chromebooks, Surfaces, document cameras, digital cameras, printers, scanners, video-recorders, tablets, iPads and iPods. Additional technology is purchased as needs are discovered and funding is available.

Each year, faculty and staff review the Technology Plan and integrate focus technology goals within Challenges and daily activities within the classrooms. All students are required to engage technology in the process of completing Challenges and progress

toward the technology goals outlined within the plan. Because technology is evolving rapidly, we will review our technology plan at least annually and make necessary adjustments based on new information and available resources. The technology plan includes identified uses to support curriculum, professional development plan for technology, infrastructure, hardware/software components, budgeting information, monitoring and evaluating components and research supporting the management and implementation of technology at SASCA.

We currently provide every student with access to many programs. These programs support increasing knowledge in all content areas while reinforcing the development of many critical skills and fundamental dispositions. These programs allow students to work at their own ability levels. They give them choices and opportunities to create their own understanding of the subject matter and thereby are aligned with constructivist principles.

Plans for Students Who are Academically Low Achieving

Identification

Multiple assessments are used to identify students as academically low achieving. Those that are not meeting grade level standards on the various assessments are identified as low achieving in the core academic areas. This identification process is ongoing as a teacher has a particular concern regarding a child and/or upon analysis of assessment data.

Response-to-Intervention (Rti)

To assist students who are not meeting pupil outcomes, we utilize the Three-Tier Model of Response-to-Intervention. It has three general components:

1. It is a logical structure for allocating precious instructional resources efficiently and targeting them specifically to student needs.
2. It is a commitment to integrate the best findings from our current and ever-growing knowledge base (scientific-based research) with our instruction.
3. It is a commitment to use a logical decision-making framework within our Professional Learning Community to guide our instruction (this has been variously referred to as data-based decision making or the problem-solving method).

Our model provides an increase in levels of intensive instruction to students in direct proportion to their individual needs. These levels of instruction are often thought of as tiers of intervention. Embedded in each tier is a set of unique support structures or activities that help teachers implement research-based curriculum and instructional practices at levels of fidelity that are designed to improve student achievement. Our model utilizes nine curriculum adaptations as listed below:

1. Quantity - Adapt the number of items a learner is expected to learn or adapt the number of activities a student will complete prior to assessment for mastery.
2. Time - Adapt the time allotted and allowed for learning, task completion, or testing.

3. Level of Support-Increase the amount of personal assistance to keep the student on task, as well as to reinforce use of specific skills.
4. Input - Adapt the way instruction is delivered to the learner.
5. Difficulty-Adapt the skill level, problem type, or the rules on how the learner may approach the work.
6. Output - Adapt how the student can respond to instruction.
7. Participation - Adapt the extent to which a learner is actively involved in a task.
8. Alternate Goals - Adapt the goals or outcome expectation while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.
9. Substitute Curriculum - Provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.

The increase in levels of intensive instruction is provided in three tiers as explained below:

Tier 1—Core instructional interventions are a part of the quality core curricula and instruction. Adaptations apply to all students as needed in the core subject areas. It is a preventive and proactive approach provided by the general education teachers and support personnel on a daily basis.

Teachers will meet with colleagues and conduct an Informal Student Study Team (SST) meeting utilizing the PRIM Manual and other curricular and behavior resources for developing classroom intervention strategies within the nine curriculum adaptations listed above. Instructional delivery may include extra time for scaffolding through pre-teaching and re-teaching, cross-age tutoring, volunteer tutoring, guided input, additional homework help, as well as other strategies.

The Informal Student Study Team (SST) will create an Action Service Plan, a document, which contains the specific educational concern to be addressed, the classroom interventions to be utilized, the means to assess, and measure the student's progress and a timeline for review in approximately 30 to 45 days.

Tier 2—Targeted group interventions are standardized interventions within general education for small groups of students who are not responding to interventions that were put into place in Tier 1. Therefore, more intensive intervention strategies are necessary. Students will be assessed, identified, and placed in proficiency groups according to their curricular deficiencies. Proficiency groups are organized for small group instruction that involve high efficiency and rapid response instruction.

Teachers will regularly review prior Action Service Plan(s) and continue to modify, or extend interventions as determined by student measurable outcomes. If a student is not responding to intervention, the team will proceed with a formal SST meeting. This meeting will determine further action with the possibility of a Special Education Referral or 504 Plan.

Tier 3—Intensive, individual interventions are delivered to students in either general or special education as need dictates. Interventions will be assessment-based, of high intensity and for a longer duration of time. The intervention strategies will be developed to respond to the uniqueness of specific, individual student needs. They will be research-based practices and provide ongoing monitoring and modifications. This tier may serve individual students or small groups, including students with IEPs or 504 plans. Education Specialists and/or instructional support aides provide services in a full inclusion model with very limited pull-out.

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act

The Sycamore Academy of Science and Cultural Arts recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. SASCA shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and the Americans with Disabilities Act (“ADA”). Should SASCA be unable to provide the services necessary to comply with the requirements of Section 504 and the ADA, SASCA shall contract with outside service providers, at SASCA’s sole expense, to provide the services.

A 504 team will be assembled by the ED/Principal or Designee, who will act as the SASCA Section 504 Coordinator, 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. SASCA shall ensure that all necessary members of the 504 team are present at each 504 meeting. If SASCA does not employ all necessary members, it shall contract with outside agencies to ensure the participation of all necessary members. 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 504 team, who will evaluate the nature of the student’s disability and the impact upon the student’s education, shall carry out the student evaluation. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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 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 ED/Principal or designee will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Student Study Team (SST) Referral Process

The following flowchart of the SST referral process and the LAT referral process is provided to show how SASCA will address needs of students who are experiencing difficulty in meeting the appropriate grade level standards.

**Student Study Team Referral Process
Language Assessment Team Referral Process**

TEACHER INTERVENTION: Hold an informal SST/LAT meeting with your team. Discuss classroom intervention and determine appropriate evidence and documentation of your concerns to be collected. Refer for vision and/or hearing screening if deemed appropriate. Document interventions and results of interventions in the student's Learning Record for not less than 30 days.

PARENT/TEACHER/STUDENT CONFERENCE: Together, create an Action Service Plan to be implemented to address the concerns. Review S.C.O.R.E. goals and edit if needed to align with Action Service Plan and Expected School-wide Learning Results. Monitor and document progress for not less than 30 days.

ACTION SERVICE PLAN: After 30-45 days of multiple interventions with documentation and/or evidence of outcomes, hold an informal SST/LAT meeting with your team to assess progress and determine next steps.

INTERVENTIONS ARE SUCCESSFUL:
Continue interventions that are needed, end interventions that are no longer necessary and continue to monitor progress.

INTERVENTIONS ARE NOT SUCCESSFUL:
Team determines if:
a. changes to ASP are appropriate, or
b. additional resources are needed
(if "b", see below)

PROCEED WITH FORMAL SST:

1. Complete Referral Form.
2. Submit all documentation to the Support Services Coordinator.
3. Send Developmental/Health History form home.
4. Continue to implement any successful interventions.
5. Continue to collect evidence and document outcomes in the students Learning Record.
6. 10 days prior to the scheduled meeting, submit all documentation to the Support Services Coordinator.

DURING THE FORMAL SST:

The team will determine:

1. Appropriate extended services and request referrals (i.e. Victor Community, H.O.P.E, C.A.R.E.S., Parent Project, etc.).
2. Create a new Action Service Plan if appropriate.
3. Refer to Special Education team or 504 team if appropriate.

Plan for Students Who are Academically High Achieving

Identification

The identification process begins with a referral from the classroom teacher or the parent/guardian. The following steps then occur:

1. A brochure about the GATE program is provided to the parents.
2. A permission to assess form is provided to the parents of eligible students along with a parent/student survey.
3. Upon receipt of parent permission to assess, a group test is administered. (Presently, SASCA utilizes the OLSAT8, however, we reserve the right to change this selection as we deem appropriate.)
4. A collection of data that reflects the broad spectrum of each student's abilities and needs, and a multidimensional identification procedure is completed. Multiple sources are used to determine eligibility for program placement.
5. Results are released to parents and discussed if requested. Parents are informed of the appeal process.

Once identified, a student remains identified as a GATE student indefinitely. Students are identified in the following categories: intellectual ability, leadership ability, high achievement, performing and visual arts, specific academic ability and creative ability. Ethnicity, disability, and low income may be used as added factors for those not qualifying on solely the above criteria.

GATE Program

The GATE program is designed to address and extend the state standards and is implemented during the regular school day and may be offered after school in some instances. The GATE activities may include but are not limited to those listed below. The final program design will be based on the students' interests and the availability of resources. Once the general program is approved and student interest is determined, activities and events will be scheduled in accord with state standards. The schedule will be flexible to allow us to take advantage of availability of artists, teachers and others who might wish to donate their time.

General Program Outline

The program will be student driven and based on student interest. Interested students, parents and teachers will provide leadership through suggestions and participation. The GATE Coordinator will be responsible for scheduling and coordinating activities. Several of the strands will run concurrently in order to give students choice and ownership of the various activities.

Strands	Activities	Supplies & Equipment
Digital Media Strand	Student Video Production: <ul style="list-style-type: none"> • School News Videos • School Activities Videos Desktop Publishing and Printing: <ul style="list-style-type: none"> • Student Newsletter • Yearbook • Student books • Card making • Digital music files • Podcasts, webcasts • DVDs 	Software, additional production equipment, and technology
School and Community Service Strand	<ul style="list-style-type: none"> • Tutoring other students • Fund Raising • Food Drives for charities • Student-run school events 	
Design and Construction Strand	Building with K'nex, polygons, Legos, Keva Planks, craft materials, etc.	
Literature and Writing Strand	<ul style="list-style-type: none"> • Student Author program • Book making and publishing • Book club • Writing contests • Guest authors • Word processing/keyboarding skills 	Miscellaneous supplies
VAPA Strand	<ul style="list-style-type: none"> • Student Art gallery • Guest artists • Recitals • School-wide art showcase • Field trips • Art instruction in a variety of media 	
Science and Social Science	Topical studies in US, CA, and local history and science: <ul style="list-style-type: none"> • Astronomy • Field trips • Collections: rocks, coins, insects • Weather station • Student leadership in events featuring: kite making, hot air balloons, rockets, etc. 	

Plan for English Learners

Identification

Students are identified based on the Home Language Survey and then assessed with the state adopted California English Language Development Test (CELDT) for English Language Learners. Students who score Early Advanced or Advanced Fluent English on their initial CELDT will be designated Initially Fluent English Proficient (IFEP) and therefore will not enter the English Language Development (ELD) program unless other indicators dictate a need. Students will be clustered for English Language Development instruction based on English proficiency levels according to the CELDT and/or ELD Benchmarks. No more than two (2) English proficiency levels according to the CELDT and/or ELD Benchmarks will be grouped together for instruction. As students progress through the benchmarks, their clusters will be restructured accordingly. Parents will be notified in writing, within thirty days after the beginning of the school year or within two weeks of a student's placement in a language instruction program, regarding their child's CELDT score, placement and servicing. In addition, the parents will be notified of their opportunities to participate in the English Language Advisory Committee (ELAC), as well as other volunteer roles. Information will be available in Spanish and English as well as other languages as the need arises.

ELD Program

All English Language Learners have access to all programs, services and resources described in this document. In addition, SASCA provides an English Language Learner support program that includes English Language Development to ensure a smooth, successful transition into academic English courses. Knowledge and skills in English language development for English Language Learners is integrated into the daily instructional delivery of all core and non-core classes.

Listening and Speaking:

- Students learn to identify the major elements in passages; they practice retelling by identifying characters, setting and major events.
- Students use vocabulary introduced in reading and writing for oral communication.
- Students understand chronological organization by discovering the following: who, what, when, where, and how. This elicits understanding of basic concepts through connection with real life experiences.

Systematic Vocabulary Building:

- Students learn specific categories of words and progress towards understanding the relationship between structural features of words and word meaning.
- Students use the dictionary with ease and use context to gain the meaning of unfamiliar words.

Reading Comprehension and Fluency:

- Students read assigned texts and self-selected materials with ease and use scanning skills.
- Students analyze, synthesize and evaluate material read.

Academic English:

- Students master the language of literacy in texts, tests, and formal writing.
- Students understand and use more difficult, abstract, specialized and technical words by developing stronger background knowledge of subject matter.

Academic language is continuously developed and explicitly taught as its own area of study and within all subject areas. It is taught and developed in specialized ELD instruction, through English language arts team-teaching, and in specialized groupings and curriculum throughout the regular instructional day. Sycamore Academy of Science and Cultural Arts provides newcomers, at any time of the school year, with additional support that includes one or more of the following: before and/or after school tutoring, small group instruction, inclusion, one-to-one training and additional extended learning opportunities.

Qualified Cross-cultural Language and Academic Development (CLAD) teachers provide English Language Development instruction. Instructional delivery techniques emphasize the use of Specially Designed Academic Instruction in English (SDAIE), sheltered content instruction, and acceleration in academic literacy. SDAIE strategies are presented as appropriate for all students, not just second language learners, as they strive to develop both basic and advanced literacy levels. The strategies include:

- Assessment of background knowledge (point of view)
- Effective use of contextual clues
- Simplifying input
- Use of visuals and realia
- Checking frequently for understanding
- Designing appropriate lessons
- Planning student-centered lessons
- Summative and formative assessment
- Authentic project based assessment

Academic English acquisition calls for the development of a more advanced level of literacy so that students may achieve deep learning of the more complex knowledge and skills embedded in and defined by grade level content standards. Strategies will include:

- **Scaffolding**—Teachers observe their students and gradually make them accountable for their own thinking by modeling, demonstrating, bridging, contextualizing abstract concepts, building schema, developing metacognition and self-monitoring, re-reading text and presenting material in a variety of ways.
- **Complex reading**—Teachers help students practice advanced vocabulary, choral reading, tutorial reading, classroom community reading and independent reading of advanced material.
- **Complex writing**—Teachers help students practice and apply academic language proficiency through writing of topical drafts, special-interest writing, writing with a scribe, quick writing, essay writing, process writing and academic journals.

Reclassification

Students are considered for reclassification beginning in the second grade and having attained an English language proficiency level of Early Advanced or Advanced Fluent English on the California English Language Development Test (CELDT). Students must also show evidence of being fully English proficient by achieving academically at or above grade level, with modifications for special education students, scoring proficient or advanced in all content areas on at least one standards-based exam and meeting or exceeding grade level expectations on a writing sample. The reclassification process involves the student's teacher, the English Language Development (ELD) teacher, the ED/Principal or designee, and the parents. When students meet the criteria for reclassification their progress is monitored for two years. During this time teachers document and review the student's achievement at each trimester during the school year. If a student falls below grade level he/she is referred to a Language Assessment Team (LAT) and a decision is made to possibly reverse the reclassification and re-enter the student into the English Language Development program. When a student successfully completes two years of monitoring he/she is exited from the English Language Development program. Students who score Early Advanced or Advanced Fluent English on their initial CELDT are designated Initially Fluent English Proficient (IFEP) on the R-30 count and therefore do not enter the English Language Development (ELD) program, consequently these students will not require the reclassification process.

Plan for Special Education

For the purposes of providing special education services under IDEIA, charter schools must be a member of a Special Education Local Planning Area (SELPA). California law provides charter schools with two options for doing so:

- Operate as a "school within the district" for purposes of special education.
- Act as a local education agency (LEA) and join a SELPA independently of the charter's authorizer.

Effective beginning with the 2015-2016 school year and pursuant to Education Code section 47641(a), Sycamore Academy has provided Lake Elsinore Unified School District with verifiable, written assurances of its ability and capacity to participate as a local educational agency in a special education plan approved by the State Board of Education. As such, Sycamore Academy will exercise its right to participate as a local educational agency in a special education plan approved by the State Board of Education. Sycamore Academy is deemed a local educational agency for the purposes of compliance with federal law (specifically, IDEIA.) and for eligibility of federal and state special education funds.

The following provisions govern the application of special education to SASCA students:

A. It is understood that all children will have access to SASCA and no student shall be denied admission based solely on disability status.

B. Pursuant to Education Code Section 47640 *et seq.*, SASCA will operate as a charter school that is its own LEA and responsible for complying with all provisions of the IDEIA and

implementing regulations as they relate to local educational agencies. As such, SASCA shall participate in an approved special education local plan (SELPA) that is consistent with subdivision (a), (b), or (c) of Education Code section 56195.1 and shall be deemed a local educational agency ("LEA") that is responsible for complying with all provisions of the IDEIA and implementing regulations as they relate to local educational agencies.

C. SASCA will comply with written notice requirements should the school change SELPA membership. SASCA will provide the District with proof of acceptance to another SELPA at least one month prior to the proposed effective date of the change.

Indemnification

Because SASCA shall operate as its own LEA for the purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services to SASCA students, regardless of the school district of residence of students, and SASCA shall be exclusively responsible for the coordination and provision of special education services to SASCA students and for any and all other obligations of a school or school district relative to services for students with special needs, including identification of such students. SASCA's insurance and indemnification obligations pursuant to this Charter, specifically including all requirements to provide insurance coverage for the District and District personnel and/or to indemnify, defend, and hold harmless the District and all the "Indemnitees" as identified in the Indemnification section of this Charter, below, shall extend with full force and effect to any and all matters in any way related to or arising from compliance with the IDEIA, Section 504, the ADA, and the provision of services to students with special needs and access to the Charter School and its facilities.

D. Services

1. SASCA shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). At all times, SASCA shall comply with all state and federal laws related to the identification of students with special needs and the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

2. *Identification and Referral:* SASCA understands that all children with disabilities residing in the community, including children with disabilities who are homeless or are wards of the court and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services must be identified, located and evaluated. SASCA personnel will actively seek out children in need of special education and related services in compliance with Child Find including, but not limited to, careful analysis of all student files and data, parent and family communications and community notices.

3. *Individualized Education Plan:* An Individualized Education Program (IEP) will be developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education

program. A review of each IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

4. Eligibility and Placement: Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include all required representatives.

5. Educational Services and Programs: To the extent that the agreed upon IEP requires special education or related services, SASCA shall provide and/or arrange for such services. To the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

6. SASCA may request related services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) from its SELPA, subject to SELPA approval and availability. SASCA may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors. In no event shall it be the District's responsibility to provide such services, though SASCA and the District may, at their discretion, enter into a written contract separate from this Charter and for separate consideration, to have SASCA purchase services from the District in the manner described in any such written contract.

E. Parent Concerns:

1. Children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process. SASCA shall inform parents/guardians of their rights to raise concerns regarding special education needs or services to SASCA. SASCA shall respond to and address the parent/guardian concerns.

2. Complaints: SASCA shall address/respond to/investigate all complaints regarding all special education services at SASCA.

3. Due Process Hearings: SASCA may initiate a due process hearing on behalf of a student enrolled in SASCA as is legally necessary to meet a school agency's responsibilities under Federal and State law.

F. Funding

SASCA will participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.

Measurable Student Outcomes and Other Uses of Data

Ed Code Section 47605 (b)(5)(B) "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.”

Analysis of progress toward goals:

The following are the goals outlined in Sycamore’s original petition and the progress toward achievement of each goal at the time of renewal.

Academic Performance Index and Annual Yearly Progress Index					
	2010	2011	2012	2013	2014
API	804	784	831	792	N/A
AYP	Baseline	NO	YES	NO	N/A
State Rank	6	4	6		N/A

1. English Language Arts - % of students scoring proficient or above on CSTs					
	2010	2011	2012	2013	2014
Goal	45%	55%	65%	70%	70%
Actual	56%	54%	64%	52%	N/A

2. Mathematics - % of students scoring proficient or above on CSTs					
	2010	2011	2012	2013	2014
Goal	55%	65%	70%	70%	70%
Actual	53%	41%	65%	59%	N/A

3. Science - % of 5th grade students scoring proficient of above on CSTs					
	2010	2011	2012	2013	2014
Goal					70%
Actual	55%	50%	65%	79%	

4. Physical Fitness – % of 5th grade students meeting 6 out of 6 Healthy Fitness Zone levels					
	2010	2011	2012	2013	2014
Goal					70%
Actual	24%	62%	69%	65.4%	51.2%

5. CELDT Level– % of students gaining one proficiency level					
	2010	2011	2012	2013	2014
Goal	57.4%	59%	60.6%	62.2%	64%
Actual	60%	60%	73.3%	70.1%	72.4%

6. Growth for numerically significant subgroup scoring significantly lower						
	2011 ELA	2012 ELA	Growth	2011 Math	2012 Math	Growth
Hispanic	43.9%	56.6%	+12.7	33.3%	64.5%	+31.2
White	60.6%	66.6%	+6	47.4%	65.5%	+18.1
Gap	16.7	10		14.1	1	

7. Critical Skills and Fundamental Dispositions - % Proficient		
Skill/Disposition	% Proficient/Advanced	Grad(s) assessed
Problem Solving	78%	K-6
Decision Making	64%	1, 3, 6
Critical Thinking	72%	1, 5
Creative Thinking	93%	2, 4
Communication	85%	1, 3, 6
Organization	69%	2, 4
Leadership	71%	5, 6
Ownership	97%	3, 4
Self-direction	70%	4, 5, 6
Quality	67%	1, 3, 6
Character	87%	2, 3
Collaboration	92%	4, 5, 6
Curiosity and Wonder	96%	K
Community	87%	K - 6

8. Average Daily Student Attendance					
	2010	2011	2012	2013	2014
Goal	95%	95%	95%	95%	95%
Actual	93.43%	97.16%	96.64%	96.64%	97.01%

Legal Authority for Renewal

Renewals are governed by standards and criteria of Education Code Section 47607(b).

As a charter school that has been in operation for four years, SASCA must meet at least one of the follow criteria in order to receive renewal:

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the three last years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Sycamore was renewed in 2013 for the term commencing June 26, 2014 through and including June 30, 2019. At the time of renewal, the following information supported renewal:

- (1) According to the 2012 STAR results, Sycamore Academy met API growth targets for all groups of pupils served.
- (2) Sycamore has always ranked in deciles 4 to 10 on the API.
- (4) As demonstrated in the tables and charts within the renewal document as well as attachment documents.

