

WILLITS CHARTER SCHOOL

***A CALIFORNIA PUBLIC CHARTER SCHOOL
for THE ARTS and SCIENCES***



Charter Renewal Petition

July 1, 2017 – June 30, 2022

WILLITS CHARTER SCHOOL:
A CALIFORNIA PUBLIC CHARTER SCHOOL

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Affirmations and Assurances

As Director of Willits Charter School (“WCS” or the “Charter School”), a California public charter school located within the boundaries of the Willits Unified School District (“WUSD” or the “District”), I, Jennifer Lockwood, hereby certify that the information submitted in this petition for charter renewal is true to the best of my knowledge and belief; I also certify that the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

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

any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum

age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]

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

Jennifer Lockwood, Director
Willits Charter School

Date

Introduction

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2012-2017

CHARTER RENEWAL CRITERIA

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter 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, in the API for a demographically comparable school in the prior year or in two of the last three 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.
5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that WCS meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4) (Also see Appendix A: CDE DataQuest/CAASPP Reports):

*Note on Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

WCS meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “alternative measures” as allowed per Education Code Section 52052(e)(4)(A), as further specified below.

CST Science (2014-2015/2015-2016 Analysis)

At Willits Charter School for the Arts and Sciences we are certainly proud of the significant gains our students made in the area of Science. In comparing two different groups of 8th grade students, the percentage of students Proficient in Science grew from 21% to 43%. The percentage of students who achieved the Basic level in Science grew from 21% to 30%. In addition, we significantly reduced the percentage of students who achieved Below Basic by 12%. It is important to note that we were teaching the Next Generation Science Standards in the 2015-2016 school year, although our students were tested using the California State Science Standards.

In comparing two different groups of WCS 10th graders, we experienced significant successes across the board. We reduced the percentage of students who achieved Far Below Basic from 11% to 0%. The percentage of students who achieved Below Basic was reduced 4%, and the percentage of students who achieved the Basic level was reduced 2%. Significant gains were made in the areas of both Proficient (5% increase) and Advanced (14% increase) as well.

Grade Level	Year	#Students	Subject Area	%FBB	%BB	%B	%P	%Adv
8th	2014-2015	14	Science	7	21	21	21	29
8th	2015-2016	23	Science	9	9	30	43	9

Grade Level	Year	#Students	Subject Area	%FBB	%BB	%B	%P	%Adv
10th	2014-2015	9	Science	11	11	22	22	33
10th	2015-2016	15	Science	0	7	20	27	47

California Assessment of Student Performance and Progress (2014-2015/2015-2016 Analysis)

In comparing two different groups of sixth grade students, we experienced significant growth in the percentage of sixth graders who Met or Exceeded the standards from 2014/2015 to 2015/2016 in the areas of English and Math. We made changes to our program such as eliminating the Self Contained classroom, adding a Response to Intervention program based on assessment data, and adding a daily intervention/support class for our sixth grade students with special needs to focus on academic supports. We also incorporated a motivational tool for math where students can earn Judo Math “belts” as they increase achievement levels. We acknowledged students for academic achievements with numerous awards ceremonies throughout the year, and added Student Led Portfolio Conferences. In addition, teachers met regularly to analyze assessment data and work closely with the RTI Coordinator.

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
6th	2014-2015	23	English	39	35	26
6th	2015-2016	23	English	43	17	39

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
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6th	2014-2015	23	Math	43	43	13
6th	2015-2016	23	Math	52	26	22

In comparing two different groups of seventh grade students, we experienced the HIGHEST level of growth in the percentage of seventh graders who Met or Exceeded the standards from 2014/2015 (13%) to 2015/2016 (48%) in the area of English. We also increased the number of students who were near the standard in math and English (9%), and decreased the percentage of students that did not meet the standard in math and English (44%).

In comparing growth in the same group of students from 6th grade to 7th grade in the area of English from 2014/2015 to 2015/2016, in 6th grade 26% Met or Exceeded the Standard, and same group of students grew to 48% in the 7th grade. Comparing the same group of students from 6th grade to 7th grade in the area of Math over a two year period, we significantly reduced the amount of students that did not meet the standard (from 39% to 26%), and increased the percent of students that were near the standard (from 43% to 57%).

We added a Response to Intervention program based on assessment data, and added mandatory Study Skills and Keyboarding classes for our seventh graders. We also incorporated a motivational tool in math where students can earn Judo Math “belts” as they increase achievement levels. Teachers met regularly to analyze assessment data and work closely with the RTI Coordinator. We also acknowledged students for academic achievements with numerous awards ceremonies throughout the year, and added Student Led Portfolio Conferences.

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
7th	2014-2015	23	English	70	17	13
7th	2015-2016	23	English	26	26	48

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
6th	2014-2015	23	English	39	35	26
7th	2015-2016	23	English	26	26	48

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
7th	2014-2015	22	Math	45	41	14
7th	2015-2016	23	Math	30	57	13

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
6th	2014-2015	23	Math	43	43	13
7th	2015-2016	23	Math	30	57	13

In comparing two different groups of eighth grade students, we experienced growth (1%) in the percentage of students who Met or Exceeded the standards from 2014/2015 to 2015/2016 in the area of English.

In comparing the academic growth of the same¹ group of students from 7th grade (2014-2015) to 8th grade (2015-2016) in the area of English, in 7th grade only 13% Met or Exceeded the Standard, and in 8th grade that same group of students grew to 30%. We also significantly reduced the percentage of students who did not meet the standard (from 70% in 7th grade to only 22% in 8th grade). In addition, we significantly increased the percentage of

¹ Note that 21.74% of the students in the class were not the same from 7th to 8th grade. We had a shift in students that left and students that came into the school during the 8th grade year.

students who were near the standard (from 17% to 48%).

In comparing two different groups of eighth grade students, we increased the number of students who were near the standard in math, but the percentage of students who met or exceeded the standards did decline. These students experienced one year of our RTI program, and we look forward to working closely with the students who stay on at WCS in 9th grade.

However, in comparing the same group (see above footnote) of students from 7th grade to 8th grade in the area of Math, in 7th grade (2014-2015) only 14% Met or Exceeded the Standard, and in 8th grade that same group of students grew to 17% (2015-2016). The percentage of students who did not meet the standard did increase.

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
8th	2014-2015	14	English	21	50	29
8th	2015-2016	23	English	22	48	30

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
7th	2014-2015	23	English	70	17	13
8th	2015-2016	23	English	22	48	30

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
8th	2014-2015	14	Math	57	14	29
8th	2015-2016	23	Math	57	26	17

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
7th	2014-2015	22	Math	45	41	14
8th	2015-2016	23	Math	57	26	17

In comparing two different groups of eleventh grade students, we increased the percentage of students who were near the standard in Math, but did experience a decline in the percent who met or exceeded the standard. The graduation requirements for this particular group of students were not aligned to the a-g course requirements and some students took math classes at the college that did not match the Common Core Standards. Many changes have been made to our program to prevent this decline in scores from happening again. All current 9th - 10th grade students at WCS (2016-2017) must meet or exceed the a-g requirements in order to graduate, and must obtain a grade of C or higher in order to earn credit for a class. In addition, all of our 11th graders in the 2016-2017 school year will also complete all a-g courses, even though it is not part of their graduation requirements. We have restructured our Independent Study program so curriculum aligns with what is being taught in the classrooms, and requirements are the same for all students.

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
11th	2014-2015	9	English	0	33	67
11th	2015-2016	9	English	11	33	55

Grade Level	Year	#Students	Subject Area	%Not Met	%Near	% Met or Exceed
11th	2014-2015	9	Math	56	11	33
11th	2015-2016	9	Math	56	33	11

Additional Analysis of Middle School Mathematics

(Measurable Pupil Outcome Assessment Data 2015-2016)

WCS values all subject areas and believes in the strength of a well-rounded, holistic curriculum. As such, we have developed course-level measurable pupil outcomes (MPOs) for each individual class taught at WCS. The MPOs are aligned with overarching student learning outcomes (SLOs), the skills that we expect our graduates to have attained. In addition to analyzing data regarding individual students and grade levels as reported by MAP or CASPP, WCS utilizes MPO assessment data provided by classroom teachers to monitor overall progress towards SLOs. More information on MPOs and SLOs can be found in Elements 1, 2 and 3; Appendix H; and the WCS Curriculum Guide.

What follows is a summary of MPO assessment data for middle school mathematics. Research shows future career success is linked with mathematical ability. Additionally, participation in higher-level math classes in high school is one of the strongest predictors of success in college. As such, WCS is particularly interested in progress of students in middle school mathematics. 2015-2016 MPO Assessment Data illustrates that WCS middle school students are meeting benchmarks.

<u>GRADE 6</u> Benchmark (MPO), Associated SBAC Claim 1 Targets, and Associated Content Standards	<u>GRADE 6</u> Summary of student progress towards attainment of Benchmarks (Targets) and associated SLOs (Claims)
Understand ratio concepts and use ratio reasoning to solve problems <i>SBAC Target A (6RP1-3)</i>	80% of students demonstrated mastery.
Apply and extend previous understandings of multiplication and division to divide fractions by fractions	95% of students demonstrated the ability to divide whole numbers by fraction and fractions by whole numbers. 70% of students demonstrated facility with dividing fractions by fractions.

