

CALIFORNIA STATE BOARD OF EDUCATION

NOVEMBER 2008 AGENDA

SUBJECT	
Petition by the Ronald Reagan Charter School to Establish a Charter School under the Oversight of the State Board of Education: Hold Public Hearing and Consider Staff Recommendations for Denial.	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) and the Advisory Commission on Charter Schools (ACCS) recommend that the State Board of Education (SBE) hold a public hearing and deny the petition to establish the Ronald Reagan Charter School (RRCS).

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Pursuant to California *Education Code (EC)* Section 47605(j), petitioners for a charter school that has been denied at the local level may appeal to the SBE for approval of the charter, subject to certain conditions.

To date, the SBE has approved fourteen charter petitions on appeal, eight of which are currently operating under SBE oversight (which is provided by the CDE). A ninth school is due to open in fall 2009. Regulations adopted by the SBE in December 2001 guide the process of reviewing charters on appeal. The review process includes consideration by the ACCS.

SUMMARY OF KEY ISSUES

The RRCS petition proposes to convert a currently operating elementary school to a charter school and to expand the grades served from kindergarten through fifth grade (K-5) to kindergarten through eighth grade (K-8). The school would serve approximately 420 students in grades K-8 in its first year of operation, and would expand to serve approximately 580 students by the fifth year of operation. The school would be located on the currently existing campus of the Ronald Reagan Elementary School in the Lake Elsinore Unified School District, in the city of Wildomar in Riverside County.

SUMMARY OF KEY ISSUES (Cont.)

The RRCS charter was considered by the ACCS on August 27, 2008. By unanimous vote of the members present, the ACCS recommended that the SBE deny the RRCS charter appeal.

CDE identified a number of concerns with the content of the charter and suggested areas that would need to be strengthened should the ACCS recommend the SBE approve the petition. ACCS members generally agreed the charter petition contained a number of important weaknesses, in addition to funding issues that were identified, that led them to conclude a recommendation of denial was appropriate. The staff findings and recommendations are included as Attachment 1.

Based on the provisions of Senate Bill (SB) 319 (Chapter 355, Statutes of 2005) under which the school's general purpose funding level is established, the Lake Elsinore Unified School District advised the petitioners that the rate would be \$3,522 per average daily attendance (ADA) for the conversion school. At this low level of funding, the proposed school does not appear to be a fiscally viable entity. This conclusion is reflected in the final motion recommending denial of the charter, which was stated as follows: "the ACCS recommends to the SBE that it deny the appeal for chartering of the RRCS for the reasons set forth in the CDE staff analysis, excluding the discussion and reasoning set forth in the CDE staff analysis related to the SB 319 funding rate."

FISCAL ANALYSIS (AS APPROPRIATE)

Approval or denial of the RRCS charter would have no effect on the total amount of state local assistance funding to public schools nor would either decision impact the local assistance received by the school district. Approval of the charter would require the school district to allocate \$3,522 per ADA, or any revised final rate determined by the district, to the charter school for expenditures made for the school in the year before its conversion.

There are currently two full-time equivalent CDE staff positions funded to oversee the SBE-approved charter schools, including the two statewide benefit charter schools, and the nine all-charter districts (which are jointly approved by the SBE and the State Superintendent of Public Instruction). If the SBE approves this charter, workload would increase, but the CDE would recover the actual costs of oversight up to one percent of the general purpose and categorical block grant revenues generated by RRCS.

ATTACHMENT(S)

Attachment 1: 2008-09 Charter School Petition Review Form (32 Pages)
Attachment 2: Ronald Reagan Charter School – Charter Petition (88 Pages)

Ronald Reagan Charter School - Charter Petition

“We must have the courage to do what is morally right.” Ronald Reagan

I. Founding Group

The Ronald Reagan Elementary School has been a magnet school for the past two years. During that time, close partnerships have developed with several organizations and prominent individuals who believe converting to a charter school will give the school the organizational structure to fully develop its program. As part of a charter school community, we will reestablish, protect, and institutionalize a program, based on constructivist principles, that puts children’s learning as the focus of the educational agenda. Through numerous workshops and frequent discussions we recognize that we have the same vision for all students to have extensive learning experiences in meeting the California State Standards. Basing the instructional program, staff development, and operation of the school on these principles will provide a firm foundation for powerful learning experiences for all children. The freedom and independence of a charter school will allow maximum use of our resources for student achievement. This will provide new and greater professional opportunities for teachers to be responsible for the educational program, as well as expanded choices for parents and students within the public school system. As a result, we will provide children and their families with an exceptional educational experience that will prepare the children for secondary school, college, careers, and global citizenship.

Below are profiles of the individuals who comprise the founding group. Each person has contributed an immense amount of time providing input for various sections of the charter. We sought a broad base of people familiar with the various details of running a school. Further information is available in the attachments section under Resumes.

Founders: (R) = Resume included in the attachments section

Gary Hanggi (R) (Lead Petitioner) retired at the end of the 2006-07 school year after teaching elementary school for the last 17 years in the Lake Elsinore Unified School District. In addition, he taught and served as administrator in private schools from 1980 to 1990. Mr. Hanggi has a master’s degree in education curriculum design from Azusa Pacific University. For the last two years he was a founding member of Ronald Reagan Elementary School, a unique school founded on the principles and the philosophy of constructivism, and a member of the school’s leadership team. Mr. Hanggi’s strengths, in addition to applying constructivism to the learning environment for the past 18 years, are the use of questioning and students’ conjectures to drive engagement and independent learning, cooperative learning, the use of rubrics, lesson design, student behavior and classroom management, as well as teacher collaboration. Recently Mr. Hanggi has spent time researching and demonstrating the importance of teacher knowledge in individual content areas to instruction in the classroom. Other current interests are directed toward helping teachers develop a tool kit of effective strategies

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that address specific content and/or have a generic application across the educational spectrum. Most recently he worked as a facilitator at the Constructivist Design Conference assisting the Niagara Falls School District in developing an instructional coaching model. Additionally, Mr. Hanggi is currently laying foundations in his retirement for his future involvement in education as a consultant and writer. Mr. Hanggi's skills will provide an excellent resource for the Ronald Reagan Charter School as a consultant working with our teachers or in helping our leadership design special programs.