Because SASCA met the first two criterion listed, the District chose not to assess the charter against number 4.

Measurable Student Outcomes

Within this section, to the extent possible, we will describe the measureable student outcomes to be used by SASCA for academic years 2015-2016 and beyond. As explained below, there are still unknowns regarding the new state-wide assessments that accompany Common Core State Standards and Next Generation Science Standards. The language used below to describe assessments, specific metrics, and methodology is qualified.

English Language Arts and Mathematics Metrics and Methodology:

In spring of 2015, the Smarter Balanced assessment was administered throughout the state. This administration represents the baseline data from which California public schools will show growth in mathematics and English language arts. The State of California has not developed the process for calculation of API and has applied and received a waiver from the United States Department of Education from the calculation of API. The development of the new state accountability system is currently underway and expected to be presented to the SBE in the spring of 2016.

SBAC assess students via a two-part computer-based assessment administered during the final trimester of the academic year. The two parts in both ELA and Math are 1.) the Computer Adaptive Test (CAT) and 2.) the Performance Task (PT). The results of the CAT and PT will be combined and results reported in the form of scaled scores for overall performance in both ELA and Math and for the four Claims for both ELA and Math, which are combined for the overall scaled score.

Additionally, achievement levels have been assigned overall to both ELA and Math. Those achievement levels are described as: Standard Exceeded, Standard Met, Standard Nearly

Met, and Standard Not Met. Each Claim has an achievement level descriptor to better inform parents and teachers of the student's areas of strength and weakness. Those descriptors indicate where the student places relative the expectation of the standard, (above, at/near or below). Both Scale Score Ranges and Achievement Levels are reported at student and school level for grades 3 to 8 and 11.

Sycamore Academy recognizes the importance of the annual State assessments as one gauge of student progress and will continue to stay apprised of the development of California's new accountability system. As all public schools seek to understand the system and patterns for demonstrating growth, Sycamore will continue to monitor student growth through the in-house systems presently in place and as described below.

Goals 2015 – 2019

Academic Performance Index (API) and Adequate Yearly Progress (AYP)

1. **Goal:** SASCA will establish a foundation API and in subsequent years, SASCA will make progress on the API as specified by the CDE.
2. **Goal:** For each numerically significant subgroup, the API will, at a minimum, equal the CDE-established goal, or the subgroup API will increase so that it closes the gap between its API and the schoolwide API by a minimum of 20%.
3. **Goal:** SASCA will meet AYP goals in ELA and Math as specified by Federal Law.

English Language Arts/Literacy and Mathematics

SBAC Assessments cover grades 3 through 8 for SASCA in ELA/Literacy and Mathematics. SBAC does NOT cover TK through second grade. SASCA is participating in a consortium project to develop SBAC compatible items in grades TK through second. These consortium assessments will have reportable scales and performance levels comparable to SBAC. These Locally Created Assessments (LCAs) will be used to measure TK through grade 2 progress.

4. **Goal:** Each year at least 70% of students scoring less than "Standard Met" on the SBAC or TK-2 assessments in ELA/Literacy will score the scaled score equivalent of at least one-half a performance level increase from the previous year. This MSO applies to schoolwide and each numerically significant subgroup.
5. **Goal:** Each year at least 70% of students scoring less than "Standard Met" on SBAC or TK-2 assessments in Math will score the scaled score equivalent of at least one-half a performance level increase from the previous year. This MSO applies to schoolwide and each numerically significant subgroup.

Science at grades 5 and 8

At the time of this revision, science achievement is still measured annually through the paper and pencil STAR science component in grade 5, 8, and 10. While the Next Generation Science Standards (NGSS) have been adopted, to date, we do not have information on a revised science assessment.

The assumption that a computer-based NGSS assessment will be field tested soon. It is also assumed that the performance levels will mirror that of SBAC. At the time of this revision, we cannot predict the range of scaled scores or the cut-points for the performance levels.

6. **Goal:** Each year at least 70% of the 5th and 8th grade students who attend SASCA for at least 80% of the school year, will score at least “Standard Met” on the state or local assessment in Science.

English Learners

California has developed and approved new ELD standards consistent with the CCSS. A new assessment to measure the new ELD standards is not yet available. Until such time as a new ELD assessment is fielded, the California English Language Development Test (CELDT) remains the official measurement of English learner progress in English acquisition.

7. **Goal:** Each year SASCA will meet Annual Measurable Achievement Objectives (AMAOs) as specified by CDE.

Physical Fitness

8. **Goal:** 90% of the students assessed will meet or exceed 5 out of 6 Healthy Fitness Zone levels as measured by:
 - a. California Physical Fitness Test (for 5th and 7th grades).
 - b. Authentic performance-based outcomes based on Healthy Fitness Zones (HFZ) Levels.
 - c. Personal Best portfolios

Average Daily Attendance

9. **Goal:** Maintain an annual average daily student attendance of 95% of higher as measured by state-defined average daily attendance procedures.

Assessments

In addition, the Sycamore Academy of Science and Cultural Arts will use the following to determine the level of proficiency in reading, writing and mathematics:

Reading by Grade Level

Transitional Kindergarten

Measurable Pupil Outcomes

- Recognize one’s own name in print.
- With prompting/support, verbally ask and answer questions.
- Retell familiar stories.
- With prompting, identify characters, setting and major events in familiar stories.
- Handle reading materials appropriately (right-side up, front to back, etc.).

- Ability to maintain a discussion on a known topic with peers.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
Learning Record	Learning Record –Reading Scale 1: Level 2
Concepts About Print (CAP)	75% success

Standardized

Letter and sound identification test	40% success on both
Listening and Speaking Comprehension	60% success
Words Their Way	Level 1

Kindergarten

Measurable Pupil Outcomes

- Recognize and name all uppercase and lowercase letters of the alphabet, as well as the sounds they make.
- With prompting/support, ask and answer questions about key details in a text.
- Retell familiar stories with key details.
- Identify characters, setting and major events in familiar stories.
- Recognize common types of text (genres)
- Master concepts of print (front cover, back cover, title page, left to right, top to bottom, etc.).
- Apply some word attack skills to identify unknown words and their meanings.

Assessment Tool

<u>Performance Based</u>	<u>Criteria (Proficiency)</u>
Learning Record	Learning Record –Reading Scale 1: Level 2
Running Record	Proficiency level established by publisher
Concepts About Print (CAP)	

Standardized

Concepts of print	90% success on CAP assessment
Letter and sound identification test	90% success on both
Sight Word list	80% success on K sight word list (50)

First Grade

Measurable Pupil Outcomes

- Ask and answer questions about key details in a text.
- Retell stories with key details and demonstrate understanding of the main idea.
- Describe characters, setting and major events in a story using key details.
- Compare and contrast text types, plots and characters in a variety of stories.
- Identify sensory details in written language.

- Growing ability to predict meanings and developing strategies to check predictions against other cues such as the illustrations and the print itself.
- Apply word attack skills to identify unknown words and their meanings.
- Know and use a variety of text structures.

Assessment Tool

Performance Based

Learning Record

Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 1: Level 3

Proficiency level established by publisher

Standardized

Publisher Embedded Assessments

Sight Word list

Benchmark Assessments

Proficiency level established by publisher

80% success on sight word list (100)

Aligned with Smarter Balanced

Second Grade

Measurable Pupil Outcomes

- Draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources, etc.).
- Recount stories from diverse cultures and determine the central message.
- Describe the structure of a story.
- Compare and contrast versions of the same story.
- With support, make inferences utilizing elements of the text including sentence structure, figurative language, illustrations, etc.
- Apply a variety of word attack skills to identify unknown words and their meanings.

Assessment Tool

Performance Based

Learning Record

Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 1: Level 4

Proficiency level established by publisher

Standardized

Publisher Embedded Assessments

Sight Word list

Benchmark Assessments

Proficiency level established by publisher

80% success on sight word list (200)

Aligned with Smarter Balanced

Third Grade

Measurable Pupil Outcomes

- Explicitly uses text, drawing upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions and inferences, comparing information from several sources, sequencing, determining cause/effect, etc.).
- Recount stories from diverse cultures and determine the central message.

- Describe the characters of a story and their significance to the plot.
- Use appropriate academic vocabulary to describe elements in various genres.
- Make inferences utilizing elements of the text including sentence structure, figurative language, illustrations, etc.
- Apply a variety of word attack skills to identify unknown words and their meanings.

Assessment Tool

Performance Based

Learning Record

Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 1: Level 5

Proficiency level established by publisher

Standardized

Smarter Balanced

Publisher Embedded Assessments

Sight Word list

Benchmark Assessments

Proficiency level set by the State

Proficiency level established by publisher

80% success on sight word list (300)

Mirror proficiency to Smarter Balanced

Fourth Grade

Measurable Pupil Outcomes

- Summarize text from a variety of genres.
- Support inferences, and validate the author’s purpose with explicit examples from the text to determine the theme of texts from various genres.
- Describe and interpret the literary and structural elements of the text citing specific examples.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.
- Make inferences utilizing elements of the text including sentence structure, figurative language, illustrations, etc.
- Apply a variety of word attack skills to identify unknown words and their meanings.
- Compare and contrast stories from diverse cultures and determine the central message, understanding differing viewpoints and patterns.
- Integrate information from a variety of resources on a topic.

Assessment Tool

Performance Based

Learning Record

Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 2: Level 2

Proficiency level established by publisher

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Fifth Grade

Measurable Pupil Outcomes

- Quote accurately from a text to support inferences and validate the author's purpose and/or theme including the characters' response to challenges; summarize the text.
- Compare and contrast the literary and structural elements and their purpose.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.
- Analyze the elements of the text including figurative language, illustrations, tone, etc. to determine their significance.
- Apply a variety of word attack skills to identify unknown words and their meanings including figurative language.
- Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- Integrate information from a variety of resources on a topic analyzing differing viewpoints and patterns.
- Explicitly utilize text to explain relationship or interactions.

Assessment Tool

Performance Based

Learning Record

Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 2: Level 3

Proficiency level established by publisher

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Sixth Grade

Measurable Pupil Outcomes

- Demonstrate understanding of the theme through a factual summary citing accurately from the text to support inferences.
- Apply a variety of word attack skills to identify and determine the meanings of unknown words and phrases (figurative, connotative, technical) and analyze the impact of word choice on the tone.
- Analyze how the structure, an individual or event is introduced, illustrated, elaborated on, and contributes to theme, plot or setting.
- Compare and contrast the literary and structural elements and their purpose.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.
- Reflect on personal perceptions when acquiring literature through various mediums.
- Analyze the elements of the text including figurative language, illustrations, tone, etc. to determine their significance.

- Integrate information from a variety of resources on a topic analyzing differing viewpoints and patterns, proving or disproving claims.

Assessment Tool

Performance Based

Learning Record
Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 2: Level 4
Proficiency level established by publisher

Standardized

Smarter Balanced
Publisher Embedded Assessments
Benchmark test

Proficiency level set by the State
Proficiency level established by publisher
Mirror proficiency to Smarter Balanced

Seventh Grade

Measurable Pupil Outcomes

- Demonstrate understanding of the theme through a factual summary citing accurately from multiple sources to support inferences.
- Analyze how the structure, an individual or event is introduced, illustrated, elaborated on, and influences the theme, plot or setting.
- Apply knowledge of content to determine the meanings of unknown words and phrases (figurative, connotative, technical) and analyze the impact of word choice and patterns in a variety of texts.
- Analyze the elements of the text including figurative language, illustrations, tone, etc. to determine their significance.
- Reflect on personal perceptions when acquiring literature through various mediums analyzing the effects of techniques unique to each one.
- Trace and evaluate information from a variety of resources on a topic analyzing differing viewpoints and patterns, assessing validity.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.

Assessment Tool

Performance Based

Learning Record
Running Record

Criteria (Proficiency)

Learning Record –Reading Scale 2: Level 5
Proficiency level established by publisher

Standardized

Smarter Balanced
Publisher Embedded Assessments
Benchmark

Proficiency level set by the State
Proficiency level established by publisher
Mirror proficiency to Smarter Balanced

Eighth Grade

Measurable Pupil Outcomes

- Demonstrate understanding of the theme through a factual summary citing evidence that most strongly supports inferences including its relationship to the characters, setting, plot, and/or supporting ideas.
- Analyze how the dialog, an individual or event is introduced, illustrated, elaborated on, and influences the character and/or plot development as well as audience interpretation.
- Apply knowledge of content to determine the meanings of unknown words and phrases (figurative, connotative, technical) and analyze the impact of word choice and patterns on meaning and tone various text.
- Analyze the elements of the text including figurative language, illustrations, tone, point of view, style, etc. to determine their significance.
- Reflect on the extent to which a performance stays true to the written work.
- Delineate and evaluate information from a variety of resources on a topic analyzing differing viewpoints and patterns, determining relevance.
- Use appropriate academic vocabulary to describe elements in various genres in literature and the arts.
- Demonstrate a clear understanding text features and their functions.

Assessment Tool

Performance Based

Learning Record

Running Record

Criteria (Proficiency)

Learning Record – Reading Scale 2: Level 5

Proficiency level established by publisher

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Writing by Grade Level

Transitional Kindergarten

Measurable Pupil Outcomes

- Grip writing tools appropriately.
- Perform developmentally appropriate fine motor activities with 80% accuracy (such as stringing beads, molding clay, etc.)
- Hold scissors appropriately and cuts on lines with 80% accuracy.
- Use a combination of drawing and tracing to compose pieces.
- Trace first name.

Assessment Tool

Performance Based

Learning Record

Writing Sample

Student Cutting Sample

Criteria (Proficiency)

Learning Record – Writing Scale 1: Level 1

Proficiency on school-wide writing rubric

Proficiency according to rubric

Standardized

Letter Tracing Assessment

80% accuracy

Kindergarten

Measurable Pupil Outcomes

- Use a combination of drawing, dictating, and writing to compose a variety of pieces on a single topic.
- Utilize technology and peer feedback in the review process to strengthen writing as needed.
- Collaborate on written work including gathering information.
- Use inconsistent capitalization, punctuation and spelling patterns.

Assessment Tool

Performance Based

Learning Record

Writing Sample

Criteria (Proficiency)

Learning Record – Writing Scale 1: Level 1

Proficiency on school-wide writing rubric

Standardized

Letter and sound identification test.

Words Their Way

80% of letters and sounds

Level 3

First Grade

Measurable Pupil Outcomes

- Write pieces including a topic statement and supporting evidence.
- Utilize technology and peer feedback with a focus on the topic in the review process to strengthen writing.
- Collaborate on research and writing.
- Use content appropriate vocabulary.
- Use capitalization, punctuation and known spelling patterns.

Assessment Tool

Performance Based

Learning Record

Writing Sample

Criteria (Proficiency)

Learning Record – Writing Scale 1: Level 2

Proficiency on school-wide writing rubric

Standardized

Words Their Way

Level 6

Second Grade

Measurable Pupil Outcomes

- Write pieces including a topic statement, supporting evidence, and conclusions.

- Utilize technology and peer feedback to edit and revise writing pieces.
- Collaborate on research and writing projects.
- Utilize a greater range of content appropriate vocabulary.
- Use varying sentence structure.
- Use capitalization, punctuation and generalized spelling patterns.
- Follow simple grammatical structure.

Assessment Tool

Performance Based

Learning Record
Writing Sample

Criteria (Proficiency)

Learning Record – Writing Scale 1: Level 3
Proficiency on school-wide writing rubric

Standardized

Writing Prompt
Word Their Way

Proficient according writing rubric
Level 8

Third Grade

Measurable Pupil Outcomes

- Write on topic, providing supporting statements, details and conclusion.
- Use a variety of sentence structures including appropriate transitions and dialog.
- Participate in peer review, resulting in improved pieces.
- Utilize technology to improve, enhance and/or distribute written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research on topics utilizing various tools to organize information.
- Demonstrate an understanding of parts of speech and their function in sentences.
- Use capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.
- Write legibly in cursive.
- Create simple bibliographies.

Assessment Tool

Performance Based

Learning Record
Writing Sample
Student Content Journals

Criteria (Proficiency)

Learning Record – Writing Scale 1: Level 5
Proficiency on school-wide writing rubric
Proficiency according to writing rubric

Standardized

Writing Prompt
Words Their Way

Proficient according writing rubric
Level 10

Fourth Grade

Measurable Pupil Outcomes

- Write on topic, providing supporting statements, details and conclusion.

- Use a variety of sentence structures including appropriate transitions, dialog, sensory details and figurative language.
- Participate in peer review of multi paragraph texts, resulting in improved pieces.
- Utilize technology to plan, improve, enhance and/or distribute written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research on topics utilizing various tools to organize information; take notes, paraphrase, categorize.
- Create annotated bibliographies.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.
- Write legibly in cursive.

Assessment Tool

Performance Based

Learning Record
Writing Sample
Student Content Journals

Criteria (Proficiency)

Learning Record – Writing Scale 2: Level 2
Proficiency on school-wide writing rubric
Proficiency according to writing rubric

Standardized

Writing Prompt
Words Their Way

Proficient according writing rubric
Level 11

Fifth Grade

Measurable Pupil Outcomes

- Write on topic, in a logically ordered structure, providing supporting statements, details and conclusion.
- Use a variety of sentence structures including appropriate transitions, dialog, sensory details and figurative language.
- Participate in peer review of multi paragraph texts, resulting in improved pieces.
- Plan, revise, edit, rewrite, enhance or try a new approach to improve pieces.
- Utilize technology to distribute written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research on topics utilizing various tools to organize information; take notes, summarize, paraphrase, categorize.
- Create annotated bibliographies.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.
- Write legibly in cursive.

Assessment Tool

Performance Based

Learning Record

Criteria (Proficiency)

Learning Record – Writing Scale 2: Level 3

Writing Sample
Student Content Journals

Proficiency on school-wide writing rubric
Proficiency according to writing rubric

Standardized
Writing Prompt
Words Their Way

Proficient according writing rubric
Level 12

Sixth Grade

Measurable Pupil Outcomes

- Write on topic, in a logically ordered structure, maintaining a formal style while providing a cohesive thesis statement, supporting statements, details and conclusion.
- Use a variety styles and tones with appropriate transitions, dialog, and precise language and vocabulary related to the content.
- Engage in peer review of multi paragraph texts, resulting in improved pieces.
- Plan, revise, edit, rewrite, enhance or try a new approach to improve pieces.
- Utilize technology to distribute written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research on topics utilizing various tools to organize information; take notes, summarize, paraphrase, categorize.
- Create annotated bibliographies.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.

Assessment Tool

Performance Based
Learning Record
Writing Sample
Student Content Journals

Criteria (Proficiency)
Learning Record – Writing Scale 2: Level 4
Proficiency on school-wide writing rubric
Proficiency according to writing rubric

Standardized
Writing Prompt
Words Their Way

Proficient according writing rubric
Level 13

Seventh Grade

Measurable Pupil Outcomes

- Write on topic, in a logically ordered structure, maintaining a formal style while providing a cohesive thesis statement, supporting statements, details and conclusion, considering opposing viewpoints/conflicting research.
- Use more concise language structure with a purpose.
- Engage in peer review of multi paragraph texts, resulting in improved pieces.

- Plan, revise, edit, rewrite, enhance or try a new approach emphasizing how well purpose and audience has been addressed.
- Utilize technology to produce and publish written works.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research using various tools; traces the etymology of words.
- Create annotated bibliographies and utilize standard format of citations.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.

Assessment Tool

Performance Based

Learning Record

Writing Sample

Student Content Journals

Criteria (Proficiency)

Learning Record – Writing Scale 2: Level 5

Proficiency on school-wide writing rubric

Proficiency according to writing rubric

Standardized

Writing Prompt

Proficient according writing rubric

Eighth Grade

- Write on topic, in a logically ordered structure, maintaining a formal style while providing a cohesive thesis statement, supporting statements, details and conclusion, distinguish opposing viewpoints/conflicting research.
- Write a variety of career development documents.
- Use more concise language structure with a purpose, including verb tenses to achieve particular effects.
- Engage in peer review of multi paragraph texts, resulting in improved pieces.
- Plan, revise, edit, rewrite, enhance or try a new approach emphasizing how well purpose and audience has been addressed.
- Utilize technology to produce and publish written works, presenting relationships between information and ideas efficiently.
- Acquire and use content appropriate vocabulary accurately.
- Conduct research using various tools; traces the etymology of words.
- Create annotated bibliographies and utilize standard format of citations.
- Demonstrate command of English language conventions.
- Use appropriate capitalization, punctuation and conventional spelling patterns.
- Follow grammatical structure.

Assessment Tool

Performance Based

Learning Record

Writing Sample

Student Content Journals

Criteria (Proficiency)

Learning Record – Writing Scale 2: Level 5

Proficiency on school-wide writing rubric

Proficiency according to writing rubric

Standardized
Writing Prompt

Proficient according writing rubric

Mathematics - Measurable Pupil Outcomes by Grade Level

Transitional Kindergarten

Measurable Pupil Outcomes

- Can accurately rote count to at least 20.
- Continues repeating patterns (using objects, motions, etc.) and represents the same pattern in a variety of ways.
- Describe and compare measurable attributes.
- Compares and sorts objects and is able to explain rationale.
- Identify basic shapes and colors.

Assessment Tool

Performance Based

Learning Record

K Readiness Assessment

Criteria (Proficiency)

Learning Record—Math Scale 1: Level 1

Proficient according to guidelines

Standardized

Publisher Embedded Assessments

Proficiency level established by publisher

Kindergarten

Measurable Pupil Outcomes

- Can accurately count at least 30 objects and writes the corresponding numeral.
- Interpret and solve mathematics problems, understanding parts of a whole.
- Create, extend and describe repeating patterns (using objects, motions, etc.) and represent the same pattern in a variety of ways.
- Describe and compare measurable attributes.
- Classify, sort, compare, analyze, and compose shapes and numbers.