<i>SBAC Target B</i> (6NS1)	
<p>Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p><i>SBAC Target C</i> (6NS2-4)</p>	80% of students could fluently compute with multi digit numbers without the aid of a calculator or multiplication table.
<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p><i>SBAC Target D</i> (6NS5-8)</p>	100% of students improved their understanding of fractions, decimals and integers by the end of the year. 85% of students could consistently explain fractions. 100% could explain decimals and integers.
<p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p><i>SBAC Target E</i> (6EE1-4)</p>	100% of students consistently and correctly evaluated algebraic expressions when given a value for a variable(s). 95% could solve one-step equations for positive whole numbers 100% of the time. 90% could solve 100% of addition and subtraction problems with negative answers.
<p>Reason about and solve one-variable equations and inequalities.</p> <p><i>SBAC Target F</i> (6EE5-8)</p>	More than 90% of students mastered absolute value and inequalities using number lines. 80% could graph inequalities in one variable correctly 80% or more of the time.
Represent and analyze quantitative	95% of students correctly labelled dependent and independent variables more than 95% of the time from data sets.

relationships between dependent and independent variables. <i>SBAC Target G (6EE9)</i>	
Solve real-world and mathematical problems involving area, surface area, and volume. <i>SBAC Target H (6G1-4)</i>	75% of students completed 80% or more of area and volume problems correctly.
Develop an understanding of statistics variability <i>SBAC Target I (6SP1-3)</i>	100% of students correctly identified the shape of data sets after graphing. 100% of students correctly identified 100% of outliers. 85% of students correctly identified 90% or more of the type of data (discrete, categorical, continuous) and matched them to an appropriate measure of central tendency (mean, median or mode).
Summarize and describe distributions <i>SBAC Target J (6SP4-5)</i>	95% of students could correctly calculate mean, median and mode when given the definition of the measures. Without the definitions only 75% could complete the problems 100% of the time.
<u>GRADE 7</u> Benchmark (MPO), Associated SBAC	<u>GRADE 7</u> Summary of student progress towards attainment of Benchmarks (Targets) and associated SLOs (Claims)

Claim 1 Targets, and Associated Content Standards	
<p>Analyze proportional relationships and use them to solve real-world and mathematical problems.</p> <p><i>SBAC Target A (7RP1-3)</i></p>	<p>Greater than 90% of students were successfully able to recognize tables and graphs of proportional relationships. 90% of students were able to identify proportional situations. 70% were able to use their informal strategies to set up and solve proportions.</p>
<p>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p><i>SBAC Target B (7NS1-3)</i></p>	<p>100% of students demonstrated understanding, at or above an 80% level, of the following key concepts: Representations of Subtraction, Subtraction as Inverse of Addition, and Representations of Signed Multiplication.</p>
<p>Use properties of operations to generate equivalent expressions.</p> <p><i>SBAC Target C (7EE1-2)</i></p>	<p>80% of students could consistently solve simple puzzle problems that demonstrated their use of the additive inverse property. 90% of students were able to identify the properties used for steps to solving a multiplication problem of multi-digit numbers. 70% of students could dependably simplify algebraic expressions with variables.</p>

<p>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p><i>SBAC Target D (7EE3-4)</i></p>	<p>85% of students could comfortably rewrite a single expression by combining like terms, making zeros, and doing simple distribution.</p> <p>100% of students were able to draw a representation of simple inequalities such as $x \leq 5$. When given a word problem inequality 70% of those students could correctly draw the graph of the inequality.</p>
<p>Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p><i>SBAC Target E (7G1-3)</i></p>	<p>75% of students could accurately make scale drawings. 90% of students were able to draw similar acute triangles.</p>
<p><u>GRADE 8</u></p> <p>Benchmark (MPO), Associated SBAC Claim 1 Targets, and Associated Content Standards</p>	<p><u>GRADE 8</u></p> <p>Summary of student progress towards attainment of Benchmarks (Targets) and associated SLOs (Claims)</p>
<p>Know that there are numbers that are not rational, and approximate them by rational numbers.</p> <p><i>SBAC Target A (8NS1-2)</i></p>	<p>100% of students could identify rational and irrational numbers in all formats except for radicals. 85% could identify rational and irrational radicals.</p>

<p>Work with radicals and integer exponents.</p> <p><i>SBAC Target B</i> (8EE1-4)</p>	<p>70% of students demonstrated mastery with radicals and positive exponents (80% or more on quiz or test).</p>
<p>Understand the connections between proportional relationships, lines, and linear equations</p> <p><i>SBAC Target C</i> (8EE5-6)</p>	<p>100% could explain the relationship between a linear equation and its graph. 80% could distinguish between a proportional graph and a linear equation that was not a proportion and explain the difference.</p>
<p>Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p><i>SBAC Target D</i> (8EE7-8)</p>	<p>95% of students demonstrated mastery of solving linear equations, either graphically or algebraically.</p>
<p>Define, evaluate, and compare functions.</p> <p><i>SBAC Target E</i> (8F1-3)</p>	<p>100% of students could correctly classify functions and non-functions 100% of the time. 85% could evaluate function correctly. 80% could compare functions correctly using appropriate vocabulary and/or through examples.</p>
<p>Use functions to model relationships between quantities.</p> <p><i>SBAC Target F</i> (8F4-5)</p>	<p>100% of students could estimate a graph of the relationships between quantities.</p>
<p>Understand congruence and similarity using physical models,</p>	<p>When provided with definitions 100% of students could explain similarity and congruence. Without definitions, 70% could identify relationships using correct vocabulary.</p>

transparencies, or geometry software. <i>SBAC Target G (8G1-5)</i>	
Understand and apply the Pythagorean Theorem. <i>SBAC Target H (8G6-8)</i>	100% of the students reaching this portion of the Grade 8 curriculum scored 80% or more on a test.

Element 1: The Educational Program

Governing Laws:

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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.” Education Code Section 47605(b)(5)(A)(i).

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

A. MISSION and VISION

The mission of Willits Charter School is to enable students in grades 6-12 to reach their fullest potential by providing them with a high-quality, personalized education in a safe and supportive environment. We strive to inspire students to embrace their curious, creative nature and be self-motivated, competent, lifelong learners. We encourage students to become productive citizens who respect themselves, others, community, diversity, and the environment.

Willits Charter School maintains high academic standards while respecting the unique qualities of all learners. Our commitment to teaching individual responsibility as well as compassion and respect for self and others motivates all of our educational policies and procedures. We encourage students to reach for new heights in learning and to embrace challenges as opportunities, seeking their own positive solutions and finding personal fulfillment as a result of their efforts.

Our staff and board embody the school's mission and vision providing both expertise and passion in their fields. We incorporate the arts, humanities, sciences and physical education throughout our curriculum at all levels. We are firmly committed to literacy and we encourage critical thinking in every subject.

Willits Charter School is a place where families are actively involved in the formal education of their children. We recognize that every stakeholder plays an important role in a student's academic success as well as personal development, and we work cooperatively with families to ensure that success.

B. MEANS TO ACHIEVE MISSION AND VISION

Willits Charter School addresses its mission and vision by relying on five concepts: (1) personal attention, (2) high academic expectations with tiered student supports, (3) a diverse electives program, (4) community involvement, and (5) encouraging independent, responsible learners.

1. Personal Attention

Students learn best in a supportive environment where they are known and treated as significant individuals. Accordingly, personal attention to individual students and a sensitivity to their backgrounds and goals is a cornerstone of the school. This will be achieved by having:

- *A small school environment*
- *Small class sizes with low teacher/student ratios*
- *Advisory groups & tutorials*
- *Support and consideration for individual learning styles & goals*
- *Community interaction*
- *Frequent and open communication with parents*

2. High Academic Expectations With Tiered Student Supports

WCS provides a comprehensive learning environment with high academic expectations. Our high school program (and graduation requirements) are fully aligned with the entrance (a-g) requirements for the California State University (CSU) system and the University of California (UC). Our middle school program is designed to prepare students with the habits of mind and foundational skills they will need to

fully access higher learning. Our teachers use a wide variety of both traditional and innovative teaching method and the Common Core Standards (now known as the California State Standards) and the Next Generation Science Standards (NGSS) are fully implemented. In addition, effective 2016-2017, WCS has raised its passing mark to a 70% (C).

WCS offers a wide range of student supports to ensure that all students meet the challenges of our rigorous curriculum. Student supports include:

- *Classroom-based strategies*
- *Paraprofessional aides*
- *Special Education services:* Full time special educator who supports students in their classroom, including teaching a Resource Math/Reading Support class for students in need of extra support.
- *RTI:* Twice yearly formative assessment to monitor student learning and identify students' strengths and challenges and target areas that need work. After the assessment process, students are placed into RTI classes that target specific academic needs.
- *Tutorial support:* After school tutorial is provided Monday - Thursday by credentialed teachers.

3. Diverse Electives Program

WCS offers diverse electives to both middle school and high school students. Willits Charter School meets the needs of 21st Century Learners with a focus in the Arts and Sciences. Arts and Sciences are not only profiled in our electives, but are taught throughout the curriculum. Willits Charter School incorporates up to date technology throughout our elective programs. WCS also involves teachers' unique skills and brings in the talents of community members who share their knowledge and skills with our students.

4. Community Interaction

Community interaction is an important element of our curriculum, serving to instill a sense of individual and civic responsibility and to teach students that learning does not stop once they have left the classroom. Some examples of this include:

- *We require that every student perform at least 5 hours of community service per quarter.*
- *Our 11th graders engage in an internship program where they partner with a local business and learn important skills.*
- *Career Days on campus include workshops where students can choose a business professional that they would like to hear from. In addition, students go on field trips to local Career/College Days at our local community college.*

- *Students engage in local fundraisers in the community such as “Sip Some Soup,” a fundraiser/cooking competition to raise money for our local food bank.*
- *High school students present work at the Arts Center show called “Art Under 20” where their art is on display for sale.*
- *Our facility is also used by community groups such as a local K-5 summer program and a local Zumba group. In addition, our kitchen is used every year by the local high school to cook for a Sober Grad fundraiser.*

5. Encourage Independent and Responsible Learners

Students are the primary stakeholders in their learning process and carry the responsibility for the outcomes of their education. We emphasize the importance of students taking responsibility for the results of their efforts and for seeing themselves as active partners in the learning process. Examples include:

- *Students engage in a Student Led Portfolio Conference at the end of the school year where they share a body of work, report on goals achieved, and outline new goals with community members.*
- *Awards ceremonies are conducted four times per year where students are acknowledged for a variety of academic and social achievements.*

C. WHOM THE SCHOOL WILL EDUCATE

This charter authorizes the operation of the Willits Charter School, which shall operate within the geographic boundaries of Willits Unified School District. Willits Charter School is currently located at 1431 South Main Street, Willits, California.

The target population of WCS is any child, grades 6-12, residing within the geographic boundaries served by Willits Unified School District and/or the surrounding communities. Our school provides an alternative for local families, including those who currently commute out of the area or choose homeschooling for their child’s education. We are a public school, open to all who wish to attend. Enrollment at WCS is strictly on a voluntary basis. No student may be assigned to WCS. The projected enrollment for the term of this charter will be approximately 100-200 students.