Edie Esquivel (Lead Petitioner) has been volunteering significant time in the classroom since the opening of Ronald Reagan Elementary. She has been Room Mom in her own child's classroom as well as in a classroom that did not have someone to fill that capacity. She has been active in organizing events, helping with marketing in the PTA, and making sure that any materials needed were acquired for class/school projects. She has also been promoting and organizing parent interest in the charter school and providing information regarding the same. Mrs. Esquivel co-founded a webpage and organization to keep parents and community members informed about the charter, related laws, and educational organizations that support charter schools. She has set-up booths at community events and in front of the school on a daily basis for a three-week period. She also has a background in marketing and financing that she also uses presently.

Richard Shepler (R) is one of the members of the Ronald Reagan Elementary School's Leadership Team. He has been using a constructivist approach for the past twenty-one years. He is well read in the theories of Dr. Constance Kamii, Dr. Robert Marzano, and Dr. John Dewey. He is the developer and past director of the San Jacinto Valley Academy charter school in the San Jacinto Unified School District. As a director, he became familiar with finance, legal, governance, and facilities issues facing charter schools. Mr. Shepler has been a very successful grant writer. He wrote and was awarded a charter school grant for \$250,000 to facilitate the development and implementation of the charter school. He was recently awarded a Toshiba math grant, numerous Municipal Water District grants, and numerous tree grants that now provide over 300 trees shading three campuses. For the last nine years he has served as a national educational consultant for literacy and math assessment. He provided consulting services for a charter school for three years in the Oakland School District, as well as for numerous American Indian schools in Arizona, New Mexico, and Wyoming. Prior to that, Mr. Shepler served as a school principal for the Romoland School District where he opened a new school and led a reorganization plan to implement the addition of 7th and 8th grades to the school. Before his employment at the Romoland School District, he was the principal of the Perris Elementary School, hired for the purpose of revitalizing a complacent staff. The school was large and in a community with very low socio-economic status. He reorganized the extensive Title 1 program to promote student learning. He moved the school from targeted assistance to

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a school-wide program based on the high number of low socio-economic students. The school was also reorganized from a K-2 configuration to a K-6. Mr. Shepler’s experience with charter schools and his work with large-scale school reconfiguration makes him the likely candidate to be the director of the Ronald Reagan Charter School. He holds a Professional Administrative Credential from the University of California at Riverside and a master’s degree from USIU in Curriculum and Instruction.

Barbara Wilson (R) has an extensive background in business and working with preschool children. She owns and operates a licensed preschool. For the last ten years and currently, her responsibilities have included payroll, insurance, securing and maintaining facilities, managing personnel, and collaborating with the Department of Social Services with regard to Community Care Licensing. Previously, she worked eight years in a private kindergarten. She has her BA in Human Development and has a Multiple Subject Credential. She has served as the Ronald Reagan Elementary School’s SST/LAT Facilitator and testing coordinator (STAR). Her skills earned her a place on the school’s Leadership Team for the 2007/08 school year. She will serve as a Leadership Team member of Ronald Reagan Charter School, and a teacher. She was awarded a grant for providing safe environment for child visitation of families that are estranged. She recently received training, provided by the Dufours, in the concepts of leading a school to become a Professional Learning Community.

Bruce F. Bonney (R) graduated cum laude from Colgate University in 1970 and received his M.A. in history from Syracuse University. From 1970-1993 he served as an interscholastic athletic coach and teacher of middle school and high school social studies in the Morrisville-Eaton Central School System, Morrisville, NY.

In 1990 Bruce was trained in the constructivist methodologies of the Critical Skills Classroom/Education by Design classroom model as developed by Antioch New England Graduate School, Keene, New Hampshire. As the first teacher in the state of New York to employ the Critical Skills Classroom/Education by Design approach, he was asked to share his experiences through presentations and workshops for educators in New York, Maine, New Hampshire, and Vermont. In 1994 he joined the full time staff of the Education by Design™/Critical Skills Program located at Antioch New Graduate School in Keene. From 1994 to 1999, Bruce traveled throughout New England and New York conducting numerous presentations and staff development workshops to introduce hundreds of educators to the benefits of this constructivist approach.

In 1999, Bruce and partner Jack Drury formed Leading EDGE, LLC, an organization of front line K to College educators who are master teachers in the Critical Skills/EBD Classroom model practicing in the State of New York. As part of this enterprise, Bruce developed a long-term relationship with Network Educational Press, Ltd. of Stafford England. Through the offices of NEP, Leading EDGE provided EBD training for

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hundreds of UK teachers and administrators from 1999 - 2004 in Scotland, England, Wales, and the Channel Island of Jersey. Bruce is a co-author of Transforming Teaching and Learning: Developing “Critical Skills” for Living and Working in the 21st Century (NEP, 2003). This book chronicles the significant impact that the EBD approach is having on schools throughout the UK.

Bruce is also co-author with Jack Drury of the second edition of The Backcountry Classroom: Lessons, Tools, & Activities for Teaching Outdoor Leaders (Globe Pequot Press, 2005). This book serves as a field manual and text for many college-level outdoor leadership programs and introduces constructivist principles to the teaching of that discipline.

Bruce continues to be a workshop presenter at staff development conferences and gatherings on both the East and West Coast. In 2006/2007, Leading EDGE provided both the initial and advanced training in constructivist methodologies to the staff of Ronald Reagan Elementary School in Wildomar, CA.

Don Mesibov (R) is founder of the Institute for Learning Centered Education (1994) and continues to serve on its board. He has been a weekly newspaper editor, child care counselor at a school for the emotionally disturbed, grocery store clerk, middle school English teacher, and labor relations specialist for a teachers' union. Currently, Mesibov teaches a course at St. Lawrence University, coordinates the Institute's year-round work including its annual one-week summer conference, and tends to his four acres of flower gardens. Mesibov credits “whatever I bring to the table in the field of education” to his many years as a camper, counselor, and athletic director at eight week overnight summer camps where “we collaborated for the welfare of every child and the organizational structure supported a team approach.” He is co-author of “Standards Based Constructivism: A Two-Step Guide Toward Motivating Elementary Students (2004),” “Standards Based Constructivism: A Two-Step Guide Toward Motivating Secondary Students (2004),” and “Captivating Classes with Constructivism – Practical Strategies for Pre-Service and In-Service Teachers (2007).”