Assessment Tool

Performance Based

Learning Record

Criteria (Proficiency)

Learning Record—Math Scale 1: Level 2

Standardized

Publisher Embedded Assessments

Proficiency level established by publisher

First Grade

Measurable Pupil Outcomes

- Can accurately count at least 100 objects and writes the corresponding numeral.

- Interpret and solve mathematics problems, understanding parts of a whole, place value and operation symbols.
- Understand the relationship between mathematical operations and is able to represent understanding in a number sentence.
- Create, extend and describe repeating patterns, represent the same pattern in a variety of ways.
- Describe and compare measurable attributes; uses standard and non-standard forms of measurement iterating length units.
- Describe a two- or three- dimensional object in terms of its geometric attributes so that the object is identifiable by others.
- Pose a simple question, collect data from classmates, and with support, organize, display, and describe the results.
- Understand and utilize measurement of time.

Assessment Tool

Performance Based

Learning Record

Writing About Math (WAM)

Criteria (Proficiency)

Learning Record – Math Scale 1: Level 3

Proficiency on grade level rubric

Standardized

Publisher Embedded Assessments

Benchmark test

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Second Grade

Measurable Pupil Outcomes

- Know most basic facts and use them to solve addition and subtraction problems.
- Use place value and decomposition of two-digit numbers to solve multi-digit addition and subtraction problems.
- Can model simple multiplication and division situations and represent them with number sentences.
- Beginning to recognize the same growing numerical patterns in a variety of situations and to identify simple “rules” to describe the patterns (e.g., 2 more, counting by 5s).
- Identify and classify polygons using simple attributes (e.g., number of straight sides/corners, closed figures, etc.).
- Beginning to accurately estimate and measure by selecting appropriate units and/or measuring tools, and by iterating units (time, money, length, etc.).
- Conduct a simple survey, keeping track of who/what has been counted, organize and display the data in a way that is easy for classmates to interpret.

Assessment Tool

Performance Based

Learning Record

Writing About Math (WAM)

Criteria (Proficiency)

Learning Record – Math Scale 1: Level 4

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Third Grade

Measurable Pupil Outcomes

- Use place value and decomposes numbers flexibly to solve multi-digit arithmetic.
- Understand and use common fractions to represent parts of a whole and of a set.
- Create, extend, and describe numerical patterns that emerge within in standard mathematics operation and verbally identify a “rule” to describe simple patterns.
- Accurately estimate and measure by selecting appropriate units and/or measuring tools, and by iterating units (intervals of time, money, mass, liquid volume, area, etc.).
- Reason with shapes and their attributes, understand geometric concepts and how they relate to mathematical function.
- Pose a simple question, gathers data, organize and represent the data in an appropriate way (e.g., table, bar graph), and writes statements about the results.
- Interpret and make valid statements about data in graphs made by others.

Assessment Tool

Performance Based

Learning Record

Writing About Math (WAM)

Criteria (Proficiency)

Learning Record – Math Scale 2: Level 5

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Fourth Grade

Measurable Pupil Outcomes

- Use place value and decompose numbers flexibly to solve multi-digit arithmetic.
- Use models (e.g., number line) and equivalents to understand, represent, compare, and order common fractions and decimals.
- Identify and describe numerical patterns and simple functions that emerge from a variety of situations, and represent them with tables and mathematical expressions.
- Visualize and predict the results of sliding, flipping and turning two-dimensional figures.
- Solve problems involving units of measurement and conversion of measurements from a larger unit to a smaller unit.
- Gather data to answer a question, represent the data on a graph, and makes justifiable conclusions based on the data; plot points on a coordinate grid.

- Beginning to sort and classify geometric shapes into subsets using distinguishing attributes (e.g., right angle, variation of angles, parallel lines, etc.).

Assessment Tool

Performance Based

Learning Record

Writing About Math (WAM)

Criteria (Proficiency)

Learning Record – Math Scale 2: Level 6

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Fifth Grade

Measurable Pupil Outcomes

- Understand and use the relationships among whole numbers, fractions, decimals, and percentages, to solve multi-digit problems involving rational numbers in a variety of ways (e.g., models, mentally, etc.).
- Set up a coordinate grid, and plot data from a functional relationship to solve real-world and mathematical problems.
- Developing ability to choose appropriate units/tools to measure length, area, and volume and covert like measurements.
- Describe and classify figures using geometric properties and relationships (e.g., congruence, size of angles, etc.).
- Gather, organize, and represent data accurately and appropriately in more than one way.

Assessment Tool

Performance Based

Learning Record

Writing About Math (WAM)

Criteria (Proficiency)

Learning Record – Math Scale 2: Level 7

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Sixth Grade

Measurable Pupil Outcomes

- Understand ratio concepts and use ratio reasoning to solve problems.
- Extend understanding of the number system to effectively and efficiently solve problems involving computation of rational numbers.
- Solve problems involving computation with fractions, decimals, and percents.

- Develop mathematic vocabulary.
- Developing understanding of positive and negative numbers and solves simple problems involving integers that arise in common situations and on the number line.
- Write, read and evaluate variables in equations and expressions to represent and solve real world and mathematical problems.
- Represent and analyze quantitative relationships between dependent and independent variables.
- Represent a simple functional relationship in tables, as rules, as equations, and on graphs.
- Beginning to use visualizations and drawings to represent geometric phenomena (e.g., transformations, nets, etc.).
- Choose appropriate units/tools to estimate and measure length, area, surface area and volume.
- Design, conduct, summarize and support the validity of a survey.
- Analyze patterns and deviations with reference to the context in which the data was gathered.

Assessment Tool

Performance Based

Learning Record

Writing About Math (WAM)

Criteria (Proficiency)

Learning Record – Math Scale 3: Level 8

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Seventh Grade

Measurable Pupil Outcomes

- Analyze proportional relationships to solve a variety of problems (e.g., rates, similarity, probability, scaling).
- Understand and apply knowledge of rational and irrational numbers.
- Understand and use concepts and properties (e.g., closure, associative, distributive) and inverse relationships (e.g., multiplication/division, square/square roots) to generate equivalent expressions.
- Solve problems using numerical and algebraic expressions and equations.
- Represent functional relationships expressed in contexts, models, and/or symbolically in several ways and explains how different situations or models may represent the same function.
- Solve real-life and mathematical problems for area, angle measure, surface area and volume (cylinders, cones, spheres).
- Draw, construct and describe geometric figures and describe the relationship between them.

- Draw inferences about a population(s) using random samplings and/or informal comparisons.
- Investigate chance processes and develop, use and evaluate probability models.

Assessment Tool

Performance Based

Learning Record

Writing About Math (WAM)

Criteria (Proficiency)

Learning Record – Math Scale 3: Level 9

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Eighth Grade

Measurable Pupil Outcomes

- Understand and apply knowledge of rational and irrational numbers.
- Understand and use concepts and properties of the real number system (e.g., factorization, irrational numbers, etc.).
- Work with radicals and integer exponents.
- Understand, use and apply knowledge of proportional relationships, lines and linear equations to analyze and solve a variety of problems.
- Define, evaluate and compare functions and use them to model relationships between quantities.
- Understand congruence and similarity using multiple representations, including technology, of geometric figures.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- Investigate patterns of association in bivariate data.

Eighth Grade *Algebra

- Understand and apply knowledge of rational and irrational numbers, extends the properties of exponents to rational exponents.
- Reason quantitatively and use units to solve problems
- Interpret the structure of expressions and perform arithmetic operations on polynomials
- Use a variety of strategies to understand, create and solve a variety of mathematics problems and is able to explain the process/strategies utilized and why they were selected.
- Solve equations and inequalities with a variable and represent them graphically
- Understand, use, interpret, build, modify and analyze functions and use function notation

- Construct and compare linear, quadratic, and exponential models and solve problems and interprets expressions in context.

Assessment Tool

Performance Based

Learning Record

Writing About Math (WAM)

Criteria (Proficiency)

Learning Record – Math Scale 3: Level 9

Proficiency on grade level rubric

Standardized

Smarter Balanced

Publisher Embedded Assessments

Benchmark test

Proficiency level set by the State

Proficiency level established by publisher

Mirror proficiency to Smarter Balanced

Methods of Assessment

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

Sycamore Academy of Science and Cultural Arts will use multiple measures to assess student outcomes. SASCA will comply with all state assessment requirements. The method for measuring pupil outcomes for the state priorities shall be determined through the LCAP process and consistent with the LCAP requirements for charter schools.

Assessment	When Administered	Purpose
Smarter Balanced	Spring	Test student knowledge of state standards in some grade levels and some content areas as mandated by the state.
CELDT (or replacement)	Fall – in accordance with state guidelines	Assess student English proficiency in reading, writing, listening and speaking at all grade levels.
Physical Fitness Test	Spring	Assess student physical fitness in grades 5 and 7.
Benchmark Assessments	Fall, Winter, Spring	Provide baseline and assess students' progress in meeting mandated standards
Learning Record	Ongoing	Assess students' progress on academic content, critical skills and fundamental dispositions.

Rubrics (student generated, teacher generated, school-wide, etc.)	Ongoing	Assess students' progress on academic content, critical skills and fundamental disposition on specific tasks/projects.
Local Assessments (created by in-house faculty teams, school-wide, etc.)	Ongoing	Assess students' progress on academic content, critical skills and fundamental dispositions pre and/or post units, projects or tasks.
Running Records	Ongoing	Assess student reading skills including fluency and comprehension.
Attendance	Ongoing	Track and prevent truancy

The Learning Record Assessment System calls for periodic collection of data (each trimester at a minimum) to monitor, assess, and evaluate students' progress in meeting standards in content areas. The data collected includes, but is not limited to, samples of student work with analysis as to the context, student engagement, strategies used, student's response, the state standards addressed, student's level of achievement related to the state standards for his or her age/grade level, and the instruction, support, and experiences needed to further the student's development (Attachment: Reading, Writing and Mathematics Samples). Data collection also includes systematic teacher observation notes as well as criterion-referenced and standardized test results. These are all collected in individual student portfolios.

The analysis of a student's portfolios by the teacher and student provides the basis for student placement at the appropriate level on the Learning Record Scales (see Attachment: Reading Scale 1: Grades K-3, Reading Scale 2: Grades 4-8, Writing Scale 1: Grades K-3, Writing Scales 2: Grades 4-8, Mathematics Scales 1-3). This placement provides the level of student achievement and direction for further growth, and it can be summarized for grade level and school level assessment and accountability.

To ensure rigor, continuity and inter-rater reliability, teacher teams will meet each trimester to score holistically reading, writing, and mathematics samples, using a standardized rubric. The team assessing the students' work will be a trained teaching team that is independent from the assessed students' classroom teachers.

We use additional tools to assess given performance tasks in core and non-core areas. These may include, but are not limited to:

- Portfolios of student work, such as writing, drawing, research projects, etc.
- Learning Logs for assessing reflection and growth in learning.

- Checklists for assessing growth in number of books read, mathematic investigations, etc.
- Graphs of performance in reading, physical fitness, etc.
- Rubrics (staff, student, or collaboratively generated).
- English Language Benchmark assessments.
- Teacher made criterion-referenced tests.

Our paramount concern is to develop self-motivated, competent lifelong learners. To do this, students need to be able to assess and evaluate their own learning. Throughout our school's program, students are encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement. In doing so, students monitor their academic growth and are encouraged to further their success through the administered assessments. Teachers and students working collaboratively in developing rubrics is one way to further this process.

The Learning Record Assessment System, fully operational, includes the following:

- Students regularly engage in reviewing their work in progress as well as upon its completion, seeking evidence that they are applying course content, learning strategies and skills.
- Teachers discuss standards for assessment among professional colleagues as well as with parents and students, to arrive at local interpretations with locally produced illustrations of how well standards are being met.
- All stakeholders, including parents, analyze assessment data regularly to improve both teaching and learning. Analysis focuses on the quality of multiple samples of student work – writing to learn and writing to be read by a range of audiences, reading many kinds of literacy and informational text, and listening and speaking for many purposes.
- Teachers' judgments about the levels of student performance are based on documented evidence that can be validated in and beyond the school for consistency and fairness.

Use and Reporting of Data

Teachers and parents use assessment data to monitor each student's progress in meeting the Standards. To assist and promote the students in achieving high standards, goals are established for each child in those areas specific to the child's individual needs. Encouragement and continued guidance are the primary responsibilities of the teachers and parents. Students identified as Tier 2 and Tier 3 of the Response-to-Intervention program are assessed and monitored more frequently than others based on their particular needs.

Parents are provided with training through Parent Information Evenings (P.I.E.), parent handbook, videos, online Parent Portal, and/or website to understand the assessment data and to help their child succeed in meeting the Standards. Materials are made available in English and Spanish, as well as other languages requested by our families.

Parents have access to student scores, attendance, and assignments online via the Parent Portal. Parents without computer or internet access at home, have access at school and upon request, will be provided hard copy of information. Parent conferences are conducted in the fall and on an as needed basis throughout the year. Hard copy report cards are sent home at the request of the parent.

One component of our team meetings is to address individual students who are having difficulty learning the core curriculum, especially those identified as Tier 2 and Tier 3 students in our Response-to-Intervention process. Additionally, the teams use data, compiled and organized, to analyze their instructional programs. Teams meet at least once per month for this purpose. Each team develops an action plan to address specific needs, as well as individual student needs made evident by the results of the assessment data. A more detailed plan of instruction is developed for those students who are determined to be deficient in meeting standards in the areas of reading, writing, and mathematics. We utilize an online record system to facilitate data collection and analysis of our instructional program as it relates to meeting the Standards. As a Professional Learning Community the main focus of our school is student learning.

Teams are also organized vertically. This allows greater coordination between the different levels. Working in this manner allows us to address the areas of identified need more effectively so that an ever increasing number of students will meet or exceed the Standards in these areas, and we achieve a more accelerated closing of the achievement gap among subgroups. In the evaluation process we analyze the practices, resources, and personnel used to implement our programs thoroughly so that we make continual progress in meeting our school's goals and measurable outcomes.

Additional assessment data, such as teacher-made tests, student portfolios, and student work is gathered, analyzed and interpreted for the purpose of curriculum evaluation. The total teaching staff works to identify areas of need and develop an action plan to address the areas of need. This is accomplished by disaggregating data on different groups and subgroups and particular program evaluations. Program modifications are made based on the student's individually diagnosed needs and are incorporated into the action plan. This is organized into a programmatic report and provided to the Governing Board and the District in a board packet each year as an annual performance audit of our program. Information from this audit will be included in the school's School Accountability Report Card (SARC) that will be distributed or made available to all stakeholders.

Governance

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

The Sycamore Academy of Science and Cultural Arts is operated by a California non-profit public benefit 501(c)(3) corporation, Ronald Reagan Charter School Alliance, pursuant to California law and the District shall not be responsible or liable for the operations of SASCA. The school is governed pursuant to this Charter and its Articles of Incorporation and adopted bylaws.

Notwithstanding any conflict in the Ronald Reagan Charter School Alliance Articles of Incorporation or Bylaws or the law controlling non-profit corporations, all business of RRCSA and SASCA and its Board of Directors shall comply with all laws controlling charter schools. Although charter schools are not required to comply with Government Code Section 1090 *et seq.*, the Political Reform Act of 1974 (Gov. Code Section 87100 *et seq.*, the "PRA") and any attendant regulations, SASCA agrees to comply with both.

The Ronald Reagan Charter School Alliance, the non-profit board that governs the Sycamore Academy of Science and Cultural Arts, complies with the Ralph M. Brown Act as set forth in California Government Codes Section 54950 *et seq.* and any attendant regulations as they may be amended from time to time.

Any member of the Ronald Reagan Charter School Alliance governing board, and their spouses and dependent children or other dependents who do any work or provide any services for SASCA or the Ronald Reagan Charter School Alliance shall do so on an unpaid, volunteer, basis.

RRCSA has adopted the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, Section 18739, including the formal designation of reporters and reporting categories and the forms to be filed thereunder, and shall review, revise, and maintain that Code as current throughout the term of the Charter in full accordance with all of the requirements and procedures of the Political Reform Act and its implementing regulations, and shall provide a copy of that Conflict of Interest Code and the documentation of RRCSA Board action adopting/updating it to the District (and any revisions thereto), and require all affected RRCSA/SASCA officers, employees, representatives, and governing board members to comply therewith.

The Board shall adopt the rules and policies necessary to implement the provisions of Government Code Section 1126 at SASCA.

Throughout the term of this Charter, any new RRCSA Board of Directors members and/or a new ED/Principal shall be required to undergo formal training regarding the Brown Act, Government Code Section 1090, the Political Reform Act, and any

other conflict laws/rules applicable to charter schools within 45 days of joining the Board/employment. The RRCSA Board of Directors and the Sycamore ED/Principal shall undergo training regarding conflict of interest, specifically including the PRA and Government Code 1090 et seq. on an annual basis throughout the term of this Charter. The training shall be conducted by an individual or entity with demonstrated or professional knowledge and expertise in the law, regulations, and rules governing conflicts of interests, specifically including the PRA and Government Code Section 1090 *et seq.*

SASCA shall provide to the District Superintendent copies of all of its Governing Board agendas and agendas of any its committees, on or before the date required for posting of such agendas in compliance with the Brown Act.

Governing Board

The Governing Board is comprised of 5-9 members. The Governing Board conducts its meetings in accordance with the Brown Act. Training for all Governing Board members is provided.

Trustees shall hold office for a term of two years or until a successor has been selected. The Board shall, by a majority vote, select each trustee from a slate of qualified candidates developed by the School Site Council, or absent such a slate, through a process of the Board's design.

SASCA recognizes the governing board of a school district that grants a charter for the establishment of a charter school formed and organized pursuant to Education Code section 47604(b) shall be entitled to a single representative on the board of directors of the nonprofit public benefit corporation. The District, at its discretion, shall appoint the District representative. The District representative shall serve solely at the District's discretion and shall have no limit on the number of consecutive or total terms he/she may serve, but it will be within the District's discretion whether or not to appoint such a representative at any time. The RRCSA Bylaws shall specify that no restrictions on the appointment, qualifications, service or terms for removal of other members of the Board of Directors shall apply to any District appointee pursuant to Education Code section 47604(b) and such appointee shall serve at the pleasure of an be removed only by the action of the District Governing Board or designee.

The officers of the corporation shall be a president, a secretary, and treasurer. The qualifications for being a trustee included the following:

- The ability to attend board meetings.
- A willingness to actively support and promote the mission and vision of the Sycamore Academy of Science and Cultural Arts.
- Have knowledge of constructivist theory and practices.
- Have a thorough knowledge of the charter petition.

- Have knowledge about roles and responsibilities of being a governing board member.

The Board of Directors contracts with companies that can provide expertise in areas in which the members of the Board may be unfamiliar (attorneys, accountants, etc.). The Board of Directors, can at its discretion, contract with a company or employ in house experts.

The following list includes some of the roles and responsibilities of Governing Board members:

- Review and evaluate progress toward fulfilling the mission and vision of the school.
- Hire, evaluate, and, if necessary, remove ED/Principal.
- Conduct, manage and control the affairs and activities of the corporation.
- Adopt, make and use a corporate seal.
- Borrow money and incur indebtedness.
- Carry on a business and apply revenues.
- Act as trustees under any trust of the corporation.
- Acquire by purchase, exchange, lease, gift, devise, bequest, etc. any real or personal property.
- Assume any obligations and contracts.
- Carry out such other duties as are described in the Charter of Sycamore Academy of Science and Cultural Arts and as approved by the chartering authority and the Charter Schools Act of 1992.
- Further details are included in the bylaws.

Governance Structure

The key features of the governing board structure, such as the size and composition of the board, authority and responsibilities, selection, removal, and replacement policies are included in the above section titled Governing Board as well as the bylaws.

Ad Hoc Personnel Committee

As needed, the Governing Board may convene an ad hoc personnel committee to support certain staffing needs. The role of this committee is to:

- Select prospective candidates for employment and make recommendations to the Governing Board.
- Review benefit packages, check parity with surrounding districts, and make recommendations to the Governing Board.

Membership on any personnel committee shall be in accordance with appropriate employee confidentiality protections.

Evaluation, discipline, and termination of staff is the sole responsibility of the ED/Principal.

English Language Advisory Committee (ELAC)

In the event that Sycamore Academy of Science and Cultural Arts reaches a number of English Language learners that establishes a need for an advisory committee, an ELAC will be established. The ELAC will be comprised of 4 to 8 parents, ED/Principal or designee, and one faculty member. ELAC representatives are elected by nomination and electronic ballot for a term of one school year. The responsibilities of the English Language Advisory Committee are as follow:

- **Develop and honor a Full Value Contract that provides structure within which expectations for group operations are established and members are held accountable.**
- **Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. school-wide needs assessment, LCAP, Safe School Plan, WASC accreditation, etc.).**
- **Formulate initiatives to support English Language Learners.**
- **Solicit and encourage community participation.**
- **Provide input to School Site Council on the most effective ways to support full participation of English Language Learners in all school activities.**

Advisory Councils

To support the mission and vision of the school, certain advisory councils have been created.

School Site Council (SSC)

The School Site Council shall be composed of the ED/Principal or designee, three teachers, one non-teaching employee and five parents. The teachers, non-teaching employee, and parents are nominated and elected by their peers for a term of two years. The responsibilities of the School Site Council members are as follow:

- **Develop and honor a Full Value Contract that provides structure within which expectations for group operations are established and members are held accountable.**
- **Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. school-wide needs assessment, LCAP, Safe School Plan, WASC, etc.).**
- **Develop a slate of candidates for open positions on the Ronald Reagan Charter School Alliance Board as needed.**
- **Establish and maintain partnerships with the community.**
- **Provide support to faculty and staff in communicating requirements, needs, programs and events.**

Leadership Team

The Leadership Team will consist of one teacher representative per team including grade level and/or specialty (such as special education), assistant principal, ED/Principal and TOSAs that the team deem appropriate.