The specific educational interests, backgrounds, and challenges of our target population are similar to those faced by students within Willits Unified or any rural area of Northern California. All public schools educate students with a variety of skill levels, family backgrounds, and abilities. Our rural location, overall low levels of adults with a college education, and the relatively low median household income can serve to isolate the students of Willits from the broader society. It is our goal to help our students see a larger world that includes but extends beyond Willits, Mendocino County, California, and the United States. We aim to provide a global perspective of human society and help our students see that the choices they make affect not only themselves, but also the world they live in.

D. Attendance

Willits Charter School will align with the Willits Elementary Charter School academic calendar, the Willits Unified School District academic calendar, or a close variation of both academic calendars. WCS will meet or exceed the number of instructional minutes required by California Education Code for charter schools (175 school days).

1. Instructional minutes

The Willits School will meet or exceed the instructional minutes required per grade by the state of California. The minimum number of instructional minutes are as follows:

- Grades 6-8: 54,000 minutes
- Grades 9-12: 64,800 minutes

2. Attendance requirements

- Willits Charter School believes that regular attendance plays a large and important role in student learning and achievement. WCS recognizes its responsibility under the law to ensure that students attend school regularly. WCS shall abide by all state attendance laws and may use appropriate legal means to address excessive absenteeism or truancy.
- WCS attendance requirements are aligned with WUSD Board Policy 5113(a).
 - Students of WCS shall not be absent from school without the knowledge and consent of parents and guardians except in cases of medical emergency.
 - Absences from school shall be excused only for health reasons, family emergencies, or justifiable personal reasons (including religious instruction or participation) as defined by the Charter School Association of Willits Board of Directors.
- WCS reserves the right to alter/modify its absent/tardy policies as needed to best meet the needs of the school and its student population. Please see Appendix B for Family and Student Handbook.
- All absence and tardy policies will incorporate positive steps to reduce excess absenteeism and tardiness, including but not limited to communication with parents/guardians and the use of student study teams.
- All parents and guardians will receive a copy of WCS attendance policies.

E. INNOVATIVE CURRICULUM: EDUCATION FOR THE 21st CENTURY

WCS believes that an educated person in the twenty-first century will be adept at fluent, cogent communication in all its forms; will welcome the balance between self interest and public duty; will be able to recognize and embrace the diversity of the new century's global community; will be set on an open-ended path of seeking delight in knowledge; and will have the ability and confidence to seek solutions to an array of personal, social, and global problems.

We believe that an educated person is one who has acquired the physical, emotional, and cognitive skills necessary to function as a productive citizen, life-long learner, and a kind, caring individual. An educated person is curious, creative, responsible, self-motivated, self-disciplined, self-reliant, respectful, and compassionate. Educated individuals have not only developed the skills needed to function in a rapidly changing world, they have the ability to positively contribute to society. Being educated means more than just academic mastery; it incorporates the ability to solve problems, think analytically and creatively, make decisions, communicate effectively, and demonstrate practical life skills.

Additionally, an educated person in the 21st century can appreciate the diversity of human society and culture and recognize the fragility of natural systems. Educated people have the ability to look beyond themselves and their immediate needs to evaluate how their choices and actions affect society and the environment on a larger scale. Culturally and scientifically literate global citizens who have developed confidence in their abilities to evaluate complex situations and seek their own answers and solutions will be instrumental in the years ahead.

The Willits Charter School measures student participation and attendance as well as preparedness by evaluating student work and performance, by giving norm-referenced exams, and through parent/student satisfaction surveys.

Our curriculum is challenging and wide-ranging. WCS leverages its excellent student teacher (approximately 15:1 for core classes) and effectively tailors each class to the needs of all students. WCS believes all students can succeed and that all students have the right to participate in and fully access a challenging college preparatory curriculum. Curriculum is aligned with Common Core Standards in mathematics and English, Next Generation Science Standards, and California State Standards in History, Health, Physical Education, World Languages, and the Arts. For details of class descriptions, course requirements, alignment to California content standards, prerequisites, etc., please refer to Appendix D, the WCS Curriculum Guide.

As a middle school/high school, some students enter WCS with below grade level skills. The staff of the charter school actively identify students in need of support using a variety of means, including but not limited to: report cards, diagnostic assessments, formative assessments, monitoring student grades, staff meeting discussions, CAASPP results, and

MAP results. The specific needs of these students are met through a variety of supports, including but not limited to: the use of teaching assistants in the classrooms, student study team meetings, differentiated instruction in the classroom, RTI (Response to Intervention), and recommendation for after school tutorial.

The staff of the charter school identify high performing students by monitoring grades, above grade level competence as evidenced by standardized test results (MAP and CAASPP), and through staff meeting discussions. The needs of these students are met through the use of:

- teaching assistants in the classrooms
- differentiated instruction in the classroom providing curricular extensions
- placement in above grade level classes
- placement in Honors-level courses
- placement in higher level Friday Academy courses such as Psychology, World Religions, etc.

We prepare graduates for higher education and careers after high school. Please see Appendix C, the current School Profile to see a list of post-secondary institutions attended by our graduates. Our graduation requirements are fully aligned with the University of California and California State University a-g entrance requirements. Willits Charter School is fully accredited by the Western Association of Schools and Colleges. Students at WCS may also augment their studies with classes at Mendocino College.

Middle School Curriculum

The Willits Charter School curriculum for grades six through eight imparts basic skills and good study habits while balancing choice with self-discipline, and creativity with study and cooperation. We prepare our students for success in high school while integrating interpersonal tolerance and communication into the classroom. The core curriculum is language arts, social studies, science, and mathematics, in accordance with the California Department of Education Frameworks and California content standards. For details of class descriptions, course requirements, alignment to California content standards, prerequisites, etc., refer to Appendix D, the WCS Curriculum Guide.

High School Curriculum

Our ninth through twelfth grade high school curriculum is designed to encourage self-discipline, responsibility, creativity, and confidence. We adhere to the California State Standards and requirements. Students must fulfill a minimum of 240 credits (effective for Class of 2019) in specific coursework to receive a high school diploma. Specific graduation requirements, the transferability of courses to other public schools and the eligibility of courses to meet college entrance requirements may be found in Appendix B, the Family and Student Handbook.

Students may supplement the high school curriculum with nearby Mendocino College classes

and monitored, UC-approved online programs in addition to pursuing their interests through our electives program. If a student needs a course that is aligned with the a-g requirements and is not being offered on-site, the school will fund the student's college textbooks. When appropriate, students may participate in our program for independent study.

Three-Year High School Graduation Program

Willits Charter School has developed a three-year, fast-track graduation program designed for high school students who are self-motivated and wish to finish high school early. This program incorporates both high school course work (either on-site or through independent study) and classes offered at Mendocino College. Through concurrent enrollment, students can complete the required graduation courses in three years. This program must be decided upon before the end of the freshman year and students must continue to pass all classes at both the charter school and the college in order to complete the requisite credits and classes for graduation. Classes taken at Mendocino College are awarded credit as follows. Courses that are 100 level or below will be given double credit as high school credit. Two hundred level classes (UC and CSU transferable) will be given 3.3 times college credit toward high school credit.

High School Program

The a-g / College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work. For the graduation classes of 2019 and beyond, WCS graduation requirements are fully aligned with a-g. Effective 2016-2017, the minimum passing mark to earn credit is 70% (C).

The following chart summarizes the a-g / College Entrance Requirements, the alignment of WCS graduation requirements to a-g, and current WCS high school course offerings (2016-2017).

A-G Category	A-G Details	WCS Graduation Requirements	Course Offerings
(A) History/Social Science	Two years, including one year of world history, cultures, and historical geography and one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.	10 credits U.S. History 10 credits World History	CP World History and Geography Honors World History and Geography CP U.S. History

			Honors U.S. History
(B) English	Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.	40 credits English	CP English 9 CP English 10 CP English 11 CP English 12 Honors English 11/12
(C) Mathematics	Three years of college preparatory mathematics that includes the topics covered in elementary and advanced algebra, and two- and three-dimensional geometry.	30 credits math (must demonstrate Alg I completion)	CP Algebra I CP Geometry CP Algebra II (Higher math is offered on-site or through UC approved online providers to meet the needs of individual students. Courses offered include: AP Statistics, AP Calculus AB, CP Statistics, CP Calculus, CP Pre-Calculus)
(D) Laboratory Science	Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.	10 credits biological sciences 10 credits physical sciences 10 credits additional science	CP Biology Honors Biology CP Chemistry AP Environmental Science (offered in 2017-2018 as part of transition to NGSS)
(E) Language Other than English	Two years of the same language other than English.	20 credits foreign language	CP Spanish I CP Spanish II

(F) Visual & Performing Arts	One year, including dance, drama/theater, music, or visual art.	10 credits visual and performing Arts	CP Drawing and Painting CP Music
(G) College Preparatory Elective	One year (two semesters), chosen from additional “A-F” courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as “G” electives.	5 credits Economics 5 credits Civics 10 credits additional science	CP Civics CP Economics CP Environmental Science Honors Environmental Science CP Physical Science of Everyday Life
		20 credits P.E.	Physical Education Friday Academy classes such as Yoga, Salsa Dance, Archery, Hip Hop, etc.
		5 credits Internship	Internship (junior year)
		5 credits Senior Project	Senior project
		40 credits of Electives	Additional coursework in previously listed categories is considered an elective (including up to 20 credits of P.E) Art Ceramics Choir/Music Theory Conversational Spanish

		Culinary Arts Drama Gardening Journalism Language Arts Support Leadership Math Support Beginning Music
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Independent Study Program

Willits Charter School, recognizing its responsibility to educate all its students, has established a program of independent study as an optional, alternative instructional strategy by which an enrolled pupil may reach curriculum objectives and fulfill graduation requirements outside the regular classroom setting. Participation in the program is voluntary and requires a commitment by both the parent/guardian and the student to take on a major part of the responsibility of the student's education. To be admitted into the independent study program, a student must have no current grades lower than a C. Students meet regularly with the independent study teacher for a minimum of one hour per week but also have the option of taking classes on-site, through Mendocino Community College, or by earning elective credit through community-based classes or work experience. To remain in independent study, students must maintain a C average and complete all required weekly assignments. Students whose grades fall below C average during the semester are placed on probationary status and must improve grades to remain in the program. If a student is removed from independent study they are placed on site (if space is available) or they may choose to attend another school or independent study program. Students are reported as Independent Study students for attendance accounting even if they also take on-site or Mendocino College classes.