Dr. Paul Vermette (R) has been a professional educator since 1971. He has served as a teacher and supervisor of social studies in public and parochial schools in New York and New Jersey and has been at Niagara University in a full-time capacity since 1985. He has authored or co-authored three texts on learning from teaching and is the author of over twenty articles on the topics of constructivism, cooperative learning, and concept learning. He is currently finishing two books that will be in print by January 2008. Dr. Vermette is a highly visible advocate for teacher professional growth, conducting hundreds of workshops and serving as a consultant on both sides of the US-Canadian border. Dr. Vermette has served in various capacities for external agencies and organizations and was President of the Executive Board of New York State ATE in the

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early 90's. He has also been deeply involved in the activities of the Institute for Learning Centered Education (Potsdam, New York), the NYS Middle School Association, and the NYS Council for Social Studies and the Great Lakes Association for Cooperation in Education (Toronto). At Niagara, Dr. Vermette teaches courses in instructional methods, curriculum planning and teaching for diversity, and he has played a role in the development of the CCTL, a committee that has been instrumental in the creation of the “active and integrated” philosophy that marks the institution’s commitment to quality teaching. Dr. Vermette has been named to Educational Awards several times, first as a teacher in the Diocese of Buffalo (1976), later as NU Professor of the Year in 1998, and most recently for the Neal Appleby Award for New York’s Outstanding Teacher Educator in 2007. (He is also Niagara University’s candidate for US Professor of the Year in 2007-08.)

Prapanna Smith (R) is the founder and principal of a private school that aligns with our constructivist approach. He has a background in elementary and secondary teaching and working with at-risk students. As an educational leader, he plans teacher in-service training, advises teachers in adjusting instructional program to meet the needs of all students, and presents at conferences and symposiums. He has extensive international and multicultural experiences providing a wide perspective on educational issues. He is currently a doctoral candidate.

Pat Flynn has taught at both the elementary and the secondary levels. He has been a language arts coordinator, a Title I coordinator, a resource room teacher, and a labor relations specialist, and an Associate in Educational Services for the Research Department of the NYS United Teachers Union. He was the co-creator of the union’s school reform initiative. He represented teachers regarding the development of the NYS Learning Standards, student assessment and school accountability systems. He served on state councils, including those dealing with Career and Technical Education. He has studied first-hand innovative schools and school structures in the US and overseas. He is a co-founder of the Institute for Learning Centered Education and its summer conference. He is co-author of “Standards Based Constructivism: A Two-Step Guide Toward Motivating Elementary Students (2004),” “Standards Based Constructivism: A Two-Step Guide Toward Motivating Secondary Students (2004),” and “Captivating Classes with Constructivism – Practical Strategies for Pre-Service and In-Service Teachers (2007).”

Gina Hope (R) has been an elementary teacher for the past 11 years. During the 2006/2007 school year at Ronald Reagan Elementary School, she was the SST/LAT Facilitator, PTA Teacher Representative, and a STAR Testing Coordinator. For the 2007/2008 school year, she is a Beginning Teacher Support and Assessment (BTSA) provider. Prior to her career as a public school teacher, she was an education director for the Boys and Girls Club of San Marcos. Her responsibilities included organizing and

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supervising Homework Club and the computer lab. She has a bachelor's degree and a Multiple Subject/CLAD Credential through California State University, San Marcos.

Debbie Callahan (R) is currently the school site secretary of Ronald Reagan Elementary School. She began working at the school before the school opened and was instrumental in the ordering of all the materials for the school. She currently maintains the budget and does all of the ordering, as well as keeping records of staff attendance. Ms. Callahan's experience makes her a likely candidate to be the secretary or administrative assistant of the Ronald Reagan Charter School.

Rob Kent (R) is a founding staff member of Ronald Reagan Elementary School. He has extensive teaching experience at both the middle and elementary school levels. He is recognized for his ability to challenge “troubled” students. For the past two years he has served as President of Ronald Reagan Elementary School Site Council. He holds a bachelor's degree in industrial arts from San Diego State University and a master's degree in physical education from Azusa Pacific University. He has served as the Physical Fitness Testing Coordinator for Ronald Reagan Elementary School and has been a lifetime advocate for children's health and fitness. He is currently authoring a supplemental mathematics curriculum for students, parents, and teachers that is rooted in constructivist learning theory. It will be titled, “An Experiential Guide to Approaching Mathematics.”

Angela Putulowski (R) has been working at Ronald Reagan Elementary School since it began in 2005. She has been working in the capacity of attendance clerk. Her duties include all tasks related to attendance and registration. These duties entail conferring with students, parents, staff, judicial agents, social services and the district office. Prior to that she worked as a health clerk in another school district. She has been working in school offices in various roles since 1993.

Melissa Katigbak (R) is part of the Ronald Reagan Elementary teaching staff. She received her teaching credential from CSUSM and her BA from the University of San Diego. Over the last year she has worked with SEISMIC, a math grant that partners with CSUSM to improve instruction of math in the classroom. In addition, Ms. Katigbak worked with a non-profit science education organization and created integrated hands on science curriculum for the San Diego City Schools. This curriculum serves over 2500 students and was created in partnership with educators, scientists and local Native Americans.

Thenell Hanggi (R) has recently retired with forty-two years of experience in every kind of classroom from university to kindergarten in both public and private school environments. She is one of the founding members and leaders in the establishment of an elementary school based on the learning philosophy of constructivism. While

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Thenell holds a master's degree in administration and was a principal for 10 years, she most admires the complex role of the classroom teacher and enjoys the challenge of practicing the art and science of teaching. She has trained others in cooperative learning, staff development, curriculum alignment, and program restructuring. Most recently Thenell is working on the website www.westcoastconstructivists.com and planning for the West Coast Constructivist Design Conference at San Marcos, June 23-26, 2008. The Reagan charter school will be able to call on Thenell for staff development training, curriculum design, and school improvement.