The Leadership Team does the following:

- Provides curriculum and instructional leadership that aligns with the school's mission and vision.
- Ensures all students are progressing by reviewing student achievement data.
- Plans, creates, implements, and evaluates the safe school plan.
- Ensures the planning, organization and implementation of school P.I.E., Showcases, and other community events.
- Plans and implements school-wide involvement in program reflection and improvement and prepares accreditation reports.

Parent and Guardian Involvement

Parent and guardian involvement is structured in many ways and provides for opportunities to offer input in a way that is most comfortable for the parent/guardian. The Annual Parent Satisfaction Survey provides an avenue for parents to provide anonymous feedback on many aspects of the program and operations of the school. School Site Council is responsible for formulating the questions on the parent and student annual survey and is tasked with inviting question suggestions from the public. This provides parents with a means to contribute to the direction of the questioning as well as providing responses to the questions, both of which guide programmatic changes.

To keep parents informed and involved in their child's education, a fall parent conference is scheduled with the student's classroom teacher. At this conference, the teacher, parents and student will work collaboratively to determine specific goals for the child based on his or her unique needs as they relate to achieving the Common Core State Standards and the school-wide goals. Together, an action plan will be developed and the process by which the student will track his/her progress toward the goals and provide both home and school with a way to monitor progress.

The parents/guardians have access to the student's web-based grade-book and attendance records. Additional parent conferences will be encouraged based on the student's needs.

To further the involvement of parents and guardians in their children's educational program a School Site Council will be established to regularly consult with parents/guardians regarding the school's educational program, as required by ED 47605.

Parents and guardians will also have the opportunity to participate with the Sycamore Foundation with its focus on school-wide activities and events. They will work more

closely with the School Site Council so as to enhance coordination with the school's mission and vision. Parents will have the opportunity to serve on various sub-committees to support the school in their own area of expertise and/or interest.

Parents and guardians of English Language Learners will be encouraged to participate in ELAC.

The Governing Board of the charter school is another avenue for parent and guardian involvement. Parents and guardians who show a high degree of involvement, understanding of the school's charter, and understanding of the school's program may be recommended through the School Site Council, in compliance with the Bylaws of RRCSA, for a seat on the Governing Board.

Human Resources

Ed Code Section 47605 (b)(5)(E) "The qualifications to be met by individuals to be employed by the school."

Code of Professionalism

The Sycamore Academy of Science and Cultural Arts staff members are a group of professionals who believe that education is effective for all children. For changes to be effective, all staff members at the Sycamore Academy of Science and Cultural Arts are actively committed to a collective mission and vision. The staff is enthusiastically involved in the planning, implementation, and evaluation of the instructional program and school operation. They are accountable for students' academic and social growth. Each one is a member of a team that owns the Sycamore Academy of Science and Cultural Arts, not just a staff member doing a job. The staff will fulfill all duties and responsibilities.

The Sycamore Academy of Science and Cultural Arts will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, physical disability, mental disability, medical condition, age or any other characteristic protected by law.

The following Code of Ethics, adapted from the California Educational Code, Title 5, Section 80130, applies to all staff members of the Sycamore Academy of Science and Cultural Arts, full or part time.

Preamble

All members of the Sycamore Academy of Science and Cultural Arts believe in the worth and dignity of human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard, as essential to these goals, the protection of freedom to learn and to teach, and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice "education" according to the highest ethical standards.

All members recognize the magnitude of the responsibility being accepted in the field of education and engage individually and collectively to hold each other accountable in accordance with the provisions of this Code.

Principle I. Commitment to the Students

All members work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling this commitment, all members will:

- a. Encourage students to independent action in the pursuit of learning and provide access to varying points of view.

- b. Prepare the subject matter carefully, present it to the students without distortion and, within the limits of time and curriculum, give all points of view a fair hearing.
- c. Protect the health and safety of students.
- d. Honor the integrity of students and influence them through constructive criticism rather than by ridicule, harassment, intimidation, or placing students and their parents in the middle of adult issues and/or needs.
- e. Provide for participation in educational programs without regard to disability, race or ethnicity, religion, sexual orientation, or any other characteristic that is both in what is taught and how it is taught.
- f. Neither solicit nor involve students or their parents in schemes for commercial gain, thereby insuring that professional relationships with students shall not be used for private advantage.
- g. Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Principle II. Commitment to the Public

All members believe that democratic citizenship in its highest form requires dedication to the principles of our democratic heritage. All members share with all other citizens the responsibility for the development of sound public policy and assume full political and citizenship responsibilities. All members bear particular responsibility for the development of policy relating to the extension of educational opportunities for all, and for interpretation of educational programs and policies to the public. In fulfilling these goals, all members:

- a. Have an obligation to support education and the Sycamore Academy of Science and Cultural Arts and not to misrepresent them in public discussion. When being critical in public, all members have an obligation not to distort the facts. When speaking or writing about policies, all members must take adequate precautions to distinguish members' private views from the official position of the Sycamore Academy of Science and Cultural Arts.
- b. Do not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- c. Ensure that institutional privileges shall not be used for private gain. Do not exploit pupils, their parents, colleagues, nor the school system itself for private advantage. Do not accept gifts or favors that might impair professional judgment nor offer any favor, service, or thing of value to obtain special advantage.

Principle III. Commitment to the Profession

All members believe that the quality of their services directly influences the nation and its citizens. All members therefore exert every effort to raise standards, to improve service, to promote a climate in which the exercise of sound personal and professional judgment is encouraged, and to achieve conditions that attract persons worthy of trust to careers in education. In fulfilling these goals, all members:

- a. Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
- b. Do not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
- c. Do not use profanity, sarcasm, threats, or direct hostility towards other members.
- d. Do not misrepresent one's own professional qualifications.
- e. Do not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes.
- f. Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes.
- g. Do not misrepresent conditions of employment; live up to the letter and spirit of contracts.

Administrators have the responsibility to enforce the Code after checking the validity of any allegation and providing opportunities for representation.

Consequences of the Violation of the Code of Ethics

Consequences depend on the severity of the misconduct as determined by the ED/Principal. Consequences include:

1. Issuance of notice of unsatisfactory act, which remains in the personnel file.
2. Suspension without pay (number of days depends on severity).
3. Termination.

Employee Qualifications

To be employed by the Sycamore Academy of Science and Cultural Arts, the charter requires the following conditions to be satisfied:

All employees must fulfill California Education Code Section 44237, which requires fingerprints to be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice. The employee is responsible to pay for the fingerprinting costs.

1. All employees who are child-care custodians, medical practitioners or non-medical practitioners, as defined by Penal Code, are to report known or suspected instances of child abuse. Prior to employment, each person in the above position shall sign a statement, on a form provided to him/her by his/her employer, to the effect that he/she has knowledge of the provisions of the Child Abuse and Neglect Reporting Act (Penal Code Section 11166 *et seq.*) and will comply with those provisions. The ED/Principal shall ensure that the provisions of this policy are carried out in accordance with the law.
2. SASCA employees shall be notified of the requirements regarding AB490 Ensuring
3. Educational Rights and Stability for Foster youth (Steinberg), Chapter 862, statutes of 2003, and sign a statement of such notification.

4. All employees must complete the "I-9" form to verify that they have the legal right to work in the United States.
5. All employees must have a social security card.
6. All employees, volunteers, and students must provide the results of a T.B. test as required by current state law applicable to non-charter public schools in California and renew their T.B. verification every four years.

Job Descriptions for Key Positions

Executive Director/Principal

In addition to the roles and responsibilities designated in the bylaws, the Executive Director/Principal (ED/Principal):

1. Shall serve as ex-officio member of the Governing board.
2. Must have a master's degree from an accredited college/university.
3. Must have a valid California administrative credential.
4. Must demonstrate his/her ability as the lead learner:
 - a. Knowledge of the students and their families, including their background and aspirations.
 - b. Knowledge of the local community in which the students and their families live and work. Since one of our concerns is to connect school learning with the world outside school, it is vital that the director have a growing understanding of the community to assist students and staff in making these connections.
 - c. Knowledge, understanding and experience in constructivist education.
5. Promote a collaborative team culture among all staff with the focus of accomplishing the mission and vision of the school.
6. Serve as the educational leader of the school by initiating proposals, expanding opportunities for the school to accomplish its goals and the Standards, and inspiring others to work towards high standards.
7. Conduct and organize yearly program evaluation by managing the process of analyzing assessment data to improve student achievement in meeting the Standards and the school goals and measurable outcomes.
8. Assist in the development and implementation of Board policies.
9. Support all staff by encouraging and providing opportunities for their professional development.
10. Be responsible for the supervision and evaluation of all assigned staff.
11. Ensure that the school is fiscally sound and stable.
12. Ensure timely reporting to the charter authorizer of necessary reports and documents as specified in the charter, as otherwise required by law or regulation, or as requested by the District.
13. Prepare and submit Proposition 39 facility request annually, if needed.
14. Prepare and conduct charter renewals in collaboration with SSC.
15. Accept other responsibilities as assigned by the Governing Board.

Other Administration

As the Governing Board and ED/Principal determine need, SASCA will hire additional administrative personnel to carry out specific functions to ensure proper implementation of the SASCA program and compliance with federal, state and local policy. When positions are added, a job description will be presented to the Governing Board for approval.

Business/Financial Professional

Currently, SASCA engages the services of a charter consulting service to carry out the business and fiscal functions of SASCA. While such services may be provided by an employee of SASCA, SASCA has elected to hire a consultant (or consultant group). Should SASA choose to hire an employee, any such employee or consultant (or consultant group) shall have a minimum of three years of experience serving a California public school (charter or non-charter) in the capacity of Director of Fiscal Services or higher or providing the services of a Director of Fiscal Services or higher to a California public school (charter or non-charter) in a consultant capacity.

Teaching Staff

Each teacher must maintain an electronic portfolio of his or her work. The portfolio must demonstrate the teacher's performance in the following areas:

1. The teacher must demonstrate his/her ability as a learner:
 - a. Knowledge of the students and their families, their background and aspirations.
 - b. Knowledge of the subject matters in which he or she teaches. Although it is not necessary to be an expert in all areas taught, it is essential that the teacher demonstrate that he or she is continuing to learn subject matter.
 - c. Knowledge of the local community in which the students and their families live and work. Since one of our concerns is to connect school learning with the world outside school, it is vital that the teacher has a growing understanding of the community to assist students in making these connections.
2. As an instructor, the teacher must demonstrate that he or she can plan, implement, and evaluate the instructional program.
3. The teacher must demonstrate ability to work as a colleague. Going into one's classroom and doing one's own thing is contrary to the goals of the school. Reading, discussion, and collaborating with one's peers is essential to working for a common good. The teachers must be able to work as a team with other faculty, students, and parents.
4. The teachers must provide leadership for the school. Initiating proposals, expanding opportunities for the school to accomplish its goals, and inspiring others to work towards high standards are essential parts of being a teacher.
5. All certificated staff must conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit,

or other document equivalent to that which a teacher in other public schools would be required to hold inclusive of English Language instruction certification as would be required of teachers in California non-charter public schools.

- o Should SASCA ever choose to take advantage of the “flexibility” allowed by Education Code section 47605(I), SASCA shall take full and complete responsibility for the application of such “flexibility” regarding teacher credentialing requirements and its interpretation of that terminology as used in Education Code section 47605(I), and the insurance and indemnification provisions of this charter shall apply with full force and effect to protect the District from any and all potential claims or liabilities that may arise from the application of “flexibility” in credentialing requirements for non-core, non-college preparatory classes at SASCA, including any impact such “flexibility” may have on funding for SASCA. This paragraph shall not serve to lessen or change the above-described credentialing requirements applicable to SASCA teachers but merely as specific acknowledgement that the District has cautioned SASCA regarding potential negative impacts of the implementation of “flexibility” regarding teacher qualifications and any application of this “flexibility” concept is at SASCA’s sole risk.
6. TK-8 teachers – Multiple subject credential with added authorizations for core content as required by CTC.
 7. All teachers will be “highly qualified” per provisions set forth in No Child Left Behind regulations; the Sycamore Academy of Science and Cultural Arts will not employ teachers on emergency permits.

The Sycamore Academy of Science and Cultural Arts shall maintain copies of all current teacher credentials and supporting documents in personnel files available for inspection by the District at any time during school office operating hours.

The following quote exemplifies what it means to be a teacher at the Sycamore Academy of Science and Cultural Arts:

“That teaching is an art and the true teacher an artist is a familiar saying. Now the teacher’s own claim to rank as an artist is measured by his/her ability to foster the attitude of the artist in those who study with him/her, whether they be youth or little children. Some succeed in arousing enthusiasm, in communicating large ideas, in evoking energy. So far, so well; but the final test is whether the stimulus thus given to wider aims succeeds in transforming itself into power; that is to say, into the attention to detail that ensures mastery over means of execution. If not, the zeal flags, the interest dies out, the ideal becomes a clouded memory. Other teachers succeed in training facility, skill, and mastery of the technique of subjects. Again it is well – so far. But unless enlargement of mental vision, power of increased discrimination of final values, a sense for ideas, for principles, accompanies this training, forms of skill ready to be put indifferently to any end may be the result. Such modes of technical skill may display themselves, according to circumstances, as cleverness in serving self-interest, as docility in carrying out the purposes of others, or as unimaginative plodding in ruts. To nurture inspiring aim and executive means

into harmony with each other is at once the difficulty and the reward of the teacher.”
(Dewey, 1933)

Non-Teaching Staff

As with the teachers, parents, and students, all other staff members must sign a Learning Partnership Agreement, which is included in the Parent/Student Handbook and the Employees Handbook (See Attachments). Although they are not directly responsible for the teaching of children, any work done at the school is viewed as part of the educational program of the school. Non-teaching staff may be called upon to provide extra-curricular activities to children as the need or desire arises. Job descriptions will be developed for these positions prior to job opening and employment.

Instructors

These people may include parents, non-teaching staff, and community members who may serve as part-time instructors for specific, non-core and short-term instructional purposes. Parents and staff members are encouraged to teach such courses to extend the learning experiences of the students in our school. They are not employees of the school and are considered to be outside contractors or volunteers that will instruct lessons under the supervision of a credentialed teacher. Any assessment or grading for the purpose of evaluating student progress will be completed solely by credentialed teachers.

Teacher Induction

Teachers in their first two years of teaching are provided access to induction through the Center for Teacher Innovation. Reflective Coaches are assigned to assist the beginning teacher with classroom environment, lesson delivery, student assessment and other beginning teacher needs as required by state and county regulations.

Staff Selection

An Ad Hoc Personnel Committee shall coordinate all selection and employment procedures, which may include the following:

- Assure equal opportunities and open process.
- Announce openings (use of EDJOIN or other online source).
- Recruit applicants through various means (website posting, university contacts, job fair, etc.).
- Request resumes, copies of credentials, and letters of reference.
- Verify previous employment and references.
- Form a pool of potential candidates to be invited for interviews.
- Review candidates' files and portfolios.
- Select interview questions.
- Interview candidates.

- Observe demonstration lessons by candidates.
- Make selection recommendations to Governing Board The ED/Principal will have the responsibility of verifying teaching credential, employment documents, medical clearance (TB), finger printing and criminal record clearance, legal status, certification of adherence to mandated reporting (child abuse) requirement and drug-free environment requirement.

No employee of Lake Elsinore Unified School District is required to work at the Sycamore Academy of Science and Cultural Arts.

Staff Evaluation

The evaluation of the teaching staff at the Sycamore Academy of Science and Cultural Arts shall follow the California Standards for the Teaching Profession.

At the commencement of each school year, the teachers at the Sycamore Academy of Science and Cultural Arts establish goals for the year. Throughout the year, they complete the evaluation instrument for Standards 1 through 8 which serves as the cover for their portfolios. The purpose is not only to establish goals, but also to communicate to the administrator how the teachers perceive their strengths and particular areas of focus for that particular year. The administrator shall conduct classroom visits and conference with teachers on an on-going basis. Formal evaluation will be conducted for those teachers on an evaluation cycle.

In the spring the administrator conducts an informal conference with each teacher regarding his/her reflection of performance. A formal conference is established with those teachers on the evaluation cycle for that year. The evaluation is a collaborative effort, using the California Standards for the Teaching Profession.

Assistance and Interventions for Teachers:

- Suggestions offered by administrator(s).
- Mentor program - teaming up a new teacher with an experienced exemplary teacher.
- Peer Visitation – teacher is released to observe other teacher(s) presenting model lessons.
- Consult with team partner(s) and/or other teaching member(s).
- Assistance from other mentors and/or Leadership Team.
- Clinical supervision, visitation notes and conferences by administrator(s).
- Peer coaching by expert teachers.
- Supervision by college professors.
- Substitute release days for planning, observation, articulation.
- Workshop/conference attendance.
- Ongoing constructivist training by professional consultants.
- Release time for Professional Learning Community (PLC) development.

Assistance and performance review system for non-certificated staff:

- Ongoing supervision and observation by administrator(s).
- Evaluation by administrator(s) at the end of the year.
- Resources for non-certificated personnel include:
 - Workshops and training during paid time.
 - Mentoring and conferencing with peers, teachers, and administrator(s).
 - Conflict resolution mediated by administrators.

Compensation and Benefits

Ed Code (b)(5)(K) "The manner by which staff members of the Sycamore Academy of Science and Cultural Arts will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or Federal Social Security."

Retirement and Benefit Programs

Certificated, non-certificated, and other staff members of the Sycamore Academy of Science and Cultural Arts who currently are members of the State Teachers' Retirement System (S.T.R.S.), Public Employees Retirement System (P.E.R.S.), and/or the Federal Social Security System shall continue their participation.

All new staff members to the Sycamore Academy of Science and Cultural Arts shall be eligible to participate in the S.T.R.S., P.E.R.S., and/or the Social Security System in compliance with existing laws. The ED/Principal is responsible for ensuring that appropriate arrangements for coverage have been made for all eligible SASCA employees and that contributions are properly made and accounted for.

Employee Representation

Ed Code Section 47605 (b)(5)(O) "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 1 of the Government Code)."

RRCSA shall be deemed the exclusive public school employer of all employees of the charter school for the purposes of the Educational Employment Relations Act Government Code section 3540 *et seq.*

Rights of School District Employees

Ed Code Section 47605 (b)(5)(M) "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."

Collective Bargaining Rights

Employees who choose to work for the charter school have the right to organize and be represented per state law. Should the employees choose not to be represented, all employees will be individually contracted. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

Return Rights

Employees of the District who choose to leave the employment of the District to work at SASCA shall have no rights of return to the District after employment at SASCA unless specifically granted by the District through a leave of absence or other agreement or policy of the District specified in the District's collective bargaining agreements. SASCA shall have no authority to provide for, or negotiate with SASCA's employees or employee representatives, any return rights to the District.

District employees must consult with the District to determine their eligibility for leave.

All provisions pertaining to leave and return rights for District union employees will be granted to certificated and non-certificated employees in accordance with the District's current collective bargaining agreements.

Sick Leave

All information related to sick leave is specified in the Employee Handbook and/or related personnel documents.

Compensation and Benefits

Employee compensation and benefits are specified in the Employment Agreement for each employee. The ED/Principal and Governing Board shall offer additional incentive compensation to those staff members performing additional responsibilities.

Specific information regarding benefits is made available to employees upon hiring and annually.

Health and Safety

Ed Code 47605 (b)(5)(F): "The procedures that the school will follow to ensure the health and safety of pupils and staff."

The Sycamore Academy of Science and Cultural Arts reflects its mission and fosters a sense of community and respect for diversity. It provides an atmosphere that is purposeful, conducive to learning, and which produces a sense of wonderment about what each day will bring.

The staff and students are committed to maintaining a safe and clean school. Parents and visitors are always welcomed. All non-employees are required to complete the sign-in and

sign-out procedures in the main office, including, but not limited to, completion of paperwork and/or wearing of an identification badge. Rules and restrictions on people entering the campus are specified in the Safe School Plan and the Student/Parent Handbook.

SASCA shall comply with all applicable safety laws and maintain health and safety policies to ensure the well-being of students and faculty. SASCA's comprehensive health, safety, and risk management policies have been developed in consultation with its insurance carriers and risk management experts. SASCA shall review such policies and procedures with its insurance carriers and risk management experts on at least an annual basis in order to maintain them as legally compliant and in accordance with best practices and these policies are subject to revision and review/approval by the RRCSA Board of Directors.

Safe School Plan

The School Site Committee reviews the comprehensive safe school plan annually and as needed. It is kept on file in the office and available on the website. School staff will be trained annually on the safety procedures outlined in the plan.

The plan ensures that:

- Each employee of the school shall furnish the school with a criminal record summary as described in Section 44237.
- Visitors on site will be issued identification badges.
- The school will conduct regular emergency evacuation drills in accordance with the regulations of the Riverside County Fire Department.
- All fire safety equipment shall be tested and maintained to comply with all fire and safety regulations.
- Prior to admission, parents must present proof of immunization as required for enrollment in a California public school.
- Immunizations must be up-to-date with required boosters.
- Records of student immunizations shall be maintained in the health office.
- Proof must be presented that a child of age 5 or 6 entering our Stage 1 classes has had a physical examination within the last 12 months.
- The Sycamore Academy of Science and Cultural Arts will provide appropriate screening for students' health equivalent to that provided by regular public schools per state mandates. Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes, will be maintained.
- Instructional and administrative staff will receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines will be followed.
- A safety inspection of the grounds and facilities will occur on a monthly basis.
- The Charter School shall comply with Education Code section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

- Assurance that all buildings comply with state building code, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, will be on file.
- A policy establishes that the school functions as a drug, alcohol, and tobacco free workplace.
- All employees, volunteers, and students must provide the results of a T.B. test as required by current state law and renew their TB verification every four years.
- The school will maintain a safe and healthy work and school environment. O.S.H.A. and Department of Health and Safety regulations will be maintained.
- Disaster Preparedness Plan will utilize F.E.M.A. guidelines in its planning and preparations.
- Employees of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Section 44237 and 45125.1 and any other provisions of law. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The ED/Principal of the Charter School shall monitor compliance with policy. The president of the Board of Directors shall monitor the fingerprinting and background clearance of the ED/Principal. Volunteers and contractors who volunteer or provide services outside of the direct supervision of a credentialed employee and who work with students shall be fingerprinted and receive a background clearance prior to volunteering or performing any services.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed.
- A referral will be made to agencies and/or local hospitals for chronic illness and treatment of communicable disease.
- Ongoing communication with law enforcement and local police regarding crime around and within campus site will occur.
- Weapons will not be tolerated on campus.
- All visitors must sign in and out of the school site.
- Campus cleanliness and security will be maintained.
- A person employed by or engaged in service by the Sycamore Academy of Science and Cultural Arts shall not administer corporal punishment.
- Traffic and pedestrian safety will be closely monitored.
- Material Safety Data Sheets (MSDS).
- Universal precautions/blood borne pathogens.