Enrollment in the independent study program is limited to less than 20% of the total average daily attendance (ADA) of WCS. Attendance is based on work produced, and accounting is strictly monitored by independent Certified Public Accountant auditors according to specific state guidelines and requirements. WCS complies with all applicable laws related to independent study.

F. HOW LEARNING BEST OCCURS

Overview

We believe that learning best occurs in a safe, caring, supportive environment where all students are seen as capable individuals with their own zone of proximal development (ZPD). An environment where students' natural curiosities are encouraged and developed is essential for students to achieve their fullest potential. Students are active learners who construct knowledge and derive meaning based on their experiences. The ZPD concept and other tenets of constructivist learning theory relate directly to ideals of the WCS mission statement and is evident in our teaching strategies across the curriculum.

Learning involves the understanding and further development of the relationships between one's self, family, community, society, and the environment. Students learn best when they have opportunities to self-reflect, build positive relationships with peers, involve their families in their education, interact with their community in meaningful ways, and participate in activities and projects that connect them to the larger global community and environment.

Interactions with the outdoor environment and natural world are also a necessary part of the learning process. Students who regularly interact with nature develop an appreciation for its beauty and complexity and are more apt to evaluate how their actions affect the natural world. The outside classroom provides a place for exploration, discovery, and wonder.

Within the classroom, student learning best occurs when educators are knowledgeable, competent, and embody the ideals that students are expected to achieve. Students thrive in an environment where their teacher's enthusiasm, kindness, and overt love of learning are apparent to them. Highly skilled educators successfully address multiple learning modalities and ability levels within the classroom, and proficiently practice positive discipline strategies.

Family involvement in the classroom and the school at large further demonstrates to students the value of education and their family's desire to be active participants in their development. Active family involvement helps to foster lifelong learning and serves to encourage relationship building within the community. All members of the school community (students, parents, teachers, and administrators) share the common goals of learning, respect, and human development.

G. SPECIAL LEARNING POPULATIONS

Students with Disabilities

Overview

Willits Charter School shall comply with all applicable State and Federal legislation regarding students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

The Willits Charter School will operate as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Special education students shall be identified, assessed, and provided services in accordance with their individualized education plans (IEPs), Willits Unified School District policies, Special Education Local Plan Area (SELPA) policies, and applicable laws.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

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

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

- 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 which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives 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 site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students Under the IDEIA

The Charter School 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"). The Charter School shall remain, by default, a public school of the District for Special Education purposes pursuant to Education Code Section 47641(b). The District shall be designated the Local Education Agency ("LEA") serving Charter School students. The Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent

LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

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

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then the Memorandum of Understanding ("MOU") has been developed between the District and the Charter School which spells out in detail the responsibilities for the provision of special education services and the manner in which special education funding will flow to the students of the School. (See Appendix E for MOU.)

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including,

without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

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

applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide a notice of parental rights.

IEP Development

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

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

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with

timely reports on the student's progress as provided in the student's IEP, at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the Charter School will notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

For students who enroll in the Charter School from another school district outside of the SELPA with a current IEP, the District and the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting, and pending agreement on a new IEP, the District and the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the District and parent/guardian.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

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

Parent/Guardian Concerns and Complaints Regarding Special Education

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The

Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

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

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

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

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall provide an accounting of special education expenses and invoice the Charter School for the Charter School's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Students not Meeting Pupil Outcomes – Academically Low-Achieving Students

Student progress is measured and reported to parents in terms of individualized academic goals and achievements. Students not meeting pupil outcomes are identified and receive support and intervention.

School-wide intervention

Student skills in English, Language, and Math are assessed at the beginning of the school year (or upon enrollment) using the MAP (Measures of Academic Progress) by NWEA (Northwest Evaluation Assessment). Based on assessment results, struggling students are identified for targeted support and placed in appropriate RTI support classes. Student placement and progress in RTI classes is monitored and evaluated on a regular basis.

In addition to RTI, other school-wide systems are in place to support struggling students.

- Small class sizes and teachers' aides increase student access to individualized attention
- Goal achievement and rewards system in place
- Early intervention
- After-school tutorial

Classroom-based intervention

Struggling students are also identified by classroom teachers for support and intervention. The steps taken to support each student may vary in response to the specific challenges faced by the individual. Classroom-based interventions include, but are not limited to:

- One-on-one interactions with teacher or instructional aide
- Frequent communication with parents/guardians regarding student progress
- Frequent checks for understanding
- Clarification of directions
- Shortened or modified assignments
- Additional time to complete assignments
- Distraction reduced setting during tests
- Targeted instruction to address gaps in understanding
- Use of a planner or other organizational strategies
- Flexible grouping strategies
- Mentoring/tutoring

The flowchart that follows describes the general process used to support struggling students.

Step 1: Teacher
contacts parent
and implements
classroom
interventions



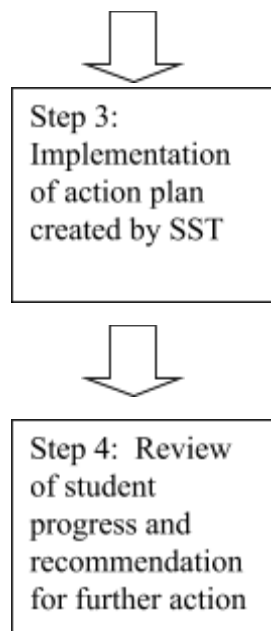
Step 2:
SST meeting

STEP 1: CLASSROOM INTERVENTION

- When a student is having emotional, academic, or behavioral difficulties that are affecting his/her ability to meet pupil outcomes, the teacher implements intervention strategies.
- Parents/guardians are informed of perceived difficulties and classroom interventions.

STEP 2: STUDENT STUDY TEAM (SST)

- If insufficient progress is made through classroom interventions, a Student Study Team consisting of parents/guardians and school personnel meets and discusses the strengths of and



concerns about the student. An action plan is developed and a follow up date is scheduled.

STEP 3: ACTION PLAN IMPLEMENTATION

- The recommendations of the SST action plan are implemented within the classroom.

STEP 4: REVIEW OF STUDENT PROGRESS

- SST reconvenes to determine effectiveness of action plan.
- Successful interventions remain in place.
- If interventions have been unsuccessful or have revealed other areas of concern, the student may be referred for a more in-depth assessment or review of needs (e.g. Special Education team, counseling, speech/language specialist, School Psychologist).

Serving English Learners

Overview

WCS will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School.

Primary Language Assessment

The Charter School will utilize the Student Oral Language Observation Matrix (SOLOM) to assess English Learners within the first 90 days of enrollment in a California school.

CELDT Testing²

² All references in the charter petition to the CELDT will be understood by the Charter School and the District to

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment³ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.
- WCS will notify and help parents and guardians understand and participate in the language reclassification process.

Strategies for English Learner Instruction and Intervention

Every student designated as an English Learner (EL) will receive English Language Development (ELD) until reclassified as Fluent English Proficient (FEP). The goal of the ELD program at WCS is to teach English learners to understand, speak, read, and write English

mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

³ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

and to provide students with explicit instruction in English Language Development necessary to develop academic proficiency and mastery of the English Language Arts/ELD standards.

WCS staff and families will work together to create an individualized ELD plan for each EL student. Plans will be based on the needs of the student. WCS staff will regularly monitor student progress towards fluency and adjustments to a student's ELD plan will be made as needed.

Teachers of EL students will have or will obtain the appropriate certification (e.g. Cross-cultural Language and Academic Development (CLAD) or Bilingual Cross-cultural Language and Academic Development (BCLAD)).

WILLITS CHARTER SCHOOL ENGLISH LANGUAGE DEVELOPMENT PROGRAM

- Is customized for each EL student in order to address the needs of the individual
- Targets instruction to each student's English language proficiency level (as determined by CELDT scores)
- Follows a developmental scope and sequence of language skills (listening, speaking, reading, and writing)
- Includes specific instruction in the syntactical and grammatical aspects of language
- Is provided to all English Learners (including those at the advanced levels)
- May utilize the grouping of students of similar proficiency levels for language instruction
- Assesses student progress in English proficiency on an ongoing and regular basis
- Aligns ELD instruction to specific academic standards and expected outcomes

Specially designed academic instructional strategies for English learners:

Building connections to prior knowledge encourages vocabulary building and conceptual development. This is accomplished in part by the following:

- Direct, open-ended questioning and conversation
- Emphasizing content vocabulary

- Helping students to personalize the definitions of new words
- Using visuals
- Structured student interactions (cooperative learning activities, partners) allow students to explore previous experiences and thoughts while connecting new language and ideas
- Academic language scaffolding supports student participation in content-area instruction. Explicitly teaching academic language includes, but is not limited to, the following steps:
 - Identifying academic vocabulary
 - Defining academic vocabulary using activities and visuals
 - Practicing academic vocabulary
 - Teacher monitoring for understanding
 - Review of academic vocabulary
- Explicit teaching of content vocabulary enhances student understanding of key concepts. Content vocabulary instruction may include:
 - Writing key words on board, chart, or card
 - Teacher pronunciation of vocabulary word and students chorally repeating word
 - Student generated definitions of vocabulary
 - Students creating nonlinguistic representations of vocabulary
 - Presenting activities that add to vocabulary knowledge
 - Student discussion of vocabulary
 - Periodic review of vocabulary using games or activities
- Enunciating clearly and elaborating speech
- Developing and maintaining routines
- Repeating and reviewing information
- Checking frequently for understanding
- Presenting new information in the context of the known
- Presenting information in a variety of ways
- Providing frequent summarization of material
- Using cognates (words that sound alike, have similar spelling, and have a similar meaning in both English and Spanish)

School-wide strategies that support Spanish-speaking English learners:

- Small class sizes and teachers' aides increase student access to individualized attention.
- Bilingual or Spanish-speaking staff are available to assist Spanish-speaking EL students as needed.
- Frequent communications (in English and/or Spanish) with parents/guardians keep families abreast of their student's progress and provide ideas on how families can support English-language acquisition.