Theresa Kent (R) has been teaching grades two through eight for 23 years. In that time she has concentrated her efforts in the areas of English/Language Arts, Social Studies and Art. She has been a leading presenter to over 300 teachers throughout California for Integrating Art and Literacy. She has successfully worked with both RSP and GATE students at all levels. Mrs. Kent has received extensive training in cooperative learning with Susan Kovalic and the Riverside Office of Education and in the integrated interdisciplinary approach with Roger Taylor. She has been a consultant for the State Program Quality Review in 1989, 1992, 1996 and 1999 in several districts in California. For the 2007/2008 school year, she is a Beginning Teacher Support and Assessment (BTSA) provider. Mrs. Kent has also been through the School Leadership Team Series sponsored by the Riverside Office of Education and is currently a member of the Ronald Reagan Elementary School Leadership Team.

Janet Valadez (R) is a member of the leadership team at Ronald Reagan Elementary School. She is the English Language (EL) Facilitator for the school and served previously in this position at Donald Graham Elementary. She is trained to administer and score the California English Language Development Test (CELDT). At Ronald Reagan Elementary, Mrs. Valadez is a member of the Student Study Team. She has taught for 11 years, 4 years in the private sector and 7 years in public schools in Lake Elsinore Unified School District. She holds a Bachelor of Science degree from California State University, Long Beach in Human Resources Management, a Multiple Subject Teaching Credential, and a master's degree in Cross-Cultural Education from National University.

Susan Mitchell (R) has been teaching grades one through eight for over 25 years in the private sector as well as in the public schools. She recently received training, provided by the Dufours, in the concepts of leading a school to become a Professional Learning Community. Before that she worked with children in preschool, children's clubs, and as a para-educator in a public school. She developed a church-related children's club from the ground up and trained all the leaders and helpers involved. Her role required major fundraising to make it all possible. She has taught English to Vietnamese children in a public school setting, as well as to Moroccans through a community program. She has managed several successful fundraising campaigns for

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AIDS orphans in Africa by educating and motivating students and adults in schools she has been involved with. She has received extensive training in constructivism and has implemented it in her classroom. Mrs. Mitchell has served on School Site Councils for several years. She has been trained extensively in integrating art and various subject matters and has used this as a tool for her students' learning over the years.

Dionna Roper (R) is one of the current members of the Ronald Reagan Elementary School's Leadership team. She has been working with a Constructivist approach for the past 6 years. She is well read in the theories of Vygotsky, Piaget and Dr. John Dewey. During the first 3 years of her teaching career she worked in a Title I school within the Lake Elsinore Unified School District with a population of 85% English Language Learners. The school focused on Constructivist methods in order to ensure students acquired fluency in English as a second language. Ms. Roper and a team of teachers from Elsinore Elementary presented this approach at the California Reader's Association conference. Ms. Roper attended the California Association for Bilingual Educators (CABE) conference and analyzed best practices used in education related to acquiring fluency in English as a second language. She also received her Master's degree in Literacy from Cal State University San Marcos and uses her expertise to help resistant readers and writers attain language mastery. Ms. Roper has served as a teacher's association representative for Ronald Reagan and Elsinore Elementary schools. She was one of three school district representatives chosen to attend the California Teacher's Association State Council in 2005 and worked closely with a body of 700 teachers to represent her colleagues and promote the advancement of public education. She attended the National Teacher's Association conference in 2006 and was a member of her local union's grievance team for one year. She understands bargaining, salary and benefits for teachers and grievance procedures that are equitable for the educational process. She became a participant in the SEISMIC Research project that focuses on Constructivist methods in Math. In 2007 Ms. Roper became a (BTSA) support provider and serves as a mentor for new teachers at Ronald Reagan Elementary. Dionna Roper's experience with constructivist methods, literacy skills, union representation and her role as a leader at Ronald Reagan Elementary makes her a likely candidate as a valued staff member and leader of the Ronald Reagan Charter School.

Silvana Macri (R) has been an elementary school teacher for 18 years, 7 of which have been in the Lake Elsinore Unified School District. The previous 11 years were spent teaching in the public school system in Australia. She has a Bachelor of Arts (Australia) and Master of Science in Educational Technology (National University). In addition she earned a Reading Recovery Certificate (Marie Clay) from Australia in 1998.

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GILBERT "GIB" STUVE (R) HAS A BACHELOR'S DEGREE IN EDUCATION, A MASTER'S DEGREE IN POLITICAL SCIENCE AND A PH.D IN CURRICULUM AND INSTRUCTION. HE HAS SERVED AS A TEACHER, ADMINISTRATOR, AND UNIVERSITY PROFESSOR WITH SPECIAL ASSIGNMENTS TEACHING IN AUSTRALIA AND DIRECTING THE SOUTHEAST ASIA REFUGEE EDUCATION PROGRAM AT CAMP PENDLETON, CALIFORNIA. HIS RESUME INCLUDES SPECIAL KNOWLEDGE AND EXPERIENCE IN MULTICULTURAL EDUCATION, STUDENT EQUITY ISSUES, AND DIRECT INVOLVEMENT IN THE ESTABLISHMENT OF MAGNET SCHOOLS AND PROGRAMS OF "SCHOOL CHOICE."

Jack Drury (R) is vice-president of Leading EDGE, an education development consulting firm. He has facilitated experiential learning at an international level for over 25 years. He is professor emeritus of North Country Community College having founded the college's Wilderness Recreation Leadership Program, which he directed for nearly twenty years. He is past president of the Wilderness Education Association and co-author of the definitive wilderness leadership texts The Backcountry Classroom: Lessons, Tools, and Activities for Teaching Outdoor Leaders and The Camper's Guide to Outdoor Pursuits: Finding Safe, Nature Friendly, Comfortable Passage Through Wild Places.

Fran Chadwick (R) has an extensive background in education. She is currently an assistant professor of education at California State University, San Marcos. Her primary areas of focus are: social studies curriculum and instruction, foundation of teaching, and arts in education. In addition to university experience, Ms. Chadwick has been a school principal and teacher in the public school system. She has numerous publications to her credit and has been awarded grants in excess of \$100,000.