Complaint Procedures

The ED/Principal is responsible for investigation, remediation, and follow-up on all matters involving complaints from students, parents, and/or staff. The ED/Principal and staff will provide a school that is free from sexual harassment, as well as harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition,

marital status, gender, sexual orientation, or disability. SASCA maintains a comprehensive policy to prevent and remediate any concerns about discrimination or harassment.

To that end, the following is in place:

- Policies to ensure appropriate conduct are in place and staff receives professional development annually.
- The Uniform Complaint Policy and Procedure are maintained and posted per state law.
- A general complaint procedure is maintained and posted on the school's website.
- Information for filing a uniform complaint and implementation of complaint procedures, including complaints about the ED/Principal, are posted and forms are available on the website and in the school office.
- Complaints regarding the ED/Principal are filed directly with the RRCSA Board of Directors through email (GoverningBoard@SycamoreAcademyCharter.org) or US postal service at the school address. (ATTN: Governing Board) All mail marked as such will only be opened by an officer of the Board.

Beginning with the 2015-2016 school year, SASCA will submit to LEUSD a report of all uniform complaints received by SASCA during the school year. The report will include a copy of the final letter of resolution for each uniform complaint submitted during the school year. This report will be submitted to LEUSD no later than July 1 of each subsequent school year. If the complaint has not yet been resolved by this date, the report shall note that the complaint is still being investigated.

Dispute Resolution

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

Intent

Occasionally, a dispute may arise between a charter school and its authorizing district. The intent of the dispute resolution process is to resolve disputes quickly and efficiently in order to minimize the burden on the District and the SASCA.

Disputes between SASCA and District

SASCA and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of SASCA or the District's oversight obligations, or a dispute otherwise arises between the District and SASCA, the following procedures shall be followed to resolve the dispute:

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall

- not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, participation in the dispute resolution procedures outlined in this Element 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. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.
 3. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, and the District has not decided to commence revocation procedures, the District will provide written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will also constitute the notice required under the provisions of Education Code 47607(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held more within ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the SASCA representative will be the ED/Principal or the ED/Principal's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for SASCA to attempt to cure the issue shall be deemed and is agreed by SASCA and the District to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(d) prior to revocation of the charter. Any agreement reached at the meeting held pursuant to this Step 3 shall be memorialized in written correspondence between the District and SASCA subsequent to the meeting.
 4. The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.
 5. In the event of a dispute raised by SASCA against District over the terms of the Charter, SASCA shall put the dispute in writing to the Superintendent or designee, and the District Superintendent or designee shall meet with the ED/Principal or ED/Principal's designee to seek resolution within two weeks of receiving the written complaint. After this meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the agreement of both District and SASCA, with the costs of the mediator to be split by both parties.

Internal Disputes

SASCA has an internal dispute resolution process to be used for all internal disputes related to SASCA's operations. Parents, students, board members, volunteers, and staff at SASCA are provided with a copy of SASCA's policies and dispute resolution process. The District

will refer all disputes or complaints it receives not related to a possible violation of the Charter or law or to the operation of SASCA or the District's oversight obligations to SASCA's ED/Principal for resolution according to SASCA's internal dispute resolution process. The District may choose to submit disputes that are related to possible violations of the charter or law or to the operation of the charter school or the District's oversight obligations to SASCA's ED/Principal for resolution according to SASCA's internal dispute resolution process. In the event that SASCA's procedures fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the RRCSA Board unless the matter relates to a possible violation of the charter or law or to the operation of the charter school or District's oversight obligations.

As previously stated, beginning with the 2015-2016 school year, SASCA will submit to LEUSD a report of all uniform complaints received by SASCA during the school year. The report will include a copy of the final letter of resolution for each uniform complaint submitted during the school year. This report will be submitted to LEUSD no later than July 1 of each subsequent school year. If the complaint has not yet been resolved by this date, the report shall note that the complaint is still being investigated.

Admissions, Attendance, and Suspension/Expulsion Policies

Student Admission Policies and Procedures

Ed Code 47605 (b)(5)(H) "Admission requirements, if applicable."

Admission to the Sycamore Academy of Science and Cultural Arts is open to all students regardless of ethnicity, creed, national origin, gender or disability. The Sycamore Academy of Science and Cultural Arts is nonsectarian in its programs, admission policies, employment practices, and all other operations; it shall not charge tuition. Admission will require a commitment from both parents and students to meet the goals, objectives and mission of the school, as set forth in the Learning Partnership Agreement (see Attachment: Student/Parent Handbook).

Enrollment Procedures

The Sycamore Academy of Science and Cultural Arts conducts an open enrollment period for two weeks in the spring of each year. For the purpose of clarity to the families, this period will be called the Application Period.

The following is the hierarchy of preferences for enrollment in the charter school:

- Students who are currently enrolled in the charter school.
- Children of founders and teachers will be enrolled on a first come, first serve basis, not to exceed 10% of the total enrollment.
- Siblings of students who are presently enrolled in the charter school.
- Students who reside within the Lake Elsinore Unified School District.
- All other applicants.

If there is no space for a sibling or a teacher's child in the desired grade, the sibling or teacher's child is put on the waiting list for admission to that grade ahead of all others on the waiting list for that grade during the current school year, with total preferences for children of founders and teachers not to exceed 10% of total SASCA enrollment.

Should the Sycamore Academy of Science and Cultural Arts receive a number of applications from potential students during the Application Period that exceeds the number of spaces available within the school, the school will conduct a random public lottery using the following rules and procedures, which will be communicated to all interested parties at least 10 days prior to holding the lottery.

Lottery Guidelines

The lottery procedures are as follows:

1. The lottery will take place within 30 calendar days of closing the Application Period as defined above.
2. The lottery will take place on the school's campus or in a facility large enough to allow all interested parties who wish to attend to do so.

3. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
4. The lottery will take place on a given published date.
5. The charter school will comply with all applicable state and federal laws and with the chartering authority's policy as it relates to the oversight of charter schools.
6. The lottery shall draw names from a general pool of ballots.
7. A representative of the school shall draw the ballots.
8. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on that school year's wait list in the order drawn, except if the preferences described above require otherwise.
9. Any enrollment applications that are received after the Application Period and/or lottery are completed for whom there is not a space available shall have their name placed on that school year's wait list in the order received.
10. The wait list shall remain in place only during the current school year, and shall not carry over into future school years, instead all students shall be subject to the Application Period process for each new school year.

Public Random drawing rules, deadlines, dates and times will be communicated on the school's website. Public notice of the date, time and location of the public random drawing will be posted within the legal timeframe. All parents of applicants and any interested parties will receive the rules to be followed during the public drawing process prior to the lottery drawing.

Confirmation of Continued Enrollment

In the spring, prior to the Application Period, the parents/guardians of students attending Sycamore Academy of Science and Cultural Arts are required to complete a Confirmation of Continued Enrollment form to continue into the next school year. Those parents/guardians that have not completed the Confirmation of Continued Enrollment form will on two separate occasions be contacted by the school via telephone, in person, and/or email to complete the Confirmation of Continued Enrollment process. Those families not responding within the 10-day period will forfeit their right to continued enrollment for their student in the school for the following school year.

Attendance

The Sycamore Academy of Science and Cultural Arts will handle attendance accounting in accordance with Education Code 47612 including the requirements set forth for calculating average daily attendance in Education Code section 47612(d) and any other applicable laws or regulations thereto.. The Sycamore Academy of Science and Cultural Arts had developed its own forms and procedures and utilizes appropriate sources to register and record pupil attendance. A responsible party who has direct knowledge or observation of the student records the event at or about the time of its occurrence. The Sycamore Academy of Science and Cultural Arts maintains all records and shall submit timely attendance reports to the chartering authority and to any other authority as required by law or regulation.

Independent Study Attendance

In addition to the required written policies, SASCA makes the following assurances regarding the legal requirements for claiming any apportionment for independent study:

1. Every student engaged in independent study must be enrolled in SASCA (EC Section 51748). This enrollment should be evident from the written agreement.
2. The Average Daily Attendance ("ADA") for independent study must fall within the teacher-to-ADA limits set by EC Section 51745.6 to be eligible for apportionment.
3. No ADA may be claimed from independent study until the written independent study agreement is completed (EC sections 46300.7, 51747[c][8]).
4. No ADA is earned unless the supervising teacher judgments of the time value of pupil or student work have been made personally in each instance for each student engaged in independent study (EC Section 51747.5).
5. No ADA from independent study may be claimed by SASCA if SASCA has provided any funds or other things of value to the student or his or her parent, guardian, or caregiver that SASCA does not provide to students who attend regular classes (EC Section 51747.3[a]).
6. No ADA will be earned from the independent study of any student enrolled in SASCA who resides outside the local county in which SASCA is authorized or any adjoining county (EC Section 51747.3[b]).

Non-Discrimination

Racial and Ethnic Balance: *Ed Code 47605 (b)(5)(G): "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."*

The Sycamore Academy of Science and Cultural Arts will have an open enrollment policy only limited by the enrollment cap established by the Governing Board. Every student attending the Sycamore Academy of Science and Cultural Arts shall do so on a voluntary basis. No student shall be denied admittance to the school based on 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 Penal Code Section 422.55. Students not able to attend due to space limitations will be put on a waiting list for enrollment should a vacancy occur during the current school year. The students and their families will be informed of their place on the waiting list. Every effort will be made to keep families intact and to maintain the racial and ethnic

balance reflective of the general population residing within the territorial jurisdiction of the District.

Should the racial and ethnic balance not be reflective of the general population residing within the territorial jurisdiction of the District, the following procedures will be implemented:

- 1) Clearly identify the degree and amount of racial and ethnic imbalance.
- 2) Provide an open enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- 3) Develop promotional information that appeals to all major racial and ethnic groups.
- 4) Provide additional recruitment efforts toward targeted groups that might otherwise have limited opportunities to participate in the charter school's programs. This may include:
 - a) A community outreach program to attract applicants from groups that are underrepresented
 - b) Flyers and/or brochures for the purpose of student recruiting in the language of targeted group, if possible and practical.
 - c) Providing a translator, if available, at all recruitment meetings in which a language other than English is spoken by parents who may be in attendance.

Public School Attendance Alternatives

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

No student is required to attend the Sycamore Academy of Science and Cultural Arts. Students who do not wish to attend may attend their local school of attendance or pursue an intra/inter- district transfer in accordance with existing enrollment and transfer policies of the local education agency (school district) where they reside.

Parents or guardians who have children enrolled in the charter school will be informed upon enrollment and in the Student/Parent Handbook that the student has no right to admission in a particular school of any local education agency, specifically including LEUSD, as a consequence of enrollment in the Sycamore Academy of Science and Cultural Arts, except to the extent that such a right is extended by the local education agency.

Suspension/Expulsion Procedures

Ed Code (b)(5)(J): "The procedures by which pupils can be suspended or expelled."

SASCA shall provide on at least an annual basis written notice to students and parents/guardians setting forth in detail the suspension and expulsion procedures adopted and followed by SASCA, including all of the information contained in this section of the

Charter and the specific detailed provisions of Education Code Section 48900 *et seq.*, as adopted hereby.

SASCA regards suspension and expulsion as a last resort and utilizes all alternative means of correction prior to considering suspension and expulsion.

SASCA shall provide notice to students and parents/guardians, on an annual basis, written notice of the suspension and expulsion procedures adopted and followed by SASCA including the information contained in this section of the charter and the specific detailed provisions of Education Code Section 48900 *et seq.*, as adopted hereby.

SASCA hereby adopts the provisions of Education Code Section 48900 *et seq.* as SASCA's student discipline policy and procedure. Because certain terms used in Education Code Section 48900 *et seq.* are not directly applicable to SASCA, the following definitions and modifications are made to these provisions to make them applicable to SASCA.

1. The terms "superintendent" and "principal" as used in those provisions shall mean the SASCA ED/Principal.
2. The terms "school" and/or "district" as used in those provisions shall mean SASCA.
3. The terms "governing board" as used in those provisions shall mean the governing board of the Ronald Reagan Charter School Alliance.
4. Should the Charter School use an administrative hearing panel, that panel shall be made up of three certificated employees engaged by SASCA and/or appointed by the Ronald Reagan Charter School Alliance Board, who do not work at SASCA.
5. It is SASCA's understanding that the Board of the Riverside County Office of Education will hear appeals of expulsions from charter schools operating within Riverside County, including SASCA. If the Board of the Riverside County Office of Education will not hear such appeals, SASCA shall develop an appeal process that affords students due process.

In the event of a decision to expel a student, SASCA shall work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If a pupil who is subject to compulsory full-time education pursuant to Education Code Section 48200 is expelled or leaves SASCA without graduating or completing the school year for any reason, SASCA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

[Suspension and Expulsion Procedures for Students with Special Needs](#)

A student identified as an individual with disabilities or for whom SASCA has a basis of knowledge of a suspected disability pursuant to the IDEIA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. SASCA will follow Section 504, the IDEIA, and 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 SASCA 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.

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

1) Services During Suspension

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

2) Procedural Safeguards/Manifestation Determination

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

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

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

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

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

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Except in the case of a student removed to an interim alternative educational setting, SASCA shall return the child to the placement from which the child was removed, unless the parent and SASCA agree to a change of placement as part of the modification of the behavioral intervention plan.

If SASCA, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the SASCA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Financial Planning, Reporting, and Accountability

Budgets

In configuring our budget we used the latest information provided by the State Budget Brief published by the California Charter Schools Association. In any case where differing estimates were provided for revenues, we took the lesser amount in our budget calculations. Provided in the attachment is a 5-year budget along with cash flow statements (See Attachments: Budget and Cash Flow Statements).

Debt and Reserve

Any long-term debt will be incurred by the nonprofit corporation and in accordance with the nonprofit bylaws.

The Sycamore Academy of Science and Cultural Arts will establish a 5% reserve fund to provide for unexpected or emergency events.

Budget Development/Fiscal Reports/Audit

In 2013-14, the Local Control Funding Formula was enacted to replace the previous kindergarten through grade 12 finance system. The LCFF establishes a base, supplemental, and concentration grants in place of the various funding streams that previously existed. As part of the LCFF, charter schools are required to develop, adopt, and annually update a Local Control and Accountability Plan (LCAP) using the template adopted by the California State Board of Education (SBE). In addition, on or before October 1, 2016, the SBE is required to adopt evaluation rubrics to assist LEAs and oversight entities in evaluating strengths, weaknesses and areas that require improvement, technical assistance needs, and where interventions are warranted. At the time of submission of this material revision, the SBE had not produced LCAP rubrics.

In compliance with the new laws, SASCA will:

- Increase and improve services for targeted students
- Obtain student, parent and staff input in developing, revising, and update the LCAP
- Produce an LCAP to meet the grade levels served and the program as outlined within this charter. As such, the eight state priorities may be modified to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.
- Ensure alignment between budget projections with services and goals as outlined in the LCAP

Budget development will 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 Revise to the State Budget Act. Budgeted resources will always be consistent with school goals as identified in the LCAP.

Sycamore Academy of Science and Cultural Arts will submit financial statements to the CDE, the State Superintendent of Instruction, the Riverside County Office of Education (RCOE), the chartering authority, and any other state or federal agency as required by applicable law.

Financial Reporting

The ED/Principal will be responsible for providing Lake Elsinore Unified School District (LEUSD) with all reports and data necessary to meet county and state financial requirements.

Sycamore Academy of Science and Cultural Arts will submit the following reports (and any other reports required by law, as the same may change from time to time) to the District and the Riverside County Office of Education pursuant to Education Code 47604.33:

1. A preliminary budget on or before July 1 accompanied by the LCAP for the corresponding year.
2. An interim financial report reflecting budget changes through October 31, submitted on or before December 15.
3. A second interim financial report reflecting budget changes through January 15, submitted on or before March 15.
4. A final, unaudited report for the full prior year, submitted on or before September 15.

Financial Audits

Ed Code (b)(5)(I): "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."

The Sycamore Academy of Science and Cultural Arts Board will form an audit committee each fiscal year (April/May) to contract and oversee the preparation and completion of an annual independent audit of the school's financial affairs. This committee will retain independent auditors. SASCA's books and records shall be kept and the audit will be conducted in accordance with generally accepted accounting principles and will conform with the California School Audit Guide as it applies to charter schools. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget circulars. The school's audit committee will review any audit exceptions or deficiencies and report to the Sycamore Academy of Science and Cultural Arts Board with recommendations on how to resolve them. SASCA shall submit the audit to the District on or before December 15, and report in writing to the District the manner in which SASCA intends to address any exceptions or deficiencies noted in the audit to the satisfaction of the District. Exceptions

and deficiencies so noted shall be addressed within 60 days or within such shorter time as specified in the audit.

These financial audits shall be conducted by an independent auditor, approved in advance by the District Board, and who at a minimum is a CPA with educational institution audit experience and is included on the State Controller's approved list of independent auditors. The auditor will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, revenue-related data collection and reporting practices and will review the school's internal controls. The audit will include a review of ADA as reported by Sycamore Academy of Science and Cultural Arts. Moreover, the audits will assure that the school's money is being handled responsibly and that its financial statements conform to generally accepted accounting principles. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the District. Sycamore Academy of Science and Cultural Arts agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. The audit will be completed and submitted to the District, the Riverside County Superintendent of Schools, the California Department of Education, the State Controller and the State Board of Education by December 15th following each school year or at a mutually agreed upon earlier date. Sycamore Academy of Science and Cultural Arts will provide interim financial data required by the District to fulfill its obligation to the county and state.

In the case that SASCA either does not pay for or have an independent audit completed within one month of the applicable timelines, the District may, at its option, pay for an audit to be completed an invoice SASCA for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to the charter school.

Further, the District Board shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the District if the audit reveals no financial or enrollment discrepancies resulting in under or over reporting of greater than three percent (3%) total; in all other cases, SASCA shall bear the cost of the audit.

SASCA will notify the District of any pending litigation or legal action taken against SASCA within 30 calendar days of SASCA receiving said notice.

The independent financial audit of the charter school is public record and to be provided to the public upon request. SASCA has always and will continue to post the annual audit on the school's website.

Sycamore Academy of Science and Cultural Arts will receive funding pursuant to the Local Control Funding Formula as established in Chapter 47, Statutes of 2013 (AB 97), Chapter 49, Statutes of 2013 (SB 91), Chapter 357, Statutes of 2013 (SB 97) and Chapter 33, Statutes of 2014 (SB 859) as these laws and implementing regulations may be amended from time to time.

Indemnification

SASCA/RRCSA agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to Lake Elsinore Unified School District and hold harmless the Lake Elsinore Unified School District, the Lake Elsinore Unified School District's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of SASCA/RRCSA, and/or on the part of the board of directors, officers, board appointed groups, committees, boards, and any other SASCA/RRCSA appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of SASCA/RRCSA in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of SASCA/RRCSA or of any other facility, program, or activity. The obligations of SASCA/RRCSA to defend the Lake Elsinore Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claims, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate SASCA/RRCSA to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of SASCA/RRCSA shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

SASCA/RRCSA further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

SASCA/RRCSA's obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end SASCA/RRCSA's right to operate as a charter school pursuant to this Charter or cause SASCA/RRCSA to cease operations.

Insurance

RRCSA/SASCA shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by

the Lake Elsinore Unified School District's risk manager and as specified below. RRCSA/SASCA's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end RRCSA/SASCA's right to operate as a charter school pursuant to this Charter or cause RRCSA/SASCA to cease operations until RRCSA/SASCA has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of RRCSA/SASCA, throughout the life of the Charter, RRCSA/SASCA shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, with combined single limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of \$3,000,000 per occurrence.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$1,000,000 per person and per occurrence.

WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of RRCSA/SASCA. If any Lake Elsinore Unified School District property is leased, rented or borrowed, it shall also be insured by RRCSA/SASCA in the same manner as (a), (b), and (c) above.

PROFESSIONAL LIABILITY insurance and/or coverage providing coverage for educators legal liability and error and omissions, including, but not limited to, coverage for sexual abuse/molestation and sexual harassment, in an amount not less than \$2,000,000 per "claim" with an aggregate policy limit of \$2,000,000. This Professional Liability insurance and/or coverage must be "claims made" and not "claims made and reported."

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Lake Elsinore Unified School District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "Lake Elsinore Unified School District and the Lake Elsinore Unified School District Personnel") as additional insureds; (b) shall insure Lake Elsinore Unified School District and Lake Elsinore Unified School District Personnel to the same extent as RRCSA/SASCA; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Lake Elsinore Unified School District and/or by the Lake Elsinore Unified School District Personnel shall be in excess of RRCSA/SASCA's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by RRCSA/SASCA; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the Lake Elsinore Unified School District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the Lake Elsinore Unified School District by the insurer, RRCSA/SASCA shall also provide the Lake Elsinore Unified School District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, RRCSA/SASCA shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the Lake Elsinore Unified School District's option.