H. LCAP COMPLIANCE

WCS will comply with all requirements pursuant to California Education Code §47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d).

Please refer to Element 2: Measurable Pupil Outcomes for the schoolwide goals and outcomes for relevant sub-groups and corresponding assessments. WCS will comply with all elements of the Local Control Accountability Plan (LCAP) and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

WCS shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. WCS shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by WCS at the school site.

WCS' current LCAP is on file with the District and is also available in Appendix F.

Element #2: Measurable Pupil Outcomes

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

WCS will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in California Education

Code § 52060(d) that apply for the grade levels served, or the nature of the program

operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup is one that consists of at least 350 pupils, each of whom has a valid test score, or for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. (Education Code Section 52052(a)(3).)

As the State and District finalize new standardized assessment tools (e.g., CAASPP) and new school performance measures (e.g., API), WCS will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code Section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.).

ACHIEVEMENT GOAL #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)). Please see Elements #1, 5 and 6

ACHIEVEMENT GOAL #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

The Charter School will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency, Please see Elements #1 (particularly section G), 2 and 3

ACHIEVEMENT GOAL #3— PARENTAL INVOLVEMENT

The Charter School will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation. Please see Elements #4

ACHIEVEMENT GOAL #4— STUDENT ACHIEVEMENT

The Charter School will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by the following, as applicable:

- A. CA Assessment of Student Performance and Progress CAASPP)
- B. The Academic Performance Index (API)

C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/EL reclassification rates
Please see Elements #1 (particularly section G), and 3

ACHIEVEMENT GOAL #5— STUDENT ENGAGEMENT

The Charter School will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by the following:

- A. School attendance rates
- B. Chronic absenteeism rates

Please see Elements #1 (particularly section D), and Appendix A

ACHIEVEMENT GOAL #6— SCHOOL CLIMATE

The Charter School will meet the same accountability standards as district schools regarding school climate, as measured by the following, as applicable:

- A. Pupil suspension rates
 - B. Pupil expulsion rates
 - C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
- Please see Elements #3 and 10

ACHIEVEMENT GOAL #7— COURSE ACCESS

The Charter School will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language, physical education, science, mathematics, visual and performing arts, applied arts, career technical education, automobile driver education, and other as prescribed by the governing board. (E.C. §51220)

Please see Elements #1, 2, 3 and 8

ACHIEVEMENT GOAL #8— STUDENT PERFORMANCE

All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all the following, as applicable:

- A. Internal Assessment*
- B. Growth*
- C. Social Responsibility*

Please see Element #3

A. Alignment of Student Outcomes to California State Content Standards

The Student Learning Outcomes (SLOs-institutional level) for Willits Charter School are shown in Section B, below. The Measurable Pupil Outcomes (MPOs-course level) for each course are aligned to the SLOs and California State Content Standards. Each SLO and MPO is measurable. Standards alignment and examples of assessments used to measure student attainment of our educational program can be found in Element #3 (Methods to Assess Pupil Progress towards Meeting Outcomes) and the WCS Curriculum Guide (see Appendix G).

B. Core Academic Skills (Student Learning Outcomes)

The Student Learning Outcomes (SLOs) for WCS are presented below. The SLOs represent the core academic skills underlying our academic program, across the curriculum.

Willits Charter School will produce effective communicators and critical thinkers who demonstrate college and career readiness. Students will:

1. Read closely and analytically to comprehend a range of increasingly complex literary and informational texts
2. Produce effective and well-grounded writing for a range of purposes and audiences
3. Employ effective speaking and listening skills for a range of purposes and audiences
4. Engage in research and inquiry to investigate topics, and to analyze, integrate, and present information
5. Explain and apply mathematical concepts as well as interpret and carry out mathematical procedures with precision and fluency
6. Solve a range of complex well-posed problems in pure and applied mathematics,

making productive use of knowledge and problem solving strategies

7. Clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others
8. Analyze complex, real-world scenarios as well as construct and use mathematical models to interpret and solve problems

C. Lifelong Learning Skills

Lifelong learning, as defined by the European Commission⁴, encompasses “all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective.” At WCS, we assert that the Core Academic Skills (SLOs) listed above provide our graduates with the academic foundation needed for lifelong learning. However, lifelong learning also depends upon the following personal skills:

- Curiosity
- Initiative
- Independence
- Ability to transfer and apply knowledge
- Reflection

These skills are incorporated in all classrooms, at all grade levels. Lifelong Learning Skills are also the cornerstone of many of the required, key components of a WCS education, such as:

- Student portfolios and student-led conferences (Initiative, Independence, Reflection)
- Internship Program (Initiative, Independence, Transfer, Reflection)
- Senior Project (Curiosity, Initiative, Independence, Reflection)
- Science Fair (Curiosity, Initiative, Independence, Transfer, Reflection)

D. Social/Interpersonal Skills

WCS strives to produce students who are “productive citizens who respect themselves, others, community, diversity, and the environment.” (WCS Mission Statement) As such, developing strong social/interpersonal skills are an integral part of a WCS education. Across the curriculum, emphasis is placed on the following skills:

- Citizenship
- Leadership
- Ability to engage in responsible, compassionate peer relationships

⁴ For more information please see “<https://www.aacu.org/sites/default/files/files/VALUE/LifelongLearning.pdf>” and/or http://www.projects.aegee.org/educationunlimited/files/Lifelong_Learning_brief.pdf

- Ability to collaborate and work effectively with others in cooperative groups
- Ability to self-advocate
- Ability to resolve conflicts in a respectful, non-threatening manner

These skills are incorporated in all classrooms, at all grade levels. Our emphasis on developing Social/Interpersonal Skills is evident throughout the WCS program. For example:

- Students can become members of Student Leadership. This group meets daily and serves to organize and lead student events, organize and communicate student ideas, disseminate information, and build community.
- Students can become Peer Counselors. Peer Counselors are formally trained in counseling and conflict resolution. They serve as mentors, support systems, and mediators for other students.
- All students are required to complete 20 hours of community service each school year. Students use their social/interpersonal skills to plan and implement projects and activities to benefit their community.
- All juniors are required to complete an Internship. In preparation for their internship, students learn and practice their interview skills. During the internship, students actively utilize and expand their social skills in working with employers, mentors, and the public. Students prepare and present a reflective presentation for the student body on their experience following their Internship.
- Students have ample opportunities to collaborate with other students (e.g. group work, lab activities) teachers (e.g. community projects such as the K2 Science Expo or Sip Some Soup), local community members and organizations (e.g. through community service and Internships), and the community beyond Willits (e.g. travel opportunities and citizen-science projects).

E. Life Skills

A 21st century education prepares students to effectively address the challenges of everyday life. Across the curriculum, at each grade level, the WCS educational program provides students with both explicit and implicit instruction of life skills. Examples of our dedication to the development of life skills include:

- Commitment to community service
- Course offerings such as cooking, health, keyboarding, homesteading, gardening, landscaping, and physical education (including stress management activities like yoga)
- Career development (e.g. developing resumes, cover letters, building interview skills, participating in an internship, work experience, career research, and career counseling)
- College planning (e.g. information on options for continuing education, college visits, building college lists, college applications, financial aid information)
- An emphasis on study skills and habits; including planning, initiating, and completing projects
- Providing assignments across the curriculum which promote asking questions, developing hypotheses, and utilizing critical thinking

F. Benchmarks to monitor progress toward exit outcomes

The benchmarks to monitor progress toward exit outcomes (SLOs) are the course level MPOs and the essential standards taken from the State content standards for a particular grade level aligned with each MPO (see Appendix D, WCS Curriculum Guide). Assessments described in Element #3 (Methods to Assess Pupil Progress towards Meeting Outcomes), including student CAASPP and MAP test scores, provide measurable data on a student's progress towards meeting benchmarks and, thereby, the WCS exit outcomes.

Specifically, the WCS SLOs are aligned with the ELA and mathematics *claims* developed by the Smarter Balanced Assessment Consortium (SBAC). The course-level MPOs for ELA and mathematics correspond with the *targets* developed by the SBAC. Course level MPOs in science are the Next Generation Science Standards (NGSS) performance expectations. MPOs for courses in all subjects are aligned with the SLOs (see Appendix D, WCS Curriculum Guide). Please refer to Appendix H for a summary of the alignment between SLOs, SBAC claims/areas, and MAP test content areas.

WCS makes every effort to have all students either graduate from high school or pass equivalency tests. Willits Charter School has a goal of 98% graduation rate. WCS also makes every effort to prevent dropouts through individual counseling, alternative course selection and concurrent enrollment at Mendocino College.

G. Review and Modification of Exit Outcomes and Performance Goals

In order to best serve our students and community, the WCS will continue to examine and refine its list of student outcomes and school-wide performance goals over time to reflect the school's mission and any changes to state or local standards, including adoption and future implementation of any new content standards adopted by the state of California. If changes to the student outcomes or performance goals are made, WCS will provide WUSD with a description of the changes as an amendment to the charter.

Element #3: Methods by Which Student Outcomes will be Measured

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

Student progress toward meeting measurable pupil outcome goals are assessed utilizing a variety of methods including, but not limited to; traditional standardized tests (including CAASPP, California State Physical Fitness Test [PFT] and the CELDT/ELPAC), essays, surveys, oral presentations, peer audits, community feedback, portfolios and exhibitions, or other performance indexes. Assessment through these methods is ongoing. Please refer to the Curriculum Guide for complete list of measurable pupil outcomes by course, assessments used, and alignment with California content standards. Student progress is communicated to families through progress reports, report cards and parent/student/school meetings.