Kandis Holliday has been actively engaged as a parent volunteer since her child first enrolled in Ronald Reagan Elementary School as a kindergartener. Initially, she worked tirelessly to inform community members/parents of issues pertaining to the continuance of Ronald Reagan Elementary School as a constructivist magnet school. Also, she has volunteered countless hours to the establishment of Ronald Reagan Charter School. This includes co-founding an informative website and organization for parents, disseminating information to the community on the benefits of a charter school and recruiting enrollment for the charter school.

Dawn Calkins is a parent who, along with Edie Esquivel and Kandis Holliday is and has been promoting and organizing parent interest in the charter school and providing information regarding the same. She has set-up booths at community events and in front of the school on a daily basis for a three-week period. She has volunteered in elementary school classrooms for more than 12 years. She has served on PTA boards for 3 different schools that included roles in a variety of leadership positions. She has been a Girl Scout leader for 4 years. She has worked in the insurance industry and is currently in sales for a nationally known company.

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Phillip Santisteven comes from a family heritage that includes many teachers. He has expertise and experience himself in magnet schools and has a strong appreciation of quality learning through great teaching. He currently teaches classes himself in law enforcement. He has been in the field of law enforcement for over 23 years. Seven of these years he has specialized in at risk youth and intervention in gang related activity. He has been involved in the facilitation of Ronald Reagan Charter School through researching subjects related to parents’ rights and school issues. He has been a strong spokesperson for the development of the charter school in public functions and wherever needed.

Suzanne Santisteven has been a very significant parent volunteer since the inception of Ronald Reagan Elementary School. She has served in several capacities during this time. She has instituted and run bank day; organized the Storm family night; been on the PTA board including the hospitality committee. She attends all school events. She has been strongly committed to the philosophy inherent in Ronald Reagan Elementary School and to the development of Ronald Reagan Charter School. She has actively pursued enrollment in the charter school through a variety of public relations activities. Before this she had a background in law enforcement.

Amber Coria has taken an active role in the PTA and the classroom for 5 years. She is presently in her third year as a PTA board member at Ronald Reagan Elementary School. She has helped in event planning for the charter school awareness campaign. She has been involved in the community through organized sports as well.

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II. Educational Philosophy and Program

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

Mission Statement

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

Vision Statement

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

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

Education Philosophy

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

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

Students should be allowed to make the subject problematic. We argue that this single

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

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

This “problematizing” is to be extended to the school community as a whole. Besides students, staff, parents, and community members are to be involved in inquiry in the various domains for which they are responsible. Teachers and instructional staff are responsible for inquiring into their subject matters and the teaching and learning situation in which they fulfill their primary responsibility. This is done through the institutionalization of a Professional Learning Community. Teachers, parents, and community members are to inquire into the functioning of the school as a whole through a process of deliberation. Only when the school as a whole operates in the spirit of inquiry can we hope that this spirit will endure in the classroom setting.

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

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

Knowledge:

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

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- Able to utilize technology to analyze, interpret and evaluate the natural and social world.

Critical Skills:

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

Fundamental Dispositions:

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

How does learning best occur?

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

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

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

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

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

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

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

A more extensive discussion of constructivism, and the research that supports it, can be found in the attachment by Mark Windschitl, “A Vision Educators Can Put into Practice: Portraying the Constructivist Classroom as a Cultural System.”

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Students To Be Served

Ronald Reagan Charter School will begin operations on July 1, 2008, with an anticipated school opening date of Monday, August 18, 2008. Students will attend 180 days of the school year. The length of the school day will comply with state law and current practices. In compliance with Assembly Bill (AB) 1610, students will receive, at a minimum, the following number of minutes of instruction for the school year:

Grade Level	Stage Level	Minimum number of Minutes of instruction
Kindergarten	Stage 1 Juniors	36,000
1	Stage 1 Seniors	50,400
2 – 3	Stage 2	50,400
4-5	Stage 3	54,000
6 - 8	Stage 4	54,000

A school calendar is included in the attachments section.

We anticipate that a majority of the students that will be served will be the students currently enrolled at Ronald Reagan Elementary Magnet School that is expanding to include grades 6, 7, and 8.

Ronald Reagan Charter School will be a K-8 school organized into four stages, which coincide with the grade levels of the Lake Elsinore Unified School District (K-12). The organization of the school will be as follows:

1. Stage 1 (kindergarten/first grade),
2. Stage 2 (second/third grade),
3. Stage 3 (fourth/fifth grade), and
4. Stage 4 (sixth, seventh, & eighth grade). The creation of Stage 4 will be done in a gradual manner based on enrollment, staffing, and facilities.

We anticipate enrolling 420 students for the 2008-09 school year. Class-sizes will be 20-1 in grades K-3 (Stage 1 & 2) and 30-1 in grades 4-8 (Stages 3 & 4). We anticipate being at an enrollment of 580 students by the 2012/2013 school year.

Anticipated Enrollment by Stages

	2008-09	2009-10	2010-11	2011-12	2012-2013
Stage 1 Juniors	60	60	60	60	60
Stage 1 Seniors	60	60	60	80	80

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STAGE 2	120	120	120	120	140
Stage 3	120	120	120	120	120
Stage 4	60	120	150	180	180
Total	420	480	510	560	580

The charter school will seek students outside the current district-adopted school boundaries and in accord with preferences and policies stated in section VI (Student Admissions, Attendance, and Suspension/Expulsion Policies - Student Admission Policies and Procedures). The charter will specifically target the interest of students presently attending the nearby elementary and middle schools currently in Program Improvement status. In addition, the charter school will accept students from out-of-district schools.

Focus Areas: Needs and Challenges

A need for improvement exists in the areas of physical fitness, science, and mathematics achievement in the elementary and middle schools.

Physical Fitness

In the area of physical fitness we saw low achievement levels at Ronald Reagan Elementary, as well as surrounding schools.

	Ronald Reagan Elem.	William Collier	Railroad Canyon	Wildomar	Donald Graham	Jean Hayman
% Meeting all 6 State Fitness Standards	15%	27%	21%	13%	37%	18%

We will address the low fitness levels of our students by

- Providing a comprehensive physical education program for grades K-8.
- Providing staff development in a physical education program that addresses California Physical Education standards.
- Allocating funding to support staff development, materials, and equipment.
- Developing measurement tools for students and staff to assess progress in meeting the California State Standards in Physical Education.