The acceptance by the Lake Elsinore Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of RRCSA/SASCA or of any insurer or joint powers authority to the Lake Elsinore Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against

the Lake Elsinore Unified School District and/or the Lake Elsinore Unified School District Personnel are waived.

RRCSA/SASCA shall provide to the Lake Elsinore Unified School District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Lake Elsinore Unified School District within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of RRCSA/SASCA to defend, indemnify, and hold harmless the Lake Elsinore Unified School District and the Lake Elsinore Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of RRCSA/SASCA to defend, indemnify, and hold harmless the Lake Elsinore Unified School District and the Lake Elsinore Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the Lake Elsinore Unified School District.

RRCSA/SASCA shall promptly respond to all inquiries from the Lake Elsinore Unified School District regarding any claims against RRCSA/SASCA and/or any obligation of RRCSA/SASCA under the foregoing provisions of this charter.

Administrative Services

Sycamore Academy of Science and Cultural Arts will outsource some of these functions to a third-party administrator with experience providing back office services to California charter schools. The ED/Principal will oversee the work of the business services company, which handles all back office business functions, including accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. The company will ensure that all reporting is submitted accurately and in a timely way, including all government financial reporting, attendance reporting, and payroll/benefits reporting. The

company will also assist Sycamore Academy of Science and Cultural Arts staff and board on business issues that arise during the year, such as MOU negotiations, financial modeling of programs, strategic planning, transportation, and others. The company will help the ED/Principal and the Sycamore Academy of Science and Cultural Arts Board create and monitor the annual budget and will provide monthly financials, cash flow projections and analyses.

In the event that any administrative services are to be purchased from the District by Sycamore Academy of Science and Cultural Arts, the specifics will be agreed to in a Memorandum of Understanding between Sycamore Academy of Science and Cultural Arts and the District, or other mutually agreeable contract.

Facilities: Charter School Facilities

Sycamore Academy of Science and Cultural Arts has constructed a new facility at 23151 Palomar Street, Wildomar, CA. 92595.

The estimated monthly costs of facilities debt service is reflected in our budget. This figure represents careful consideration of what the school can afford and the size of the bond transaction.

Additional facilities costs, such as furniture, maintenance, utilities, etc. are budgeted separately.

The acquisition of this property in no way limits or deters the ability of SASCA to request additional facilities of the District pursuant to the requirements of Education Code section 47614 and its implementing regulations.

The new facility is not equipped with a kitchen or means to provide a meal program therefore, SASCA will not be participating in the Free and Reduced Meal Program until such time as contracted services become available.

SASCA understands that relocation or operation on multiple sites shall constitute a material revision of the SASCA charter and can only occur with approval by the District Governing Board of such material revision following the procedures and standards of the Charter Schools Act, specifically including a public hearing and action at a public meeting of the District Governing Board. SASCA also understands that the intent of the legislation is not to cap or otherwise impede the growth of the charter school and will work cooperatively with the District to address the needs of the community.

Closure Protocol: Termination of Charter Status

Ed Code Section 47605 (b)(5)(P): "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 dispositions 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."

The following procedures "Closure Protocol" shall apply in the event Sycamore Academy of Science and Cultural Arts ceases to be a charter school or otherwise closes, regardless of the reason for closure. In addition to the following procedures, SASCA shall comply with all of the legal requirements for closure of a charter school.

Any decision to close SASCA as a charter school operating pursuant to this Charter shall be documented by official action of the RRCSA governing board ("Closure Action"). The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the RRCSA Board votes to close SASCA, or the Charter lapses. In the event of a Closure Action, SASCA shall implement the following steps:

1. SASCA shall identify an entity and person(s) responsible for closure-related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
2. The RRCSA Board shall provide written notification to the District of the determination of the Closure Action, the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure within 72 hours of the Closure Action.
3. SASCA shall provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.
4. SASCA shall provide written notification of the Closure Action and the effective date of closure of SASCA to the California Department of Education, the Riverside County Office of Education, SASCA's SELPA, and the retirement systems in which SASCA's employees participate by registered mail within 72 hours of the Closure Action.
5. On closure, RRCSA/SASCA shall remain solely responsible for all liabilities arising from the operation of the charter school.
6. The RRCSA Board shall ensure notification to the parents and students of the school of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses.

7. The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils; districts of residence, which they will provide to the entity responsible for closure-related activities.
8. SASBA will provide parents, students and the receiving school districts with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at SASCA if SASCA is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise 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 ("FERPA") 20 U.S.C. Section 1232g. SASCA will ask the District to store original records of charter school students. If the District will not or cannot do so, SASCA will ask the County Office of Education to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.
9. As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, SASCA will prepare final financial records. Sycamore Academy of Science and Cultural Arts will also have an independent audit completed by an independent auditor, included on the State Controller's approved list of independent auditors who meets the qualifications to perform SASCA's annual audit, as soon as is reasonably practical, but in no case later than six months after closure and provide the audit report to the District promptly upon completion. The auditor and audit shall comply with all the requirements for SASCA's annual audit as set forth in Element 9 of this charter and shall include an accounting of all financial assets, including cash and accounts receivable; an inventory of property, equipment, and other items of material value; an accounting of liabilities, including accounts payable, and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensations; and an assessment of the disposition of any restricted funds received by or due to SASCA. In the case that SASCA either does not pay for or have an independent audit completed within the six month timeline, the District may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the charter school. Any costs for the audit incurred by the District shall remain the liability of SASCA until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by SASCA shall be the responsibility of SASCA and not the District. SASCA understands and acknowledges that SASCA will cover the outstanding debts or liabilities of SASCA. Any unused monies at the time of the audit will be returned to the appropriate funding source. SASCA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

10. SASCA will complete and file any annual reports required pursuant to Education Code Section 47604.33
11. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the RRCSA Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the school and student transfers.
12. The RRCSA Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code and file all necessary filings with the appropriate state and federal agencies.
13. In addition to the final audit, SASCA shall also submit any required year-end financial reports to the California Department of Education, Riverside County Office of Education and the District, in the form and timeframe required.
14. If RRCSA does not have any functions other than operation of the charter school, the corporation will be dissolved according to its Bylaws.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School – including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School – which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the District or District property will be promptly returned to the District upon the Charter School's closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of SASCA will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the either (j) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or corresponding provision of any future United States Internal Revenue Law) or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end SASCA's right to operate as a charter school pursuant to this Charter or cause SASCA to cease operation. SASCA and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should SASCA breach any obligation under this Closure Protocol. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Closure Protocol or any provision of this Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

As specified in the Budget, the charter school will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above. Upon closure of SASCA, employees of the charter school have no automatic rights of employment with the District.

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)).

Sycamore Academy of Science and Cultural Arts 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 the charter school if the authorizing entity has complied with all oversight responsibilities required by law. RRCSA/SASCA shall at all times be operated by or as a nonprofit public benefit corporation. The school shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School. Nothing in this paragraph shall serve to reduce or excuse SASCA/RRCSA's obligations to obtain and maintain the insurance required by this charter and/or its obligation to indemnify, defend and hold harmless the Indemnitees, as set forth in the charter.

The corporate bylaws shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and Sycamore Academy of Science and Cultural Arts will

purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

Sycamore Academy of Science and Cultural Arts and its employees will institute appropriate risk management practices in accordance with the health and safety policies and practices provided herein.

Sycamore Academy of Science and Cultural Arts will improve the educational choices offered by the Lake Elsinore Unified School District for families within their jurisdiction.

The charter school will:

- Increase the instructional minutes to advance student achievement especially to those that are English Language Learners, Students with Disabilities, and those from economically disadvantaged backgrounds.
- Provide a more personalized learning environment by maintaining a smaller school.
- Offer a more concentrated focus in science and the cultural arts.
- Offer a robust service-learning program to enhance a greater connection between school and the local community.

Liabilities

The Sycamore Academy of Science and Cultural Arts is responsible for the liabilities, debts, and obligations it incurs. The Sycamore Academy of Science and Cultural Arts shall establish a Governing Board consistent with the provision of the charter.

Direct Funded Charter School Status

SASCA will act as its own fiscal agent and will receive the maximum revenue provided by law. SASCA shall meet all funding conditions and requirements imposed by local, state, and federal mandates. SASCA intends to receive funding directly from the State of California through the County Office of Education in accordance with applicable law.

SASCA shall at all times operate as a distinct and separate LEA and shall maintain its own set of financial records, distinct from any other school(s) that may be operated by or related to SASCA and/or RRCSA or any other related entity including, but not limited to, any existing charter schools or additional or new charter schools that may be approved after the effective date of this charter.

Miscellaneous

Term of Charter

The term of this charter began on June 26, 2014 for a term of five years, through and including June 30, 2019. This material revision will become effective upon approval by the

Lake Elsinore Unified School District Governing Board and remain in effect until June 30, 2019.

The Sycamore Academy of Science and Cultural Arts recognizes that the authority that granted the charter may revoke the charter if the authority finds that the charter school did any of the following:

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

Unless otherwise agreed with the District, SASCA may submit a request for renewal of its Charter between September 1 and January 31 of the final year of operations approved hereunder. SASCA agrees that the renewal timeline will not result in the District Board's deadline for action falling one week prior to, during or one week following the District's winter break. SASCA further acknowledges that District Governing Board agenda deadlines are generally at least two weeks prior to the Board meeting, and understands that receipt of the renewal request will be placed on a Board agenda in accordance with the District's normal agenda deadline requirements, and SASCA may obtain specific agenda deadline information from the District Superintendent or designee prior to submittal.

Any renewal request or request for material revision shall include all of the following materials:

1. An electronic (Word) version of both the clean and redline versions comparing the renewal Charter to the current Charter included.
2. Electronic copies of any attachments requested by the District.

After the District and SASCA have agreed on all edits, SASCA will provide:

1. 12 bound, hard copies of the clean renewal Charter and all required attachments.
2. An electronic (Word) version of both the clean and redline versions of the renewal Charter.
3. Electronic copies of all attachments.

The material revision and renewal processes shall be governed by the provisions of Education Code Section 47605 and 47607 or the provisions of law that may supersede, modify, amend, or succeed those provisions. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

SASCA and the District have a history of collaboration regarding compliance, renewal and revision and SASCA will continue to work with the District to resolve issues relative to SASCA's operations or the charter document.

The District Governing Board delegates to the Superintendent or designee and the SASCA Board delegates to the ED/Principal or designee authority to waive or extend the timelines in this Charter, law, or applicable regulation for consideration or action on material revisions and/or renewal of this Charter.

Inspections

In accordance with Education Code Section 47604.3, the charter school shall promptly respond to all reasonable inquiries by the District. SASCA agrees to permit the District to inspect and receive copies of all records relating to the operation of the charter school.

In accordance with Education Code Section 47607(a)(1)A, SASCA acknowledges that the District may inspect or observe any part of the charter school at any time.

SASCA is subject to the California Public Records Act (CPRA), however, the District's right to inspect and receive records is not based on the CPRA, but rather on the District's oversight role.

Free School

SASCA shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Section 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, Section 350, in all aspects of the Charter School program. Under no circumstances shall any student be adversely impacted, in any manner, in admission, registration, offers of course credit or educational activities for financial reasons, including without limitation a failure to make a financial contribution of any kind or for failure to make donations of goods or services, including in-kind or volunteer services, to the Charter School, nor shall any course credit or privileges related to Charter School education activities be provided in exchange for money or donations of goods or services, including in-kind and/or volunteer services. Any complaints alleging unlawful pupil fees shall be processed by the Charter School in accordance with Education Code Section 49013 and the Uniform Complaint Procedures.

Oversight Costs

The District may charge for the actual cost of supervisory oversight of SASCA, up to any maximum permitted by law (currently described and limited in Education Code Section 47613).

Governing Law and Construction

This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

Debts and Obligations

SASCA and Ronald Reagan Charter School Alliance shall be solely responsible for all costs and expenses related to this Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

SASCA and Ronald Reagan Charter School Alliance shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board as required by law, including, but not limited to, Education Code Section 17604, shall be unenforceable against the District and shall be SASCA and Ronald Reagan Charter School Alliance's sole responsibility.

Sycamore Academy of Science and Cultural Arts and/or Ronald Reagan Charter School Alliance shall have no authority to enter contracts for or on behalf of the Lake Elsinore Unified School District. Any contracts, purchase orders, or other documents which are not approved or ratified by the Lake Elsinore Unified School District Governing Board as required by law, including, but not limited to, Education Code Section 17604, shall be unenforceable against the Lake Elsinore Unified School District and shall be Sycamore Academy of Science and Cultural Arts and/or Ronald Reagan Charter School Alliance's sole responsibility.

Independent Entity

SASCA and Ronald Reagan Charter School Alliance and their respective officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. Lake Elsinore Unified School District and SASCA/ Ronald Reagan Charter School Alliance shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of SASCA and/or Ronald Reagan Charter School Alliance.

SASCA shall comply with laws and regulations regarding financial records, accounting practices and the use of public funds. Any overlap in purchasing or resource allocation that might occur between SASCA and any other school(s) or entities that might be operated by or associated with the RRCSA Corporation or any other related entity will be reflected in the Financial Policies and Procedures. Updated Financial Policies and Procedures will be submitted to the District. In no event shall SASCA develop or revise Financial Policies and Procedures that are inconsistent or conflict with the terms of this charter and/or any MOU or other agreement between SASCA and the District.

INDEPENDENT STUDY POLICY 6000.110

Pursuant to Cal. Ed. Code section 51747, Cal. Ed. Code section 47612.5 and California Code of Regulations, Title 5 Section 11701

ELIGIBILITY

A student's option to take courses via independent study must be continuously voluntary. *EC* section 51747(c)(7); 5 CCR 11700(d)(2)(A)

Students enrolling in independent study must be residents of the local county or an adjacent county. *EC* section 51747.3(b)

No individual with disabilities, as defined in Education Code section 56026, may participate in independent study unless his/her Individualized Education Program specifically provides for such participation. *EC* section 51745(c)

EC section 48206.3 gives a student who is temporarily disabled the right to home and hospital instruction. *EC* section 51745(d) states, "No temporarily disabled student may receive individual instruction pursuant to *EC* 48206.3 through independent study." Per *EC* section 47610, this restriction does not apply to charter schools.

Every student engaged in independent study must be enrolled in Sycamore Academy of Science and Cultural Arts. *EC* section 51748. This enrollment must be evident from the written agreement. No student may participate in independent study until the written master agreement is completed. *EC* sections 46300.7, 51747[c][8]

Independent Study provides that all students enrolled in the program must have the same access to existing services and resources as students in a traditional school setting. *EC* section 51746

No guarantee is provided that Independent Study will be provided.

WRITTEN MASTER AGREEMENTS

The written master agreement for each participating student shall include, but not be limited to, all of the following (Education Code 51747):

1. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
2. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
3. The specific resources, including materials and personnel, that will be made available to the pupil.
4. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
7. The inclusion of a statement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school,

class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

8. In addition to the requirements listed above:
 - a. Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
 - b. A signed written agreement may be maintained on file electronically.

The curriculum and methods of study specified in the written agreement shall be consistent with the Governing Board's policies, administrative regulations and procedures for curriculum and instruction (5 CCR 11702).

ASSIGNMENTS

The maximum length of time that may elapse between the time an Independent Study assignment is made and the date by which the student must complete the assigned work is 40 school days. *EC* section 51747(a). However, no more than 20 school days will elapse between the student/parent and teacher meetings.

The number of missed assignments that will result in an evaluation being conducted to determine whether it is in the best interest of the student to remain in Independent Study shall be 3 consecutive assignments. A written record of the evaluation will be kept in the student's permanent record (Cum folder and school office file). *EC* section 51747

All completed independent study assignments must be entered into the student's attendance record within ten (10) days of receipt.

STUDENTS RIGHTS AND RESPONSIBILITIES

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian as appropriate.
2. A special meeting between the student and the teacher and/or counselor.
3. A meeting between the student and the administrator, including the parent/guardian if appropriate.
4. An increase in the amount of time the student works under direct supervision when the student has missed the number of assignments specified in Board policy as precipitating an evaluation, the Executive Director or designee shall conduct an evaluation which may result in termination of the independent study agreement, with the student's return to a regular classroom or alternative instructional program.

Parents/guardians and students are expected to assume the following responsibilities at minimum:

1. Meet with the credentialed teacher once every 5 school days as determined by the teacher and noted on the Work Assignment Record or Master Agreement and not to exceed 20 school days.
2. Contact the teacher at least 48 hours in advance of cancelling an appointment and re-scheduled meeting.
3. Complete all assigned work in a high quality and timely manner.
4. Sign a Master Agreement at least once every semester.
5. Understand that if the student misses more than two assignments, a meeting will be called to determine if the student should remain in independent study.

6. Meet the school's expectations of educational performance and personal conduct at meetings as well as in site based classes the student will attend.

ADMINISTRATION OF INDEPENDENT STUDY

The responsibilities of the independent study administrator shall be to:

1. Ensure that the Charter's independent study option is operated in accordance with law, Board policy and administrative regulation.
2. Approve the participation of students requesting independent study.
3. Facilitate the completion of independent study written agreements.
4. Approve all credits earned through independent study supervised at a location apart from the student's regular school and forward the information to the appropriate staff so that the information becomes part of the student's record.
5. Authorize the selection of staff who are assigned to supervise independent study.
6. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator.
7. Complete or coordinate the preparation of all necessary records and reports.
8. Establish and maintain in a systematic manner all records by law, Board policy and administrative regulation.
9. Monitor enrollment in independent study.
10. Obtain and maintain current information and skills required for the preparation of an independent study strategy that meets established standards for the charter's educational programs.
11. Prepare and submit reports as required by the Board or Executive Director.
12. Assure a smooth transition into and out of the independent study mode of instruction.
13. Ensure that Master Agreement is signed and dated PRIOR to the student engaging in Independent Study by the supervising teacher, the student, the administrator, the parents and any teacher involved in the educational program of the student. A new Master Agreement will be signed at least once every semester.
14. Ensure that the school maintains a file of all independent study written agreements with representative samples of completed and evaluated student assignments with notations on the work samples that indicate the supervising teacher's determination of the time value of the student's work. ***All work samples must include the signature or initials of the supervising teacher with dated notations indicating the he/she has evaluated the work of the student or has reviewed the evaluations made by another certificated teacher.***

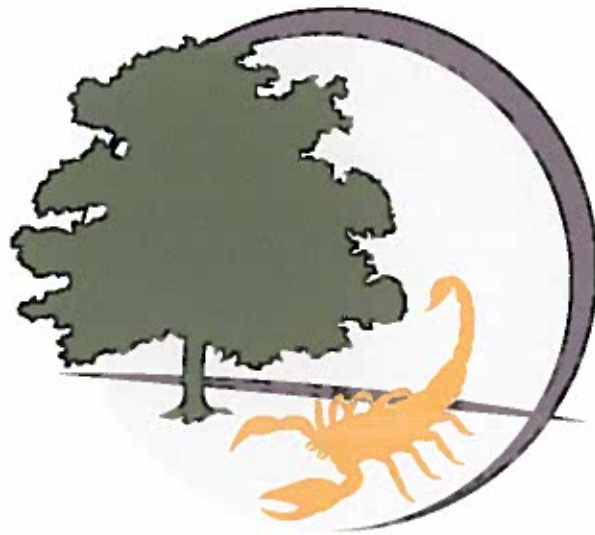
SUPERVISING TEACHERS

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. *EC section 51747.5*

The independent study administrator shall approve the assignment of any teachers who directly supervise independent study on a regular basis. The principal may recommend teachers or students for independent study.

Independent study teachers shall:

1. Complete designated portions of the written agreement and add additional information to the written agreement when appropriate.
2. Supervise and approve coursework.
3. Design all lesson plans and ensure that the assignments are based on curriculum established for the school for all students.
4. Write the assignments for students.
5. Assess all student work.



SYCAMORE ACADEMY

of Science and Cultural Arts

Parent-Student Handbook 2015-2016

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Dear Students and Parents,

This handbook has information that will help you and your child to learn about our school's policies and its programs. We begin by sharing with you some background information.

Sycamore Academy of Science and Cultural Arts is a California public charter school that received its authorization on June 25, 2009 and was renewed in 2013 by the Lake Elsinore Unified School District. Charter schools are established to:

- Improve pupil performance,
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving,
- Encourage the use of different and innovative teaching methods,
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site,
- Provide parents and students with expanded educational opportunities within the public school system without the constraints of traditional rules and structure,
- Provide schools a way to shift from a rule-based to a performance-based system of accountability, and
- Provide competition within the public school system to stimulate improvements in all public schools (Ed Code 47601).

We took advantage of California charter school law in the formation of our school as we believe we fulfill many of its purposes. Our mission and vision statements that provide the compass by which we direct the activities and programs of this school are as follows:

Mission Statement

The mission of the Sycamore Academy of Science and Cultural Arts Charter School is to prepare a diverse K-8 student population for secondary education, college, careers and global citizenship by providing each child with the knowledge, critical skills, and fundamental dispositions to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st century every child must construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on his or her growth as a learner.

Vision Statement

The vision of our learning community is to provide a setting for learning based on constructivist principles. Students, teachers, staff and parents will be active participants in a community of learners working in a collaborative and democratic manner. To accomplish this we will focus on:

- How students learn best,
- How teachers guide and challenge students to think and construct meaning from their studies, and
- How students develop memory and connect information, knowledge and understanding in such a way that they will demonstrate and defend their understanding.

School Goals

Knowledge

- A deep understanding of the local community: economically, socially, scientifically, and politically.
- A deep understanding of our national heritage, including the philosophical, religious, scientific, economic, and political ideas that have shaped our institutions.
- Able to criticize and evaluate the messages and opinions promoted by mass media.
- Able to analyze, manipulate and evaluate the use of mathematical symbols.
- Able to comprehend, analyze, interpret, and evaluate written text.
- Able to utilize technology to analyze, interpret and evaluate the natural and social world.