A. Assessment Assumptions

Our assessments are based on the following:

- In order to create a complete picture of a student’s growth, different types of assessments must be used. Assessments for individual students should focus on a student’s growth towards a proficiency standard rather than comparing a student’s performance against other students.
- There should be a close relationship between a desired student outcome and the means used to assess it.
- Assessing what students do with knowledge is as important as assessing what knowledge they have.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff and parents.

B. Assessment of Student Outcome Goals

Frequency of Assessing Student Progress

Student progress is assessed on an ongoing basis.

- *Daily:* Many of the assessment tools such as class participation, writing assignments, discussions, and staff observations and assessment occur on a daily basis within the classroom.
- *Weekly/Monthly/Quarterly/Semesterly:* Many of the assessment tools such as writing assignments, oral presentations, projects, tests and quizzes, student notebooks, performances, research assignments, lab work, lab reports, and self evaluation are

used on a regular basis within the classroom. Value-added assessments (MAP) are used to provide assessment twice yearly.

- *Yearly:* Standardized tests, value-added assessments, and student portfolios are used to measure yearly progress.

Minimal Required Performance Level to Attain Each Benchmark

- “Attainment” of a particular benchmark (a.k.a. MPO or target) is defined as a score of “Near Standard” or “Above Standard” on the associated area of the CAASPP test ; and/or a score of Average, High Average, or High on the associated area of the MAP test; and/or grades of B or better on assignments using holistic rubrics; and/or grades of 85% or better on tests and quizzes.
- WCS will honor all Individualized Education Plans (IEPs), which may include standardized testing accommodations, modifications, or alternatives

Plan for collecting, analyzing/utilizing, and reporting performance

- ***Student performance***
 - Role of standardized testing
 - CAASPP tests are used to collect data regarding student progress towards attaining state standards and key outcomes of the WCS educational program.
 - MAP tests are research based, computerized assessments. They are formative and summative assessments that provide us with data that shows student progress and areas of need.
 - MAP tests adapt to each student’s learning level so teachers can gain information on what the student knows and is ready to learn.
 - CAASP and MAP test scores and reports are shared with students, parents, and teachers.
 - Role of student portfolios
 - Student portfolios are used by students to reflect upon their academic progress and goals that they set for themselves at the beginning of the year. Students collect a body of work that not only shows their best work but shows their growth over time.
 - Students take ownership of their learning experience by presenting their portfolios to parents, teachers, and/or community members.
 - Role of teachers
 - Teachers collect student work and analyze according to grading criteria.
 - Teachers use assessment data (e.g. student grades, standardized tests, value-added assessment information) to help guide planning.
 - Teachers consider the needs of each student when designing lessons aligned with state standards to achieve MPOs.
 - Student grades are reported to parents on a quarterly basis.
 - Teachers report student progress towards achieving MPOs to administration on a quarterly basis.

- **School performance**

- Overall school-wide performance will be collected, analyzed, and reported via CAASPP, MAP, API, AYP, and MPO assessments.
- The School Accountability Report Card (SARC) report will be prepared annually and made available on the WCS website.
- School performance data will be reported to WUSD as part of the Annual Performance Audit.

Annual Performance Audit

The Willits Unified School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report and to perform the annual site visit as specified in procedures mutually agreed upon by the Charter School and charter-granting agency. Within two months of this annual review, the charter-granting agency must notify the Charter School Association of Willits Board of Directors as to whether it considers the Willits Charter School to be making satisfactory progress relative to the goals specified by this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions.

Annual performance audits shall include the following:

- Review of charter for compliance
- Review of state and federal student assessment data and reports
- Summary of newly established major decisions/policies
- Data regarding parent involvement in governance and operation of school
- Summary data from annual student/parent satisfaction survey
- Data regarding number of staff, their qualifications, and verifications of credentials
- Copy of health/safety procedures and summary of any major changes
- Review copies of all required documents (e.g. budget reports, financial projections, insurance, etc.)
- Overview of admission practices and current enrollment
- Site visit by WUSD
- Determination of the suitability of the facility in terms of health and safety
- Determination of the suitability of the facility in terms of educational utility
- The number of students on waiting lists
- Information regarding suspensions and expulsions
- Review of internal/external dispute resolutions

Overall school-wide performance will be analyzed and reported via CAASPP, MAP, API, and AYP scores. Progress will also be reported through the School Accountability Report Card (SARC) and the annual report to the WUSD board of trustees. Individual student progress in meeting outcomes and benchmarks will be measured throughout the year (in all grade levels) using a wide variety of methods, which may include, but are not limited to the following:

1. Portfolios
2. Writing Assignments
3. Oral Presentations

Levels of student performance on portfolios, writing assignments, oral presentations, class participation, discussions, projects, student goal books, student notebooks, performances, research assignments, lab work, and lab reports will be defined by holistic rubrics. Levels of student performance on tests and quizzes will be defined by the percent correct. Staff observation and self evaluation will consist of objective, observable data.

4. Class Participation
5. Discussions
6. Projects
7. Tests and Quizzes
8. Student Notebooks
9. Performances
10. Research Assignments
11. Lab Work
12. Lab Reports
13. Staff Observations and Assessment
14. Self Evaluation
15. Standardized Tests (Including CAASPP, California State Physical Fitness Test and the CELDT/ELPAC)

The grade level California State Educational Standards that are aligned with each MPO serve as benchmarks for student progress. Student attainment of a benchmark is measured by the assessment tools listed above.

Students with IEPs may be eligible to take CAASPP tests with the appropriate universal tools, designated supports, and/or accommodations. Students may qualify to take the California Modified Assessment (CMA) for Science. Students with significant cognitive disabilities may take the California Alternative Performance Assessment (CAPA) for Science.

Students who are English learners may take the multiple-choice Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) which allows Spanish-speaking English learners in grades two through eleven to demonstrate their knowledge of the California content standards by taking an RLA assessment in their primary language.

Element #4: Governance

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

The Willits Charter School (WCS) will shall be operated by the Charter School Association of Willits (CSAW), a California non-profit 501(c)(3) corporation, in accordance with California law. The school shall be governed by the CSAW Board of Directors pursuant to the by-laws adopted by CSAW, as subsequently amended pursuant to the amendment process specified in the By-laws.

WCS shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a

California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendices I and J, please find the CSAW Articles of Incorporation and Corporate By-laws.

Article 2.1 of the CSAW By-laws states: The primary objectives and purposes of this corporation shall be to manage, operate, guide, direct, and promote independent charter schools within WUSD boundaries, and such other educational activities as the Board of Directors may define.

Article 5.2 of the CSAW By-laws states: The Corporation shall have such other committees as may from time to time be designated by resolution of the Charter School Association of Willits Board of Directors. Such other committees may consist of persons who are not also members of the Board of Directors. These additional committees shall act in an advisory capacity only to the Board of Directors and shall be clearly titled as “advisory” committees.

The WCS will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. The school will not charge tuition and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or upon any of the characteristics listed in Education Code Section 220. WCS will comply with the Brown Act, the Public Records Act, and Conflict of Interest Policy.

Please see Appendix K for a flow chart that describes the relationship between CSAW, WCS, and WECS (Willits Elementary Charter School).

Board Meetings and Duties

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

- Hire, supervise, evaluate, discipline, and dismissal of the Director of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Director;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the

operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;

- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

WCS has adopted a conflicts code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

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

Such delegation will:

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

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

The Director

The Director shall be the leader of the school. The Director shall ensure that the curriculum is implemented in order to maximize student-learning experiences. The Director will report directly to the CSAW Board of Directors, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Director is assigned to perform tasks directed by the Charter School Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the CSAW Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the School or Board;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or CSAW Board of Directors and/or the District;
- Identify the staffing needs of the school and offer staff development as needed;
- Maintain up-to- date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community, promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary reports as required for proper attendance reporting;
- Develop the School annual performance report, the LCAP, and the SARC;
- Manage student discipline, participate in the suspension and expulsion process as necessary;

- Participate in IEP meetings as necessary.

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

Parent Involvement

The CSAW Board of Directors shall actively seek input from parents and guardians. The School shall work with parents to develop and adopt a set of parent involvement policies and strategies. Parents can choose to pursue joining the CSAW Board of Directors and be directly involved with governance. WCS shall also openly involve any parent who wishes to volunteer and assist in the operations of the school whether it be janitorial, office help or classroom aide.

Element #5: Employee Qualifications

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

Individuals employed by the school should be models of those characteristics we wish to nurture in our students. They will display a continuing love of learning, and a striving for excellence in their chosen field. They will be intelligent, flexible, open to the process of personal growth, and skilled in communication. They will share the common vision and educational philosophy of the school. Teachers should be trained in, or obtain training in, positive behavior support systems. All staff must possess a willingness to work and communicate with parents and must have the ability to provide guidance while allowing the freedom of choice and independent discovery crucial to our program. All staff must demonstrate the utmost respect and caring for students, parents, and fellow employees.

The most important qualifications for teachers are: (1) caring about students, (2) expertise in subject matter, (3) a demonstrable effectiveness in teaching, (4) possess knowledge of current teaching pedagogy, and (5) a willingness to take responsibility and exercise leadership for the school as a whole. Employees of WCS shall share the common vision and educational philosophy of the school and must possess a willingness to work with parents.

The California Department of Education (CDE) states that charter schools have the legal authority to define their "core" teachers for credentialing purposes rather than being subject to the federal definition of core subjects that applies to other public schools. While non-charter public schools are governed by a federal definition of core subjects that dictate which teachers must hold a credential, federal law states that charter schools are subject to the state charter laws regarding credentialing. According to California's charter laws, the definition of "core" for charter schools' credentialing purposes is established in the school's charter.

Professional service agreements/contracts may be used to hire specialty, noncore teachers. Specialty instructors must have the requisite qualifications and/or skills for the tasks they are to perform. Persons employed through professional service agreements need not be credentialed teachers.

In addition to the general qualities listed above, the following key staff positions require additional qualifications.

Teachers

- Willits Charter School shall retain or employ core-teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing in accordance with Education Code Section 47605(l). A copy of credentialing documents will be on-file at WCS and registered with the County.

Elective Instructors

- Elective instructors in all disciplines must have the skills required for the tasks they are to perform.
- Elective instructors need not be credentialed teachers but must have demonstrated experience within their field.