Science

Below are the most recent California Standards Test scores in the area of science at Ronald Reagan Elementary compared to the surrounding schools in the Lake Elsinore Unified School District.

	Ronald Reagan Elem.	William Collier	Railroad Canyon	Wildomar	Donald Graham	Jean Hayman

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Mean Scale Score	348.6	327.8	325.2	320.7	313.4	311.6
% Proficient and Advanced	51%	34%	36%	24%	14%	23%

As noted in the chart above, the students at Ronald Reagan Elementary exceeded surrounding schools by 15 to 37 percentage points for students obtaining proficiency or advanced proficiency on the California Standards Test in science. In our second year of operation the students at Ronald Reagan Elementary utilized a hands-on science program based on Constructivist learning principles. This alone provided a 30% point increase in CST scores in science from our first year of operation when we utilized solely the district science curriculum with the exception of Stage 1. As a charter school, we will continue to implement the highly successful science course so that parents will have the opportunity to enroll children in a school that offers an effective hands-on science program.

Math

Given that the local middle school serving the Ronald Reagan Elementary attendance boundary is in its fifth year of Program Improvement and the Hispanic/Latino and Socio-economically Disadvantaged subgroups failed to meet their Adequate Yearly Progress goal in the last testing cycle, the charter school will provide a choice for students presently attending that middle school.

Additionally, there is a continual need for student improvement in mathematics within and around the attendance area of the school. Ronald Reagan Elementary met its Adequate Yearly Progress goal for 2007 in mathematics in all subgroups including the Hispanic/Latino and Socio-economically Disadvantaged subgroups. This was achieved through the initial implementation of a multiage constructivist model of learning and teaching. The comparison below is based on geographical proximity, not as comparison schools for accountability purposes, to give us a better indication of the student populations that will likely attend our charter school.

	Ronald Reagan Elem.	William Collier	Railroad Canyon	Wildomar	Donald Graham	Jean Hayman
% Proficient and Advanced	46.3%	54.4%	49.2%	57.1%	61.9%	42.8%

We believe mathematic achievement for students at Ronald Reagan and surrounding schools is too low. We will continue to address advancing the mathematic achievement levels of our students by:

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-
- providing a comprehensive and constructivist-based mathematics education program for grades K-8.
 - providing extensive and multi-year staff development in constructivist-based mathematics instruction that addresses California Mathematics standards.
 - allocating funding to support staff development, materials, and equipment.
 - using NCTM approved or recommended practices.
 - developing measurement tools for students and staff to assess progress in meeting the California State Standards in Mathematics with a special emphasis on addressing those standards that are not easily assessed by standardized tests.

It must be noted that the multiage constructivist model of learning at Ronald Reagan Elementary School is being dismantled by the introduction of a hybrid strand. Although the district has publicly stated that they will continue the constructivist multiage magnet they have in fact,

- a. removed the educational leader and founder of the magnet program
- b. introduced a hybrid strand of classes
- c. cancelled all constructivist training by professional facilitators
- d. hired non-constructivist educators
- e. restricted the collaborative model
- f. constrained the integration of curriculum
- g. disrupted the Professional Learning Community
- h. devastated the culture of the school for students, parents and faculty

We have also included in our attachments a position paper (Attachments: “Association PLC Position Paper”) that was provided by the Lake Elsinore Teachers Association and submitted to the district. This paper further explains the difficulty working under the current management practices, especially in regards to operating as a Professional Learning Community (PLC) and why this petition for a charter school is needed.

Curriculum and Instructional Design

Partnership for Learning

The Partnership for Learning program at Ronald Reagan Charter School entails three basic components:

1. The instructional program
2. The classroom configuration
3. The relationship with the University

Instructional Program

The teaching staff will tailor their instructional practices based on the constructivist theory of learning to increase the achievement levels of students in meeting and

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exceeding California State Standards. Based on this theory, teachers are more likely to respond to a student question with a question to encourage the student to think deeper about the subject-matter, rather than telling the student all the right answers. Teachers will understand that knowledge is a process of construction and reconstruction. Careful selections of teaching strategies are based on how students respond to instruction. Knowing that learning is a constructive process, teachers must pay careful attention to how the student is learning and respond appropriately and effectively.

Many students need to learn how to learn. There are bright and capable students in school who have not had the opportunity to develop learning strategies. Teachers cannot learn for their students, but they can teach the students how to learn.

It's important to allow and encourage students to have a sense of wonderment about why things are, to inquire, to search for solutions, and to resolve incongruities. It means that both curriculum and instruction should begin with problems, dilemmas, and questions for students. Instruction cannot be based solely on learning “how.” It's essential for students to discover “why” in order for higher level thinking and understanding to take place.

A more extensive discussion of constructivism, and the research that supports it, can be found in the attachment by Mark Windschitl, “A Vision Educators Can Put into Practice: Portraying the Constructivist Classroom as a Cultural System.”

Class Configuration

All classes at Ronald Reagan Charter School will be constructed to enable a child to have a particular team of teachers for at least two years. Stage 1 teachers will be organized into teams so that as students move from Stage 1 Juniors (kindergarten) to Stage 1 Seniors (first grade) continuity and consistency of instruction will be assured. The team of teachers will be able to operate efficiently and effectively as a Professional Learning Community and will plan, implement, and evaluate their programs and practices to maximize student learning.