Critical Skills

- **Problem Solving**—Develops effective solutions to the multi-dimensional and complex problems ever-present in personal and professional arenas.
- **Decision Making**—Can and does make responsible decisions in diverse situations.
- **Critical Thinking**—Can critically think for oneself by justifying opinions based on evidence and sound reasoning.
- **Creative Thinking**—Has both the confidence in and capacity for the creative thinking that enhances both experience and results in a variety of life roles.
- **Communication**—Can express oneself with clarity and authenticity.
- **Organization**—Can efficiently and productively organize time, space, materials, and tasks.
- **Management**—Can skillfully help others to optimize their work together through effective management.
- **Leadership**—Can recognize quality leadership and can assume it when appropriate.

Fundamental Dispositions

- **Ownership**—A responsible and invested owner of life-long learning.
- **Self-Direction**—A reflective self-directed individual with a strong work ethic.
- **Quality**—A well-developed internal model of quality work.
- **Character**—Develops a strong sense of purpose within a moral community by exercising such virtues as honesty, integrity, perseverance, thoughtfulness, respect, wisdom, self-control, courage, caring, and justice.
- **Collaboration**—Seeks to optimize work through collaboration.
- **Curiosity and Wonder**—Has a sense of curiosity and wonder.
- **Community**—Is a responsible and active member of a community.

Charter Petition

The charter for the Sycamore Academy of Science and Cultural Arts Charter School is available at the school's office as well as the school's website www.SycamoreAcademyCharter.org. The charter has the complete information about our school and its programs.

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Explained below are school policies and procedures to ensure your child will be successful at our school:

Attendance

Your student's consistent and prompt presence at school is imperative. While we understand that children do become ill occasionally and have appointments that may interfere with the school schedule, it is important, **especially in a highly collaborative environment such as our program**, to attend consistently.

Tardiness

Parents and students are expected to be prompt and responsible in attendance of classes and meetings. Excessive student tardiness may result in a meeting with your child's teacher or the principal depending on the circumstances. If the issue of tardiness is not remedied at that level, your family may be referred to the District Attorney for appropriate action/intervention.

Absences

In the event that your child must miss school, please contact the office ahead of time to arrange for an Independent Study Contract. Calling the office the morning of the absence will provide sufficient time for your child to participate in Independent Study (see Independent Study below). While Independent Study does not replace our regular academic program, it will allow the opportunity for your child to keep up with the content of the program and, upon completion, the day(s) will not be recorded as absences.

Please be aware that should your child have 5 or more unexcused absences, your child may be dropped from the school's roster and you would need to reenroll. Admission is based on availability at the time of re-enrollment.

Independent Study Contracts

If it is absolutely necessary for parents to keep their children out of school, an Independent Study Contract should be completed. To qualify for Independent Study, the parent must make the request prior to the absence. The teacher will provide lessons to complete while the student is away from school, so that he/she will not fall behind the other students. The contract can be found on our website or picked up in the office and must be on file prior to the absence. The student has 20 days from the date of the absence to complete and return the Independent Study work in order to receive credit and clear the absences. The number of independent study days a student is allowed is limited, so please keep the use of them to a minimum.

Arrival/Departure Time

Day of the Week	Start time	End Time	Grade level
Monday – Thursday	8:15 am	1:00pm	Kindergarten
		2:40 pm	1 st – 3 rd grades
	8:00 am	2:55 pm	4 th – 8 th grades
Friday	8:15 am	12:00 noon	K – 3 rd grades
	8:00 am	12:15 pm	4 th – 8 th grades

Students must not arrive on the campus any earlier than 7:45 a.m.

Students must be picked up within 20 minutes of the final dismissal time (no later than 3:15 pm). We do not have the personnel to provide supervision outside of the specified arrival and departure times. No

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child is permitted to leave the school grounds before school is dismissed without permission from the office.

In cases where children are arriving or departing school with children in different grade levels, please bring all the children at the earliest start time and pick them all up at the latest release time (with the exception of Kindergarten). We will provide appropriate supervision for those students that wait for siblings/carpoolers. Our intent is to have you do one drop-off and one pick-up and not have to park and wait.

Late Student Pick-Up

School personnel will supervise students that arrive 15 minutes before the start of the day as well as 20 minutes after the final dismissal. Parents who habitually neglect to pick-up their children on time or drop-off their children more than the time specified above, will have their children sent to Ortega Trails. There is a \$10 charge per student per incident for this service. The third occurrence will require a meeting with the Administration and, if needed, appropriate authorities will be contacted.

Leaving School during the Day

No child is to leave school during the day without permission from the office. If parents are taking their child out of school early, they must go to the office to have their child released. Anyone picking up a student must be on the emergency card and be able to provide photo identification.

Modified Day

Every Friday is a modified day. Dismissal is at 12:00 p.m. for K-3rd grade students, and 12:15 p.m. for 4th – 8th grade students. No lunch break is provided at school on those days.

Registration Requirements

Parents of children entering Kindergarten must provide dates and place of service where the child received the state mandated immunizations. Record of a physical examination is required for students entering first grade. The child's birth certificate is also required for registration. Children entering Kindergarten must be five years old on or before September 1, in the year in which the student enters Kindergarten. A registration packet must be completed before the student is allowed to enter school.

Release of Child

Only those people designated on the Pupil Release Form are allowed to pick-up your children. Make sure this list is current. If you are sending a person to pick-up your child that is not on the Pupil Release Form, please send a FAX to the school office informing the school that the person has your permission to pick-up your children. Provide the person's name and phone number and include the date, your signature and immediate telephone contact number. We will not release a child to a person without the parents'/guardians' written permission: therefore, having anyone come to pick up your child without having submitted appropriate documentation, puts both the school and the person picking up the child in a very awkward and potentially liable position. The Pupil Release Form should be updated whenever there is a change in: persons, addresses, phone numbers, jobs, baby-sitters, etc.

Court Orders

Given the current status of many marriages, divorces, custody battles, etc., the list of people to whom we can release your children is vitally important. If you have a custody order, stipulated agreement, or restraining order regarding your child, be sure to present a copy to the school office. Without the court order present and stating the contrary, former and/or estranged spouses are still the legal guardian of the child and may pick-up their children at any time. It is expected that all parties engaged in Family Law disputes act cordially while on the campus or at school events or be subject to removal from the event. School is a safe place for students and staff will take any steps needed to ensure that all students are sheltered from adult disputes while at school.

Transfers

When a student is moving, please advise the school office as early as possible as we often have students waiting for a seat. The office will forward appropriate files to your child's new school. If your children have school materials at home, please return them to the teacher or the office prior to leaving.

Communication

We use electronic means of communication to reduce the amount of paper sent home so we can be more ecologically friendly as well as put those savings into our classrooms. However, please let the office know if you do not have electronic access as mentioned above and we will provide you with a hardcopy of the communications.

Website and Social Media

In an effort to maintain strong home-school communication, all upcoming events and announcements will be sent to parents via email as well as being posted on our website (www.SycamoreAcademyCharter.org). We strongly recommend you "subscribe" to your child's teacher's webpage to receive email updates regularly. You can also get reminders and updates by "liking" us on our FaceBook page (SycamoreAcademyCharter). If you are not receiving emails from the us, please email the office so we can make sure you will get all future emails.

Parent Portal

Parents will be provided with an access code in order to create an account in the Power School Parent Portal. This online resource allows parents to access their child's most current grades and attendance information. Within the Parent Portal, you have several options regarding receiving email progress reports, school bulletins and other reports. If you need assistance in setting up automatic updates or if you have questions, please see your child's teacher or an office staff member. The account that you set up in the Parent Portal remains active as long as your child attends Sycamore Academy, you do not need to set up a new account each year.

PowerSchool also offers an App for smartphones. Download the App and use District Code: ZQNF and then log in with the account information you created.

Complaints

The Sycamore Academy of Science and Cultural Arts Charter School welcomes your concerns and it is our intent to resolve issues as soon as possible. Concerns regarding your child should first be discussed with the

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classroom teacher. If you believe that the issue is still unresolved after meeting with the teacher, please make an appointment with the Director/Principal to address your concern.

All complaints regarding the Sycamore Academy of Science and Cultural Arts Charter School's operations should be referred to the school's Director/Principal for resolution. If you believe your concern has still not been addressed to your satisfaction, you may appeal to the Sycamore Academy of Science and Cultural Arts Charter School Governing Board. Complaints must be submitted in writing to the Director/Principal one week before the Governing Board meeting so that it can be put on the agenda (See Calendar for Governing Board meetings). You may use our Uniform Complaint form for this purpose, which is available from the office. If your complaint involves the Director/Principal, you may email the Governing Board directly at GoverningBoard@SycamoreAcademyCharter.org or mail your written complaint to the school, Attention: Board President. Mail marked "Attention: Board President" will not be opened by school staff.

Homework

Sycamore homework allows flexibility in order to accommodate the various schedules and demands of life away from school and provide a format for homework that will not become intrusive to the other activities that make up your personal lives. The structure of our homework is such that it can address any of the required standards in all subject areas as well as an opportunity to practice the Critical Skills and Fundamental Dispositions outlined in our charter. It is in no way meant to limit a child's choices of topics to pursue but rather guide them in choosing things that they are interested in while enhancing their academic knowledge. We encourage students to explore areas of interest and share their learning through self-developed projects. Parents are encouraged to attend the Homework P.I.E. night scheduled in the fall.

Our homework is scored by student peers. We teach students acceptable ways to provide constructive feedback and support for their peers when scoring. We also teach students how to assert themselves in a respectful way when they disagree with a score that they are given. Not only does this promote quality conversations, but it also allows students to reflect on their own learning as they prove their case.

Parent Information Event (P.I.E.)

These are special events scheduled throughout the year to provide parents with additional information and resources about our program and ways to help your child(ren) learn. Email invitations will be sent out prior to each event. You can also check the school's website for this information. If you have a topic or idea you believe should be addressed, please provide your thoughts to the office.

Showcase of Learning

Throughout the year, we have events to showcase learning. These include whole school showcases such as History Day Showcase, Science Showcase and Art Showcase, in addition to showcases presented by classroom teams and/or various groups. Keep your eye on our website calendar and emails from the office for information about upcoming events.

Parent/Student/Teacher Conferences

Parent/Student/Teacher conferences are held in fall of each year. At these conferences students, in collaboration with parents and teacher, set personal goals (S.C.O.R.E.). These conferences are led by the student, unless the child is too immature or has not learned the skills to conduct the conference productively

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and effectively. We encourage strong communication between home and school. Parents are welcome to request conferences any time during the school year. Should you have any concerns, do not hesitate to contact your child's Homeroom teacher.

Report Cards

Parents have 24/7 access to grades and attendance in the Power School Parent Portal. If you need assistance setting up your Parent Portal account, please contact your child's Homeroom teacher or the office staff. Report Cards are printed per parent request and as required for your child's Cumulative File.

Telephone/Cell Phones

We do not put calls through to the classroom during instructional time. Parents may leave messages for teachers and calls will be returned by the next business day.

Students are permitted to bring cell phones to school, however, they must remain off or silenced in the student's backpack at all times except as allowed by the classroom teachers. We recognize that cell phones are useful as an educational tool; however, it is our intent to provide for the safety and consideration of all students and staff. We do not allow students to take cell phones outside during break, lunch or recess. Pictures of other students or staff is not permitted. Texting is not permitted while at school, including during pick up. Students remaining after dismissal time will be allowed to use personal cell phones to contact parents/guardians once in the office.

We will not allow students to use cell phones during dismissal because that takes the attention off watching for their parents. We understand that parents might be communicating about being late, however, staff is not able to monitor all students' texting and manage the traffic. Students will be allowed to check cell phones and respond once in the office (approximately 20 minutes after the dismissal time).

Phones will be held in the office for parent pick up when a student is found in violation of any part of this policy. Any future occurrence may result in the student no longer being allowed to have the phone out of the backpack during the school day. The school is not responsible for lost, broken, or stolen phones.

Visitors

State law requires all visitors to sign in at the office. Each visitor must sign in and out with the office and wear a badge while on campus. Visitors are restricted to one hour on campus.

Volunteers

Parents/guardians are encouraged to visit and volunteer in classrooms. Parents working at the school need to comply with certain requirements such as completing forms, acquiring evidence TB clearance and passing a Megan's Law check before they work in the classrooms or with students. Volunteers are supervised by school personnel. Volunteers must sign-in with office personnel upon arrival and sign-out when leaving school grounds. Volunteers must wear a badge at all times. Questions about volunteer needs should be directed to the teachers, questions about volunteer requirements should be directed to the office.

Parent Participation

- School Site Council (SSC)
- Classroom support (reading, leading a center, assisting with preparations, etc.)
- Field trip chaperon
- Event coordinator
- Governing Board

Check the school's website for the exact date and time of the meetings and/or participation requests.

Health and Safety

Your child's safety is our priority and therefore we have established the following guidelines in order to keep our students safe. We appreciate your cooperation. Our Safe School Plan is available for parent review in our office and on our website. If you have suggestions, comments or concerns, please contact our Operations Coordinator.

Articles from Home

We strongly recommend students do not bring personal property to school as these items may be lost, damaged or become a distraction to the learning environment. The school is not responsible for loss of personal property.

Bicycles, Scooters and Skateboards

Students who ride bikes or scooters to school are required by state law and school policy to wear bicycle helmets. A student who happens to ride to school without a helmet will not be allowed to leave school with his/her bicycle or scooter without a helmet. The parents must provide a helmet that day or come and pick up the bicycle themselves. Bicycles must be kept in the designated bicycle area. It is highly recommended that your child lock his or her bike. For safety reasons only students in 3rd grade or higher may ride their bicycles or scooters to school. Bicycles and scooters must be walked on and off the school grounds. Skateboards are prohibited on campus at all times unless the Director/Principal has given prior approval.

Child Abuse

The parent or guardian has the right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. To ensure that proper investigation takes place, a verbal or written complaint must be filed with the local child protective agency or the school. Public school employees are mandated by law to report to a child protective agency, any suspected child abuse.

Dress Code Policy

The school needs your cooperation in developing proper standards of dress and grooming among our pupils.

Apparel

Students are to be dressed in clothing which allows them to participate in games and activities. Parents are asked to help us by discouraging "message" T-shirts of questionable taste and clothing that is inappropriately revealing. The following specificity regarding appropriate dress was agreed upon and provided by the middle school group of the 2014-2015 school year and represents the current expectations for all students:

1. Tank top type shirts must have straps of at least a one inch width.
2. Under-garments are not to be exposed.
3. Shorts and skirts must be long enough to reach the knuckle of the wearer's thumb when his/her arms are at his/her sides.

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4. Tops must conceal student's back and stomach at all times.
5. Leggings may be worn with a top that achieves the shorts/skirts length requirements.

Footwear

For safety reasons, thongs and/or sandals without a sturdy back strap may not be worn by students. Students should bring or wear socks and athletic-type shoes as part of appropriate attire for daily Physical Education. It is essential that shoes be properly tied when worn to minimize injuries to ankles and feet. Students are not to wear heels, flip flops, open-toe shoes, skate-shoes, heeled shoes, platform shoes, or over-sized shoes, as these pose a safety concern.

Hats

Hats are permitted for outside wear only. Hats may not be altered and may not be worn backwards. Hats may not be shared with others. The hat policy will be temporarily terminated if there is an outbreak of head lice.

Parents will be called to supply more appropriate clothing or students may be given spare articles of clothing to cover up inappropriate dress.

Hygiene

Students that come to school with strong body odor or heavily soiled clothes will be asked to contact their parents to correct the problem. Students that are not well groomed are often teased and ostracized by their peers. By making sure your children are well groomed you avoid such unpleasant situations for them.

Insurance

The school does not provide accident and medical insurance coverage for students. If you do not have medical insurance that covers your children, it is a good idea to seriously consider purchasing a student medical insurance policy. We have student insurance enrollment packets available in the school office.

Medication at School

When your child's physician prescribes medication to be administered at school, under state law, the dosage and times to be administered must be in writing from the doctor. An Authorization for Medication form is to be completed by the parents/guardians. The parent must personally bring the medication and the doctor's written instruction(s) to the school office. Any medicine found on a child's possession will be confiscated and the parent contacted. Office personnel will administer medication. We can only keep a one-month supply of medication, and it must be brought in the original container each time. In addition, any over-the-counter medication (such as Tylenol, Motrin, cough drops, etc.) must be dispensed through the Health Office, along with the appropriate Authorization for Medication form. Office personnel will maintain a written log of all medications administered.

Nutritional Snacks

Students are encouraged to bring a snack that will help sustain them between breakfast and lunch. We ask that these snacks be nutritional in nature, like fruits, vegetables, cheese, or nuts. Junk food and soda pop are discouraged at school.

Parking Lot

The parking lot can be a very dangerous place so we have developed a process to ensure student safety as well as efficiency for student drop-off and pick-up. Sycamore staff members appreciate your cooperation and cheerful disposition during arrival and departure times.

Valet Service for Pick Up:

We offer valet service for students! Parents are asked to enter the site using caution. Please stay off of your cell phones while in the pick-up/drop-off line. Once your vehicle has pulled up to the clearly marked valet area, your children will be assisted into or out of your car. There is no drop off in front of the school, on Palomar road, or along the driveway entrance to the school. Parents are expected to be courteous to our neighbors, obey all traffic laws and work cooperatively with school personnel directing traffic. You are modeling appropriate behavior and attitude toward authority figures for your children, we have high expectations for them.

There is absolutely no parking on Palomar Street. Our neighbors would prefer parents not use their parking spaces.

Kindergarten Pick Up:

Parents are expected to pick Kindergarten students up outside the gate at the rear of the facility, near the playground on all days except Fridays. On Fridays, all parents follow the procedures above.

Please remember that at the beginning of the year, this is a slower process as staff gets to know families. We appreciate your patience and cooperation.

Pets

Children may not to bring pets from home without prior permission from their teacher and parents/guardians.

Student Discipline

Generally, student discipline issues are diminished when students are provided with engaging curriculum and are interested in learning. However, in the event that a student cannot make appropriate choices for behavior, staff will intervene. All staff members have received specific behavioral intervention training. Rather than have a lengthy list of rules, student behavior is addressed through five questions:

1. Is it safe?
2. Is it kind?
3. Does it protect school and private property?
4. Does it protect student learning?
5. Is it respectful?

Students who have difficulty answering in the affirmative to these questions or refuse to take thoughtful action in relation to others will be dealt with appropriately. The seriousness of the offense and the student's attitude determines the extent of the consequences. Severe or chronic behavior that is disruptive to the learning process or harmful to others will elicit stronger measures, which may include student suspension and expulsion. The full details of our suspension and expulsion policies are stated in our charter, which is

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available in the school office or online at www.SycamoreAcademyCharter.org.

Students that use technology as a means to harass or bully other students will receive discipline up to and including suspension or expulsion.

Sexual Harassment

The Governing Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the school. Any student who engages in the sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment will be subject to disciplinary action up to and including dismissal. Any student who feels that he/she is being harassed should immediately contact the Director/Principal. A complaint of harassment can also be filed in accordance with our Uniform Complaint Procedures. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Property

Lost and Found

Students or parents may check the “Lost and Found” for missing items. Parents are urged to mark lunch boxes, sweaters, jackets, etc. with their child’s name. Unclaimed items are donated to charities at the end of each trimester.

Lost/Damaged Books, Materials and School Property

Students are expected to take care of school materials and books. Parents/Guardians will be charged for lost or damaged books and other school materials that are damaged by their child. Parents are also held financially responsible if a child deliberately destroys or defaces school property.

Programs and Activities

Our school has a well-rounded program of instruction based on meeting the needs of the individual. The focus of the program is to teach children the basic skills necessary to increase learning and fully develop their abilities and talents.

English Language Learners

Students identified as English Language Learners are assessed annually in the fall. The data obtained from these assessments (presently CELDT) is used to target specific skills the student needs in order to become proficient in English. A complete description of our English Language Development program is available on our website, www.SycamoreAcademyCharter.org, in our charter document.

Gifted and Talented Education (G.A.T.E.)

In the spring, selected students in grades 3-6 are tested for G.A.T.E. Parents of selected students are provided information regarding G.A.T.E. designation and the G.A.T.E. program at Sycamore and must authorize student participation, prior to any G.A.T.E. testing. A complete description of our G.A.T.E. program can be found on our website, www.SycamoreAcademyCharter.org, in our charter document.

Meet the Masters

Meet the Masters is an award winning visual arts program. Children begin with a multi-media presentation and learn about the fascinating lives and famous works of the Master Artists. Then students learn the techniques that made the art revolutionary in its time. After learning the inspiration and techniques of each master artist, the students are lead through a step-by-step journey of the art project. For more information on Meet the Masters visit their website at www.meetthemasters.com.

S.C.O.R.E

Sycamore Children Obtain Real Expectations (S.C.O.R.E.) goals are created collaboratively with the teacher, parent and student involved in the process. The purpose of this is to ensure that the child's interests are addressed, while meeting the parent's academic concerns, as well as the school standards. While some student's may have similar goals, the goals are specific to the needs of each individual student and therefore, expectations, time, accuracy, and other factors will be adjusted to make the goal achievable for each student. That being said, we will not "lower" the expectations for any student, but rather break the ultimate goal into smaller, achievable components for each student. S.C.O.R.E. conferences occur in the fall.

Student Study Team

The Student Study Team is to help students who may need additional supports as demonstrated by:

- Academic difficulty.
- Excessive absences/tardiness.
- Behavior problems.

The team may be comprised of parents/guardians, the student's homeroom teacher, another teacher, the principal or designee and in some situations, the student. The concern or issue is clarified and the means to help solve the problem are developed. Interventions are documented and tracked to ensure the student continues to progress academically and/or behaviorally.

Special Education

Sycamore Academy will comply with all applicable State and Federal laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Act of 2004, California Education Code, Part 3b.

Sycamore Academy is a Local Education Agency for Special Education and is a member of the El Dorado Charter SELPA. More information is available on our website under "Special Education".