Instructional Aides

- Instructional aides must have the skills required for the tasks they are to perform.

Director

- The Director must have experience with/knowledge of educational systems, educational leadership, and current charter and educational legislation.
- The Director must have strong leadership, administrative, and communication skills.
- The Director must be able to collaborate with students, teachers, parents, CSAW board members, Willits Unified School District staff, and governmental representatives.
- The Director is expected to participate in professional development opportunities to ensure that he/she remains abreast of all relevant changes in laws or other operational requirements.

Business Manager

- The Business Manager must have knowledge of, and experience with, creating budgets, financial planning, bookkeeping, and general accounting.
- The Business Manager must have proficient computer skills and strong organizational

skills.

- The Business Manager must have (or be able to obtain) specific knowledge of the funding and money management of independent charter schools.
- The Business Manager is expected to participate in professional development opportunities to ensure that he/she remains abreast of all relevant changes in laws or other operational requirements.

Office Personnel

- Office personnel must have strong organizational, communication, computer, and public relations skills. Knowledge of general office equipment is helpful.
- Office personnel must have the ability to multitask and work independently.

Element #6: Health and Safety Procedures

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

Willits Charter School shall comply with all provisions and procedures of Education Codes 44830 and 45125, including the requirement that as a condition of employment each new employee (certificated and classified) must submit two sets of fingerprints to the California Department of Justice and the FBI for the purpose of obtaining a criminal record summary.

Records of student and staff immunizations against appropriate diseases shall be maintained, and WCS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees. WCS will follow new immunization laws as they change. WCS is currently following California law SB 277 which states that exemptions based on personal beliefs will no longer be an option for the vaccines that are currently required for entry into child care or school in California. Most families will not be affected by the new law because their children have received all required vaccinations. Properly completed personal beliefs exemptions on file for a child already attending child care or school in California will remain valid until the child reaches the next immunization checkpoint at kindergarten (including transitional kindergarten) or 7th grade. Personal belief exemptions filed from another state or country are not valid if student is transferring to a California school after January 1, 2016. Properly completed medical exemptions for immunizations will be allowed for students when they have been issued by a licensed physician.

Willits Charter has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies were developed in consultation with the school's insurance carriers and approved by the CSAW Board of Directors. At a minimum, these policies include the following procedures:

1. The Charter School has adopted a resolution with administrative rules and regulations in regards to student, employee and public risk management and safety.
2. The Charter School adheres to established claim reporting guidelines, especially as they relate to timeliness and completeness of reporting, and providing assistance requested by insurers (currently NCSIG and CCSA joint powers authority) or its representative in the investigation and defense of a claim.
3. A policy that the school will be housed in facilities that have received Fire Marshal approval and that have been evaluated by a building inspector who has determined that the facilities present no substantial seismic safety hazard and conform to Uniform Building Codes. It is understood by both parties that WCS, as a charter school, is not required to comply with Field Act requirements. The Charter School shall conduct regular, ongoing inspections of its facilities and equipment pursuant to established NCSIG risk management guidelines. Defective or dangerous conditions discovered through these inspections shall be promptly corrected. The Charter School shall keep written records of these inspections on file for at least one year after the date of the inspection.
4. The Charter School shall obtain parent or legal guardian permission for all field trips, excursions or off-campus extracurricular activities. An assumption of risk form shall be signed by all participants and their parents/legal guardians.
5. Charter School employees and parent volunteers must provide proof of automobile liability insurance coverage and a valid driver's license prior to driving on Charter School business or activities.
6. All extracurricular athletics activities or student body clubs involving off-campus activities shall require an assumption of risk form to be signed by the participant and parent/legal guardian. The Charter School shall not allow students to drive as agents of the school to these activities. If students transport themselves the Charter School must have a form on file from the student and the parent/legal guardian which states that such transportation is not at the direction of the school nor is the student driver an agent of the school.
7. The Charter School shall follow employee policy guidelines outlined in the Employee Handbook and Personnel Policy manual in regards to termination of employees, handling sexual harassment complaints and conducting business in a non-discriminatory manner and must comply with local, state and federal laws and regulations, including, but not limited to, procedures for criminal background checks, TB testing, role of staff as mandated child abuse reporters, and emergency preparedness.
8. The Charter School shall agree to provide appropriate safety training to students in classes involving the handling of hazardous materials. Such training shall include, as a minimum, students' understanding of a material safety data sheet and how to interpret it, and instruction on the proper handling of the hazardous materials in the classroom to avoid exposures.
9. Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes as outlined in National Incident Management System (NIMS), School Emergency Preparedness Plan and Standard Emergency Procedures for

Schools.

10. Policies relating to preventing contact with blood-borne pathogens.

11. Policies relating to the administration of prescription drugs.

12. Willits Charter School shall maintain a drug-free, alcohol-free and tobacco-free school environment.

Element #7: Means to Achieve Racial/Ethnic Balance Reflective of District

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

Willits Charter School, as a charter school located within the Willits Unified School District, shall admit students according to a policy of non-discrimination against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The school is nonsectarian in its programs, admission policies, employment practices and all other operations.

The WCS shall implement a recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to promote a racial and ethnic balance among students that is reflective of WUSD:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- The development of promotional and informational material that appeals to major racial and ethnic groups represented in the District
- The development of promotional and informational materials in Spanish to appeal to limited English proficient populations
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District

Element #8: Admission Requirements

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

WCS will actively recruit a diverse student population from the District and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school WCS shall be open to any resident of the State of California. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies.

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

After enrollment and prior to attendance, students and parents may be expected to satisfy the following post-enrollment activities, intended to create informed participants who are committed to the school's program and philosophy. Non-participation in post-enrollment activities does not exclude students from enrollment as the activities occur after students are already enrolled.

Post-enrollment Activities

- Participation in an interview and family orientation
- Completion of family information packet
- Completion of an assessment to ensure appropriate placement
- Signing of a school agreement that specifies the responsibilities of all parties involved

Enrollment procedures and timeline

- WCS will hold an open enrollment period each year according to the following schedule:
 - Open enrollment period ends: April 30th
- If, during the enrollment period, enrollment exceeds capacity for a particular grade level, final enrollment for each level that is over-enrolled will be determined by a random, public lottery.
- If enrollment does not exceed capacity all students will be enrolled.
- Existing students are exempt from the random, public lottery. Existing students must submit a re-enrollment form by the end of the enrollment period to receive a lottery exemption for the coming year.

- Admission preferences in the case of a public random drawing shall be given to the following students in the following order:
 1. Siblings of admitted students who reside in the District
 2. Siblings of admitted students who reside outside the District
 3. Children of employees who reside in the District
 4. Children of employees who reside outside the District
 5. Children of Board members
 6. All other Residents of the District
 7. All other applicants
- At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Element #9: Financial Audit

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

A. Fiscal Issues

Willits Charter School receives its funding in accordance with California Department of Education charter school direct funding model or any legislative successors. WCS and Willits Unified School District have developed a mutually agreeable Memorandum of Understanding that accomplishes the following:

- Compensates the sponsoring district for the value of any direct services requested by the charter school and provided by the sponsoring district.
- Addresses funds transfer and fiscal overview procedures.
- Enables WCS and the Special Education Local Planning Area to jointly and cooperatively address the needs of special needs students and share in the costs and revenues associated with serving such students in a separate Memorandum of Understanding.

Willits Charter School has developed and implemented sound budgetary monitoring and overview processes, including the development of balanced budgets approved by the Board of Directors prior to each fiscal year (which include sufficient budgeted reserves and cash flow plans).

B. Annual Financial Audit

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

CSAW shall retain an independent auditor for WCS using a request for proposals format and shall select and retain an auditor having a CPA, significant education audit experience who is listed on the State Controllers Office list of education auditors.

The CSAW Board of Directors will review an annual audit of Willits Charter School's financial affairs, prepared and completed by an independent, certified public accountant familiar with education finance. The WCS Financial Audit will include items and processes specified in any applicable Office of Management and Budget Circulars and shall comply with Title 5 California Code of Regulations Section 19850-19854. Such an audit will at minimum verify the accuracy of the school's financial statements, revenue-related data collection (including average daily attendance) and reporting practices, and examine the school's internal controls. The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year or within 30 days of receipt.

If the audit includes exceptions or deficiencies, the Auditors may provide the CSAW Board of Directors with recommendations as to how the deficiencies can be resolved.

The CSAW Board of Directors will review any exceptions or deficiencies and the recommendations of the District fiscal office. As directed by the CSAW Board of Directors, the School Director and Business Manager will resolve any deficiencies to the satisfaction of the District and the CSAW Board of Directors within 60 days. Any exceptions to the audit are not subject to the Dispute Resolution System. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

Element #10: Pupil Suspension and Expulsion

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

Student discipline policies have been developed for WCS and approved by the CSAW Board of Directors with input from the Director and staff. Consistent with the efforts to share the governance of the school, specific suspension and expulsion procedures are printed and available online as part of the school's student handbook. The handbook clearly describes the school's expectations regarding attendance, mutual respect, behavior, substance abuse, violence, safety, and work habits.

The purpose of the suspension and expulsion procedures is to ensure a safe and effective learning environment. Procedures provide for due process and are specific and concrete. WCS has adopted the Suspension Policies of the Willits Unified School District (Board Policy 5144 adopted 9/4/02 or any newly revised policy) as it aligns with the California Department of Education Code (Section 48900 A-L). We follow the Expulsion Policies of the California Education Code (Section 48915a). WCS shall notify the District of any expulsions within five school days and will include suspension and expulsion data in its annual performance report.

While suspension and expulsion are to be regarded as a last resort, pupils may be suspended or recommended for expulsion for any of the acts enumerated in Education Code 48900 or 48915, which the Director determines the student has committed. The following list is a summary of these offenses.

1. The threat, causation or attempted causation of physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
2. Possession of a weapon (e.g. firearms, knives, dangerous object, and explosives)
3. Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage or intoxicant
4. Robbery or attempted robbery or extortion of private or school property
5. Significant damage or attempt to damage school property
6. An obscene or offensive act or habitual profanity/vulgarity/hate violence
7. Disruption of school activities/willfully defying school personnel in the performance of their duties
8. Committed sexual offense, sexual harassment, or intimidation
9. And other grounds for suspension as specified in Ed. Code Sections 48900, 48900.2-.4, and 48900.7.