Similarly, in Stage 2 (2nd and 3rd grades) children will be with the same team of teachers for a minimum of two years and organized to facilitate and maximize student learning. Stage 3 (4th and 5th grade) will be organized in the same fashion except that the classes will be at a ratio of 30 students per teacher instead of 20 students per teacher as in Stages 1 and 2. Stage 4 (6th, 7th, and 8th grade) will be organized in the same fashion. The ratio will be 30 students per teacher. Classes organized in this way are commonly referred to as multiage groupings. There are no single-grade classes. However, students will continue to receive STAR testing in their assigned grade level. There are

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numerous educational reasons and benefits for utilizing this type of class configuration. Four of them are as follows:

- Students have the same team of teachers for two years. This recognizes the value of the teachers’ background knowledge regarding the students and their particular learning styles.
- Organizing teachers in teams focused on student learning is the foundation of a Professional Learning Community.
- State standards are seen as a continuum, thus allowing greater opportunities for low and high achievers.
- More individual attention is given to low achieving students (see below “Response to Intervention” as cited by the California Association of School Psychologists – CASP Today – Volume 57, Number 3 – Summer 2007)

Stage 4 Program

The Ronald Reagan Charter School will expand the constructivist program to include grades 6, 7, & 8. Classrooms will be configured in a multiage format. The teachers will conduct the program in a self-contained classroom.

Instructional Program

The program will be based on constructivist principles as described above and in the attachments (see “A Vision Educators Can Put into Practice: Portraying the Constructivist Classroom as a Cultural System.”). The delivery of instruction is done primarily through the use of integrated thematic units. As with the other stages, Stage 4 teachers will collaborate and develop thematic units to address content standards within these grade levels, focusing on power standards. Thematic units are planned horizontally within the stage, and vertically across grade levels, this allows us to address student needs and progression within content areas. As students are assessed and demonstrate learning, we look at areas of need to drive further planning and instruction with consideration to skills, disposition and knowledge. A more detailed individualized plan will be created for any students with deficiencies in meeting State standards in specific core content areas. The Leadership Committee will meet frequently to monitor and adjust the program to meet the students’ unique academic, social, and emotional needs.

We are extending our program into a K-8 continuum. This should not be seen as a separate part of the school, but rather an extension of their education (academic and social). Skills, dispositions and knowledge they gain in the primary levels are practiced and extended into the upper grade levels. Since the 8th grade standardized test assesses knowledge from 6-8th grade, the constant integration and connection within learning will solidify the need for developing skills, dispositions and knowledge in all curricular areas.

We will use the cross-age tutoring model wherein students in stage 4 will be provided opportunities to tutor and interact with the younger students as mentors and models. This is the

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same model we use in the current K-5 program and we will encourage progression on the skills and dispositions continuum.

We will use state adopted instructional materials for all core curriculum areas (English Language Arts, Mathematics, Science, and Social Studies)

Rationale for use of Multi-age classroom in 6th, 7th and 8th grade:

In traditional schools, most mathematical concepts are taught as isolated procedures and situations. This method of teaching does not allow for in depth understanding of concepts in Algebra or Math in general. We know that Math is a progression of concepts and ideas. In a multi-age classroom, we know that ideas in Algebra in the 8th grade stem from the basic foundation of ideas established through elementary, including in the 6th and 7th grade. In a multi-age classroom we can address the issue of learning math concepts as a continuum of understanding versus ideas isolated by grade levels. The same rationale applies to Language Arts, Social Studies and Science.

Research backing a K-8 School

- Research indicates that students benefit from a K-8 school*
- Students at K-8 schools often show greater growth in achievement*
- Parents and teachers at K-8 schools show significant satisfaction*
- Smaller numbers of students per grade level, which is typical of K-8 school, supports increased achievement*
- Parent involvement is encouraged and increases at all grade levels*
- Administrators and staff know children and families well*
- Teacher teams share curriculum expertise and student information from level to level*
- Students transition toward independence needed for high school in a supportive environment*
- Parents remain more involved in their school *

*taken from the Capistrano Unified School District

(www.capousd.org/k-8config.htm#concept)

The following are similar schools that have successfully implemented a K-8 program:

San Diego Cooperative Charter. San Diego, CA

Linscott Charter School. Watsonville, CA

Carl Hankey School K-8, Capistrano, CA

Relationship with California State University, San Marcos

Ronald Reagan Charter School will seek to maintain and strengthen the partnership with the Education Department at California State University, San Marcos (CSUSM). Currently the university has a classroom on the Ronald Reagan campus. University professors provide instruction to a cohort of student teachers, who also work in the classrooms at the Ronald Reagan site. Ronald Reagan Elementary and CSUSM staffs

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work and interact together, offering a dynamic instructional environment. There are three major benefits of the relationship of Ronald Reagan Charter School and CSUSM:

- On-going development of a true Professional Learning Community
- Enhanced instructional methodologies
- More teaching adults in the classroom

The Partnership for Learning is a collaborative effort involving the school, the university, the parents and the students, all for the purpose of enabling pupils to meet California State Standards and become self-motivated, competent, and lifelong learners.

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A Day in a Constructivist Stage 1 Classroom

The following description is to serve as an example of a typical day only and should not be construed as the exact model that will be implemented.

An essential question we always ask in a Constructivist classroom is: “Whose time are we wasting? With that in mind, every effort is made to differentiate instruction so that each and every child can learn to the maximum extent possible.

Extended School Program

7:30 Some students arrive at the Before School Program. Students are offered tutoring and small group instruction in core areas of need. Other offerings comprise visual arts, construction, strategy games, etc.

Regular School Program

- 8:30 Students gather on the rug for a quick greeting and review the jobs and tasks for the morning opener. Two students, separately, tally who is in attendance and who is absent. The two students publicly share their results and the method(s) they used in their work. Any discrepancies are noted and corrected. The teacher double checks their work and each member of the classroom performs their assigned jobs and tasks. Tasks are based on student need and interest, and the classroom community needs. Tasks may include sharpening pencils, setting up centers, feeding classroom pets, cross-age tutoring and peer assistance in targeted academic areas, calendar work, weather chart and reporting, lunch count, room organization and clean-up, make-up work, etc.
- 9:10 Class gathers again on the rug for writing workshop. Mini-lessons are given for specific skills identified as in need of instruction; topic selection is discussed and/or assigned. Interactive writing sessions are regularly done at this time. Class stories, charts, recipes, letters, and recollections are a sample of topics that may be included in the Interactive Writing session.
- 9:30 **Writing Workshop** – Students work in groups, pairs, or individually on particular writing assignments. Teachers, cross-age tutors, resource teachers and/or paraprofessionals, student teachers, and parents circulate among the children to facilitate the children in their writing. The classroom teacher works initially with those students that are Tier 2 and/or Tier 3 of our Response-to-Intervention practice.
- 10:00 Class gathers on the rug to listen to stories read aloud by the teacher and engage in Shared Reading experiences. This sets the stage for Reading Workshop that follows.