State Testing

In the spring of each year, children in grades 3-8 will be administered the California Assessment of Student Performance and Progress (CAASPP). The fifth and eighth grade students will take a science test. Fifth and seventh grade students are administered the physical fitness test. A CAASPP Parent Information Event will be held prior to CAASPP administration in the spring. All parents are encouraged to attend.

Technology

Students have access to a variety of technology and are expected to utilize these resources to enhance learning. Students are provided with many learning programs and games and are sometimes required to demonstrate competency through specific elements of assignments. All students are provided their own school email address and are encouraged to utilize this as a means to further collaboration amongst peers and staff. Students will be provided with developmentally appropriate training on how to access and utilize this resource.

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Additionally, students will receive instruction in appropriate uses of technology, online safety and etiquette, and developmentally appropriate usage. Parents have access to student lessons and additional resources to support technology uses at home through Common Sense Media. All student email addresses are property of Sycamore Academy and are monitored for appropriate content. Students that use technology to harass or bully other students will receive discipline up to and including suspension or expulsion.

RAZ-Kids

If you have internet access, your child will have an online library of books to read. The books are leveled A-Z. The reading levels in the chart below, by grade level designation, are simply goals for the instructional program and will help you to gauge your child's progress toward the grade level expectations. Keep in contact with your child's teacher to ensure your child is making appropriate growth in learning to read.

Reading Level Chart

Grade Level	Assessment Level (Fountas & Pinnell)	Raz-Kids	Stage
K	A – C	aa - C,	Early Emergent
1	D – I	D - J	Emergent
2	J – M	K - P	Early Fluency
3	N – P	Q - T	Fluency
4	Q – S	U - X	Proficiency
5	T – V	Y - Z	Less Experienced
6	W – Y	Z	Moderately Experienced
7/8	Z		Exceptionally Experienced

Miscellaneous

Author Share

During this event, students from each class will have the opportunity to read their original writing pieces to an audience. These students will have gone through the entire writing process including peer review.

Birthdays

To avoid disrupting the daily activities of the classroom, birthday celebrations will occur only on the first Thursday of each month (Birthday Thursday) and only during the lunch hours. Should you want to provide snacks or treats in celebration of the children's birthday, we encourage you to provide nutritious treats instead of the sugar packed snacks that are common at these events. Contact your child's teacher or room parent at least two days in advance in order to coordinate this event.

Field Trips

Field trips are a supplement or a follow-up to classroom instruction. All students are required to have a signed parent permission slip before being allowed to go on a field trip. Parent chaperones are needed for field trips and must be cleared through the office. Parents that have been cleared to work in the classroom may

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chaperon daytime field trips. Additional requirements must be met for over-night field trips. Children that are not students of Sycamore Academy of Science and Cultural Arts are not allowed to ride on the bus for field trips due to insurance requirements. A parent that wishes to bring a student's sibling on a field trip (when those circumstances can be accommodated) is responsible for his/her own costs as well as those of the sibling. A parent may sign the student out during a field trip and transport his/her own child home if he/she so desires. A meeting with all parent chaperones will be conducted prior to the field trip to clarify responsibilities and liability issues.



Ronald Reagan Charter School
Alliance

Regular Board Meeting Minutes
23151 Palomar Street
Wildomar, CA 92595
Phone: (951) 678-5217
November 24, 2015 @5:00 p.m.

Board Members
Roland Skumawitz, President
Ingrid Flores
Elizabeth Halikis
Daniel Leavitt, Secretary/Treasurer

1.0 CALL TO ORDER

Introduction of Guests

The meeting was called to order by the Board Chair at 5:06 p.m.

2.0 OPEN GENERAL SESSION

Establishment of a Quorum

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> X </u>

Other guests present:

SavantCo Education Services
Hansberger and Klein, LLC

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF THE AGENDA

Motion: Dr. Flores Second: Mrs. Halikis Vote: 3 - 0

5.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS:

No comments.

6.0 INFORMATION SESSION:

6.1 Teacher's Report

Report on classroom activities and events.

Presented by: Allison Montejano, Sycamore Academy Teacher

6.2 Financial Report (Attachment 6.2)

Presentation of the status of Sycamore Academy finances.

Presented by: Roy Kim, SavantCo Education

6.3 Special Education Report

Report on Sycamore Academy's Special Education Program including current data, services and needs.

Presented by: Tanya Meeks, Education Specialists and Tess Brown, Student Support Services Coordinator

- 6.4 Director's Report**
Presentation regarding school administration including our material revision and update on current legislation that may impact the school.
Presented by: Barbara Hale, Executive Director/Principal
- 6.5 Construction Report (Attachment 6.5)**
Status update on the construction project at 23151 Palomar St.
Presented by: Barbara Hale, Executive Director/Principal
- 6.6 School Report**
Update on Sycamore's education program, assessments, WASC and professional development.
Presented by: Jeff Morabito, Assistant Principal
- 6.7 Operations Report**
Presentation on enrollment and attendance data. Operations status report.
Presented by: Laura Girard, Operations Coordinator

7.0 ACTION ITEMS:

- 7.1 Audit (Attachment 7.1)**
The board will review and consider the Audit.

Staff recommendation: The board approve the Audit. Staff recommends approval.
Presented by: Barbara Hale, Director/Principal

Motion: Dr. Flores Second: Mrs. Halikis Vote: 3 - 0

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> </u>

- 7.2 1st Interim Report (Attachment 7.2)**
The board will review and consider the 1st Interim Report.

Staff recommendation: The board approve the 1st Interim Report. Staff recommends approval.
Presented by: Barbara Hale, Director/Principal

Motion: Mrs. Halikis Second: Dr. Flores Vote: 3 - 0

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> </u>

8.0 INVITATION TO ADDRESS THE BOARD, CLOSED SESSION ITEMS:

No comments.

CLOSED SESSION:

Adjourn to closed session at 5:35 p.m.

9.0 The Governing Board will meet in Closed Session to consider matters of student discipline, personnel matters, labor negotiations, litigation and facilities and/or land acquisition.

**9.1 Public Employment pursuant to California Government Code Section 54945.5
Classified Employee**

**9.2 Conference with Legal Counsel – Anticipated Litigation (Significant Exposure pursuant to
subdivision (b) of Government Code Section 54956.9**

10.0 RECONVENE OPEN GENERAL SESSION:

The board reconvened to General Session at 5:57 p.m.

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> </u>

Other guests present: None.

11.0 REPORT OUT OF CLOSED SESSION, IF APPLICABLE: No report.

12.0 CONSENT CALENDAR

Consent Calendar Items are considered routine and may be enacted by a single motion.

- 12.1 Approval of the Minutes: September 14, 2015 (Attachment 12.1)**
- 12.2 Approval of the Minutes: October 12, 2015 (Attachment 12.2)**
- 12.3 Approval of the revised Education Specialist job description (Attachment 12.3)**
- 12.4 Approval of the Check Register for October 2015 (Attachment 12.4)**

Motion: Mrs. Halikis Second: Dr. Flores Vote: 3 - 0

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> </u>

13.0 BOARD COMMENTS:

No comments.

14.0 ADJOURNMENT

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> </u>

Motion: Dr. Flores Second: Mrs. Halikis Vote: 3 - 0

The meeting was adjourned at 6:26 p.m.

Sycamore Academy
 Check Listing
 For Checks Dated 11/01/2015 through 11/30/2015

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
11/03/2015	4286	R144	000132	Temecula Valley Office Interiors	Office furniture and Delivery	\$1,687.48
				All Other Noncapitalized Furniture and Equipment		1,687.48
11/05/2015	4287	R145	000107	CALSTRS	October STRS Payment	\$21,705.27
				STRS Payable		21,705.27
11/05/2015	4288	R146	000058	YMCA Overnight Camps	Deposit for Surf (Youth Development)	\$6,400.00
				Prepaid Expenditures (Expenses)		6,400.00
11/06/2015	4289	R147	000133	Julie Miranda	Ace Hardware - Expense Reimbursement	\$111.58
				Classroom Supplies		21.58
				Educational Software	National Council of Teachers of Mathematics - Expense Reimbursement	90.00
11/06/2015	4290	R148	000020	Guardian	Employee Insurance - November 2015	\$1,128.00
				Prepaid Expenditures (Expenses)		1,128.00
11/06/2015	4291	R149	000101	James Chilton	Building Furniture	\$160.00
				Contract Labor		160.00
11/06/2015	4292	R150	000110	Cody Marler	Building Furniture - Custodial	\$384.00
				Contract Labor		384.00
11/06/2015	4293	R151	000016	Laura Girard	San Diego CCSA Meeting - Mileage Reimbursement	\$76.02
				Travel		76.02
11/06/2015	4294	R152	000134	Stephanie Solorio	Mileage Reimbursement	\$65.70
				Travel		65.70
11/06/2015	4295	R155	000138	SchoolAdmin LLC	Subscription Fee 12/15/15 - 12/14/16	\$2,800.00
				Prepaid Expenditures (Expenses)		2,800.00
11/06/2015	4296	R153	000135	California Municipal Finance Authority	CMFA Annual Administration Fee	\$1,410.75
				Licenses and Fees		1,410.75
11/06/2015	4297	R156	000136	Christopher Gamboa	Network Set-Up	\$250.00
				Contract Labor		250.00

Sycamore Academy
Check Listing
 For Checks Dated 11/01/2015 through 11/30/2015

Check Date	Check#	Register #	Payee #	Payee Name	Account Title	Description	Amount
11/06/2015	4298	R157	000006	Staples Advantage		Office Supplies	\$740.36
				Office Supplies		Office Supplies	97.83
				Office Supplies		Office Supplies	388.54
				Office Supplies		Office Supplies	253.99
11/10/2015	4299	R158	000003	Southwest School & Office Supply		Classroom Supplies	\$552.77
				Office Supplies		Classroom Supplies	177.68
				Office Supplies		Classroom Supplies	34.72
				Office Supplies		Classroom Supplies	340.37
11/12/2015	4300	R160	000140	Held Alpine		Smart Slate W/S200	\$108.98
				Materials and Supplies			108.98
11/12/2015	4301	R161	000023	Verizon		10/16/2015 - 11/16/2015 Service	\$639.34
				Telephone & Telecommunications			639.34
11/12/2015	4302	R162	000034	Elsinore Valley Municipal Water District		09/01/2015 - 10/15/2015 Service	\$1,954.44
				Utilities			1,954.44
11/13/2015	4303	R163	000021	Southern California Edison		November 2015 Electric Bill	\$335.23
				Utilities			335.23
11/13/2015	4304	R164	000141	Specialized Therapy Services		Occupational Therapy	\$2,588.75
				Professional/Consulting Services and Operating Exp			2,588.75
11/17/2015	4305	R139	000083	SavantCo Education		November 2015 Monthly Contract Fee	\$10,000.00
				Business Services			10,000.00
11/19/2015	4306	R165	000088	Angela Putulowski		Reimbursement	\$1,514.28
				Food			300.99
				Office Supplies			242.70
				Materials and Supplies			970.59
11/19/2015	4307	R166	000088	Angela Putulowski		Summer Holdback Payout	\$523.44
				Summer Holdback			523.44
11/19/2015	4308	R167	000088	Angela Putulowski		Salary & Paid Time Off November 2015	\$5,458.34
				Accrued Payroll			5,458.34
11/19/2015	4309	R168	000074	Berkshire Hathaway Homestate Companies		Workers' Compensation Insurance - Monthly Premium	\$2,680.02
				Prepaid Expenditures (Expenses)			2,680.02

Sycamore Academy

Check Listing

For Checks Dated 11/01/2015 through 11/30/2015

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
11/20/2015	4310	R169	000006	Staples Advantage	Office Supplies	\$185.46
11/20/2015	4311	R170	000053	City of Wildomar	Fundraising	\$90.00
11/20/2015	4312	R171	000033	Affac	October 2015 Employee Insurance	\$966.01
11/20/2015	4313	R172	000006	Staples Advantage	Office Supplies	\$1,078.68
11/20/2015	4314	R173	000001	Kaiser Foundation Health Plan	December 2015 Health Insurance	\$11,165.41
11/20/2015	4315	R174	000003	Southwest School & Office Supply	Office Supplies	\$6.65
11/20/2015	4316	R175	000012	Hansberger & Klein, PLC	Monthly Legal Retainer	\$4,500.00
11/20/2015	4317	R176	000006	Staples Advantage	Office Supplies	\$435.33
11/20/2015	4318	R178	000013	Xerox Corporation	Xerox Usage/Maintenance	\$734.74
11/20/2015	4319	R179	000142	U.S. Bank	Bank Administration Fees	\$3,000.00
11/20/2015	4320	R177	000129	CR&R, Inc.	Waste and Recycling Services	\$432.80
11/20/2015	4321	R180	000143	Ray And Associates, Inc.	Furniture	\$4,247.64

Sycamore Academy
Check Listing
 For Checks Dated 11/01/2015 through 11/30/2015

Check Date	Check#	Account #	Register #	Payee #	Payee Name	Account Title	Description	Amount
11/20/2015	4322	R181	000020		Guardian		December Employee Insurance	\$1,128.00
		62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)			1,128.00
11/23/2015	4324	R183	000145		Jennifer Smith		November 2015 Payroll	\$2,654.65
		62-0000-0-0000-0000-9502-00			Accrued Payroll			2,654.65
11/23/2015	4325	R184	000144		San Diego County Office of Education		CASC-B. Hale Tuition	\$3,100.00
		62-0000-0-0000-0000-5301-00			Dues and Memberships - Professionals			3,100.00
11/24/2015	4326	R187	000071		CALPERS		September 15-16 CalPERS Contribution	\$2,399.65
		62-0000-0-0000-0000-9504-00			PERs Payable			2,399.65
11/25/2015	4327	R185	000084		HAMEL CONTRACTING, INC.		EVMWD past due fees and deposit for inspections	\$2,500.00
		62-0000-0-0000-0000-5310-00			Licenses and Fees			2,500.00
11/25/2015	4328	R186	000006		Staples Advantage		Office Supplies	\$331.50
		62-0000-0-0000-0000-4301-00			Office Supplies			331.50
11/30/2015	4329	R188	000131		Riverside County Treasurer		First Installment Payment Property Tax 380170029-0	\$1,747.90
		62-0000-0-0000-0000-5630-00			Real Estate Taxes			1,747.90
11/30/2015	4330	R189	000071		CALPERS		October 2015 CalPERS Contribution	\$2,124.65
		62-0000-0-0000-0000-9504-00			PERs Payable			2,124.65

44 Checks \$106,103.82

Sycamore Academy
Check Listing
 For Checks Dated 12/01/2015 through 12/31/2015

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
12/01/2015	4331	R190	000060	Frontline Technologies Group, LLC	AESOP Subscription (Substitutes)	\$1,740.00
				Subscriptions		
12/01/2015	4332	R191	000146	Employment Development Department	Payroll Fees - Period Ending June 30, 2015	\$1,443.29
				Payroll Fees		
12/02/2015	4333	R192	000003	Southwest School & Office Supply	Classroom Supplies	\$732.65
				Classroom Supplies		
12/02/2015	4334	R193	000083	SavantCo Education	December 2015 Monthly Contract Fee	\$10,000.00
				Business Services		
12/02/2015	4335	R194	000107	CalSTRS	November 2015 CalSTRS	\$22,339.98
				STRS Payable		
12/02/2015	4336	R197	000021	Southern California Edison	Utility Service (34862 Monte Vista Drive)	\$225.12
				Utilities		
12/02/2015	4337	R198	000021	Southern California Edison	Utility Service (23151 Palomar St)	\$2,335.65
				Utilities		
12/02/2015	4338	R199	000023	Verizon	Telecommunications	\$34.46
				Telephone & Telecommunications		
12/02/2015	4339	R200	000148	Original Works Yours, Inc.	Student Artwork	\$2,253.51
				Materials and Supplies		
12/02/2015	4340	R201	000147	Computer Alert Systems, Inc.	Installation Fee	\$3,000.00
				Repairs & Maintenance - Buildings		
12/02/2015	4341	R202	000149	Barbara Hale	Reimbursement	\$420.08
				Noncapitalized Equipment		
				Travel and Conferences		
12/02/2015	4342	R195	000034	Elsinore Valley Municipal Water District	Inspection Fees and Deposits	\$4,003.00
				Utilities		
12/03/2015	4343	R203	000072	U.S. Bank National Association	November Bond Payment	\$60,022.74
				Accounts Receivable		
12/03/2015	4344	R204	000072	U.S. Bank National Association	December Bond Payment	\$60,022.74
				Accounts Receivable		

Sycamore Academy
 Check Listing

For Checks Dated 12/01/2015 through 12/31/2015

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
12/03/2015	4345	R205	000088	Angela Putulowski		\$3,883.07
				Accrued Payroll	Severance Pay	3,883.07
12/03/2015	4346	R206	000061	U.S. Healthworks Medical Group, PC		\$50.00
				Fingerprinting	Drug Test	50.00
12/04/2015	4347	R207	000006	Staples Advantage		\$219.91
				Classroom Supplies	Classroom Supplies	22.81
				Office Supplies	Office Supplies	74.95
				Office Supplies	Office Supplies	100.12
				Office Supplies	Office Supplies	22.03
12/04/2015	4348	R208	000033	Affac		\$966.01
				Prepaid Expenditures (Expenses)	November 2015 Employee Insurance	966.01
12/04/2015	4349	R210	000141	Specialized Therapy Services		\$10,773.75
				Professional/Consulting Services and Operating Exp	Special Education - October 2015 Services	10,773.75
12/10/2015	4350	R211	000104	JSE Office Furniture Services, Inc.		\$500.00
				Postage, Shipping, and Delivery	Delivery of Fire Files	500.00
12/10/2015	4351	R212	000130	Charter Schools Development Center		\$1,985.00
				Dues and Memberships - Professionals	Management Training Program	1,985.00
12/10/2015	4352	R213	000150	RHR Systems dba Trend Systems Group		\$6,610.30
				Operations and Housekeeping Services	Camera System and Labor	1,382.00
				Operations and Housekeeping Services	Camera System and Labor	5,228.30
12/10/2015	4353	R215	000003	Southwest School & Office Supply		\$269.95
				Classroom Supplies	Classroom Supplies	269.95
12/10/2015	4354	R214	000034	Elsinore Valley Municipal Water District		\$3,592.89
				Utilities	Water and Sewer, Irrigation	3,592.89
12/14/2015	4355	R216	000006	Staples Advantage		\$327.27
				Office Supplies	Office Supplies	199.99
				Office Supplies	Office Supplies	94.90
				Office Supplies	Office Supplies	32.38
12/14/2015	4356	R217	000074	Berkshire Hathaway Homestate Companies		\$2,680.02
				Prepaid Expenditures (Expenses)	December 2015 Workers' Compensation	2,680.02

Sycamore Academy
 Check Listing

For Checks Dated 12/01/2015 through 12/31/2015

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
12/15/2015	4357	R117	000001	Kaiser Foundation Health Plan	Certified Health Insurance	\$22,330.82
				Prepaid Expenditures (Expenses)		
12/16/2015	4358	R218	000093	GREAT AMERICAN INSURANCE CO.	Insurance (PAC) (UMB)	\$1,220.25
				Other Insurance		
12/16/2015	4359	R219	000151	Mary Bedley	Student Leasershhip Reimbursement	\$74.52
				Fundraising		
12/16/2015	4360	R220	000152	Daniel Hale II	Car Rental and Mileage Reimbursement	\$1,814.46
				Travel		
12/17/2015	4361	R221	000023	Verizon	Telecommunication Bill	\$942.31
				Telephone & Telecommunications		
12/18/2015	4362	R222	000153	Casi Lewis	Health Office Supplies - Reimbursement	\$27.95
				Materials and Supplies		
12/18/2015	4363	R223	000006	Staples Advantage	Office Supplies	\$74.17
				Office Supplies		
				Office Supplies		
12/18/2015	4364	R224	000002	Scholastic Book Fairs - 10	Book Fair	\$3,183.15
				Fundraising		
12/21/2015	4365	R225	000139	California Charter Schools Association	Membership Fee Period - 01-01-16- 12-31-16	\$2,600.00
				Dues and Memberships		
12/21/2015	4366	R226	000013	Xerox Corporation	Meter Usage - 10-20-15 - 11-21-15	\$879.87
				Rentals, Leases, Repairs, and Noncapitalized Impro		
12/21/2015	4367	R227	000012	Hansberger & Klein, PLC	Monthly legal retainer (November 2015)	\$4,500.00
				Legal		
12/21/2015	4368	R228	000129	CR&R, Inc.	Waste & Recycling Service	\$326.95
				Operations and Housekeeping Services		
12/22/2015	4369	R229	000072	U.S. Bank National Association	December 2015 Bond Payment	\$60,022.74
				Accounts Receivable		
12/22/2015	4370	R230	000084	HAMEL CONTRACTING, INC.	Fire Marshall Inspections	\$2,011.33
				Licenses and Fees		

Sycamore Academy

Check Listing

For Checks Dated 12/01/2015 through 12/31/2015

Check Date	Check#	Account #	Register #	Payee #	Payee Name	Description	Amount
12/23/2015	4372	R232	000143		Ray And Associates, Inc.		\$4,617.00
		62-0000-0-0000-0000-4430-00			All Other Noncapitalized Furniture and Equipment	Furniture	4,617.00
12/23/2015	4373	R233	000006		Staples Advantage		\$46.17
		62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	46.17
12/23/2015	4374	R234	000059		Vicenti Lloyd Stutzman LLP		\$8,552.25
		62-0000-0-0000-0000-5810-00			Accounting	Final Payment for Audit Services	8,552.25
12/31/2015	4375	R235	000141		Specialized Therapy Services		\$15,432.50
		62-0000-0-0000-0000-5800-00			Professional/Consulting Services and Operating Exp	Special Education - November 2015 Services	15,432.50

44 Checks

\$329,087.83