See Appendix B, the Family and Student Handbook, for specific descriptions of offenses as listed in Education Code.

Suspension

The Director may suspend a student for any of the reasons in Education Code Section 48900 upon a first offense if the director determines the student violated subdivision (a) through (r) of Section 48900, made terrorist threats against school officials (48900.7), committed sexual harassment (48900.2), participated in hate violence (48900.3) or that the student's presence causes a danger to persons or property, or threatens to disrupt the instructional process. (Education Code 48900.4, 48900.5, and 48911(a))

Step-by-step procedures for suspending students are outlined as follows (excerpted from WUSD Board Policy 5144 adopted 9/4/02):

- *Informal Conference:* Suspension shall be preceded by an informal conference conducted by the Director and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Director. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))
 - This conference may be omitted if the Director determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911(c))
- *Administrative Actions:* All requests for student suspension are to be processed at the time of the misbehavior.
- *Notice to Parents/Guardians:* At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension (Education Code 48911).
 - This notice shall state the specific offense committed by the student. (Education Code 48900.8)
 - In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.
- *Parent/Guardian Conference:* Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)
 - While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied re-admission solely because the parent/guardian failed to attend. (Education Code 48911)
- *Extension of Suspension:* If the Board of Directors is considering the expulsion of a suspended student, the Director may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

Expulsion

Expulsion, except for single acts of a grave nature, is usually reserved for application where there is a history of misconduct and where other forms of discipline, including suspension, have failed.

The Board of Directors may expel any student found to have committed certain offenses listed in Education Code 48915 (see Appendix J). The Board of Directors may also order a student expelled for committing any of the acts listed in Education Code 48900 upon recommendation by the Director based on finding either or both of the following (Education Code 48915 (b) and (e)).

- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Step-by-step procedures for expelling students are outlined as follows (summarized from WUSD Board Policy 5144 (adopted 9/4/02):

- The WCS Director will recommend a student for expulsion if that student has committed any of the acts listed in Education Code 48915(a) or Education Code 48915(c).
- A hearing to determine whether the student should be expelled shall be held within 30 school days after the Director determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a)).
- Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. (Education Code 48900.8, 48918(b)).
- An expulsion hearing is conducted and a final decision regarding student placement is made by the expulsion panel, comprised of the Board of Directors.

Rights of the Student

- ***All students***
 - o WCS shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law.
 - o WCS shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)
 - o A student may not be suspended for more than five consecutive school days (Education Code 48911(a)) or twenty total school days (except under conditions described in Education Code 48903 and 48911(g)).
- ***Students with disabilities***
 - o WCS will follow state and federal law and WUSD Board Policy in regards to suspension and expulsion of students with disabilities.

- o A student with previously identified disability who has an IEP may be suspended upon a first offense with a determination by an IEP team that the misconduct was not caused by the student's identified disability or if the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48915 (b) and/or (d))
- o Students with a disability may be suspended for up to five school days for a single incident of misconduct, and for up to 20 school days in a school year.
- o If the student poses an immediate threat to the safety of himself/herself or others, the Director may suspend the student for up to, but not more than, 10 consecutive school days if the student's parent/guardian agrees or a court order so provides. (Education Code 48911)
- o A student with a disability may be placed in an appropriate interim alternative educational setting, as determined by the student's IEP team, for up to 45 days (or until the conclusion of any due process hearing proceedings requested by parent/guardian) if he/she commits any of the acts listed in 20 USC 1415(k)(1).

Element #11: Retirement Program

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

Willits Charter School allows eligible school faculty and staff to participate in the State Teachers Retirement System ("STRS") or the Public Employees Retirement System ("PERS"). The District will cooperate, if needed, to facilitate participation in these retirement systems.

To the extent allowed by law, and subject to majority decisions of CSAW Board of Directors regarding retirement funds, employees of WCS shall be able to participate in any and all teacher and employee retirement funds for which they would be eligible if they were teaching in a non-charter public school.

Certificated, classified, and other staff members at WCS shall retain all previously vested rights in their respective retirement systems, including, but not limited to, STRS, PERS, and the Social Security system. The WCS Business Manager shall be responsible for ensuring that all required contributions are made.

Element #12: Attendance Alternatives

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

No student may be required to attend Willits Charter School. Students who reside within the District who choose not to attend the Willits Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School shall be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element #13: Employee Rights

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the WCS shall have no automatic rights of return to the District after employment by WCS unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

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

Element #14: Dispute Resolution

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

The Charter School Association of Willits Board of Directors has adopted policies and procedures for resolving internal and external disputes.

Disputes between WCS and WUSD

The dispute resolution process for complaints between WCS and WUSD shall be agreed upon by both parties and described in a Memorandum of Understanding (MOU).

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Director of the Charter School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Director of the Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Complaints

The following steps outline the general procedure for resolving internal complaints:

1. An attempt will be made by the involved parties to resolve the issue through discussion.
2. If the involved parties are unable to resolve the issue, they may elect to participate in a mediation process. School personnel, WCS Advisory Committee members, Board of Directors members, or other mutually agreed upon persons can serve as mediators for internal complaints.
3. If internal complaints are unable to be resolved through direct mediation, issues can be brought before the Board of Directors for a binding decision. The District will not be involved in any disputes unless it has reasonable cause to believe that there has been a violation of the charter or any related laws or agreements.

Other complaint procedures, including a Uniform Complaint Policy and Procedures are implemented by WCS in accordance with policies adopted by the CSAW Board of Directors.

Element #15: Employer Status and Collective Bargaining

Governing Law: "The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code)." Education Code Section 47605(b)(6).

The Charter School Association of Willits shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act ("EERA"). The Charter School Association of Willits shall comply with the EERA.

Element #16: Closure Procedures

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

Closure of WCS will be documented by official action of the CSAW Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of WCS, the District, the Mendocino County Office of Education, the Charter School's SELPA, the retirement systems in which WCS's employees participate (e.g., Public Employees' Retirement System, State

Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, WCS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of WCS students. All student records of WCS shall be transferred to the District upon WCS closure. If the District will not or cannot store the records, WCS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, WCS will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. WCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by WCS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to WCS.

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

On closure of WCS, all assets of WCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending WCS, remain the sole property of the CSAW nonprofit public benefit

corporation. Upon the dissolution of the CSAW public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of the paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon WCS closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CSAW shall remain solely responsible for all liabilities arising from the operation of the Charter School.

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

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

Element #17: Miscellaneous Clauses

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the WUSD and the governing board of the charter school. The District and WCS agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith manner.

Communications

All official communications between the Willits Charter School and WUSD charter-granting agency will be sent via First Class Mail or other appropriate means to the following addresses:

Willits Charter School
Attn: Director
1431 South Main Street

Willits Unified School District
1277 Blosser Ln
Willits, CA 95490

Budget and Financial Reporting

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

Attached, as Appendix M, please find the following documents:

- Budget Assumptions
- Three year operating budget
- Three year cash flow

These documents are based upon the best data available to WCS at this time. The plan is based on many key assumptions, including the following:

- WCS will enroll approximately 125 students in grades 6-12.
- The percent of students attending on an average day is 91%.

WCS will be funded pursuant to the charter school block grant system. The school will qualify for special-purpose funding programs that are not specifically included in the block grant, including class size reduction funding, Title I and Title II Federal funding, SB 740 Charter School Facility Funding and any other programs the school is eligible to apply for.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District.

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the

District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. As a member of Northern California Schools Insurance Group (NCSIG), the District as the sponsoring agency, is automatically covered as an additional insured. The District Board of Education shall be named as an additional insured on all policies of the Charter School. The Charter School shall provide evidence of the above insurance coverage to the District.

Administrative Services

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

WCS shall be operated by the Charter School Association of Willits, a California Nonprofit Public Benefit Corporation, and shall be governed by the CSAW Board of Directors as described in the WCS charter. The school Director shall be responsible for administering the school under policies adopted by the CSAW Board of Directors. WCS shall provide or procure most of its own administrative services independent of WUSD. WCS anticipates purchasing some services from WUSD including special education programs. The school will seek to define the specific terms and cost for these services in an annual memorandum of understanding. In addition, WUSD shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter material revision and renewal requests.

Facilities

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

WCS does not intend to request the use of District-owned facilities and does not anticipate having any material effect on the District's facility needs. Currently, WCS is housed at 1431 S. Main Street, Willits, California 95490.

Currently, the facilities occupied by WCS consist of an outdoor space for two modular classrooms: a modular building containing two student bathrooms and an accessible bathroom, and a field/garden/playground area. Inside the main building is a ceramics studio, art studio, computer lab, two student restrooms, kitchen facilities, a multi-purpose room, a library, an indoor PE room, a main office, and six classrooms. All buildings comply with

Uniform Building Codes and Disability Access.

Transportation

The Charter School shall not provide transportation to and from school, except as required by law, including but not limited to students with disabilities in accordance with a student's IEP.

Impact on the Authorizer

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

WCS shall be operated by the Charter School Association of Willits, a California Non-profit Public Benefit Corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an 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 authority has complied with all oversight responsibilities required by law. WCS 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.

Further, the Charter School and District shall enter into a MOU, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate by-laws of the Charter School Association of Willits shall provide for indemnification of the Charter School Association of Willits Board, officers, agents, and employees.

The insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. If a different insurance carrier from the District is used, the District shall be named an additional insured on the general liability insurance of the Charter School.

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

Term of Renewal Charter: The term of this renewal charter will be for five years from July 1, 2017 through June 30, 2022.

Amendment of Charter: Any amendments to this charter must be approved by the CSAW Board of Directors. Any material revision to this charter may be made only with the approval of the CSAW Board of Directors and the Willits Unified School District Board of Trustees.

Conclusion

By renewing this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. WCS plans to continue to work independently, yet cooperatively, with the District to establish the highest bar for what a charter school can and should be. To this end, WCS pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting renewal of our charter for a five-year term from July 1, 2017 through June 30, 2022.