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10:15 **Reading Workshop** – Students work in groups, pairs, or individually on particular reading assignments. Again, teachers, cross-age tutors, resource teachers and/or paraprofessionals, student teachers, and parents circulate among the children to facilitate the children in their reading. The classroom teacher works initially with those students that are Tier 2 and/or Tier 3 of our Response-to-Intervention practice. Teachers pull groups of students for Guided Reading sessions focusing on various reading strategies.

10:40 Class gathers and debriefs on the above activities, focusing on what they learned during this time block. Student input is solicited for making improvements in the program.

10:50 Recess and Snack Time

11:05 **Math workshop** - During math workshop the class is divided into four heterogeneous groups. Two groups meet with the teacher to work on a math problems. These problems are often put into the form of a word problem. Children work in pairs or individually on the problem. When they have finished, they join the rest of the class working on individual assignments, which may include, Marcy Cook tiling, math computer programs, math games (specific to the topic and needs of the students) or other assigned activities. As with Language Arts teachers, cross-age tutors, resource teachers and/or paraprofessionals, student teachers, and parents circulate to assist the children.

11:50 Lunch and Recess.

12:35 Students rotate among four classes over a two-day period. Below is a typical schedule.

Monday/Wednesday

12:35 **Music and Drama** – Utilizes Orff program for music and drama

1:25 **Recess and Snack**

1:45 **Science** – Utilizes the Science and Technology for Children hands-on science program that is sponsored by the National Science Foundation.

Tuesday/Thursday

Social Studies – An integrated thematic unit utilizes all the state standards in this area.

Physical Education – SPARK – A developmentally appropriate PE program that is very active and strives for strength, endurance, and skills

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2:35 Proficiency Block/Centers

This time block is used for students needing extra assistance in any core areas. During this time children can pursue areas of need and interest. Selections may included independent reading, word analysis, spelling, painting, computer work, building center, pocket chart reading, reading around-the-room, etc.

3:10 Clean and prepare for dismissal. Discuss homework.

3:14 *Dismissal*

Extended School Program

3:15 Students are offered a series of after school activities. Activities may include tutoring and small group instruction in core areas, painting, clay work, chess club, homework club, gardening, bird watching, dramatic arts, music lessons, cultural activities, sports, etc.

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Textbooks and Instructional Materials

Every effort is made to coordinate the separate subject disciplines in an integrated manner to facilitate the students' learning of the California State Standards more thoroughly. Consequently, what is listed will be utilized in a manner suited to our curriculum, instructional plan, and in alignment with the California State Standards. We will change textbooks, materials, and resources based on the identified needs of our students as it relates to the California State Standards.

	Stage 1	Stage 2	Stage 3	Stage 4
English Language Arts	Houghton-Mifflin Words Their Way Rigby PM Readers	Houghton-Mifflin Words Their Way Rigby PM Readers	Houghton-Mifflin Words Their Way Selected Literature Sets from the approved California Reading List	Words Their Way Selected Literature Sets from the approved California Reading List
English Language Development	Rigby "On Our Way to English"	Rigby "On Our Way to English"	Rigby "On Our Way to English" Rigby Infoquest	Hampton Brown High Point
Math	Select from new State Adopted List for 2008/09 year. Teacher Developed based on Research of Dr. Constance Kamii Teaching Student-Centered Math K - 3	Select from new State Adopted List for 2008/09 year. Teacher Developed based on Research of Dr. Constance Kamii Teaching Student-Centered Math K - 3	Select from new State Adopted List for 2008/09 year. Teaching Student-Centered Math 3 - 5	Select from new State Adopted List for 2008/09 year. Teaching Student-Centered Math 5 - 8
Science	Houghton-Mifflin Science and Technology for Children Science and Technology for Children BOOKS™	Houghton-Mifflin Science and Technology for Children Science and Technology for Children BOOKS™	Houghton-Mifflin Science and Technology for Children Science and Technology for Children BOOKS™	CPO Science Focus on Earth, Life, and Physical Science
Social Studies	Scott Foresman Teacher-created thematic units	Scott Foresman Teacher-created thematic units	Scott Foresman Teacher-created thematic units	Teachers' Curriculum Institute History Alive
Visual Arts	SRA Art Connection e-Presentation	SRA Art Connection e-Presentation	SRA Art Connection e-Presentation	

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Music/Performing Arts	Orff Shulwerk	Orff Shulwerk	Orff Shulwerk	Orff Shulwerk
Physical Education	SPARK	SPARK	Tandalay Cunningham	Tandalay Cunningham

Textbook and Instructional Resources Descriptions

The following selections are materials we currently believe would serve our program. We will change textbooks, materials, and resources based on the identified needs of our students as it relates to the California State Standards.

- Houghton-Mifflin – State and district adopted English language arts program
- Rigby PM Readers – Level texts for reading instruction.
- Words Their Way – a balanced and hands-on approach to word study for phonics, vocabulary and spelling instruction.
- Rigby – “*On Our Way to English*” for K-5 was designed to meet the differing rates at which English language learners develop language and literacy skills. It's the only program of its kind to bridge language, literacy, and content to build grade-level achievement and maximum yearly progress.
- Mathematics – We will review state adopted mathematics materials to determine which one(s) best meet our students’ needs and our approach to curriculum and instruction.
- Teaching Student-Centered Mathematics Grade K-3, 3-5, 5-8, written by renowned educator John Van de Walle, provides a student-centered, problem-based approach that helps students develop real understanding and confidence in mathematics
- Houghton-Mifflin – State and district adopted science curriculum
- Science and Technology for Children (STC) is a comprehensive, inquiry-based, 24-unit K–6 curriculum. Field-tested in school districts nationwide, the curriculum is being used in thousands of elementary school classrooms throughout the United States and abroad.
- Science for Stage 4 - CPO Science: Focus on Earth, Life, and Physical Science. This is a state adopted science program for students in grades six through eight.
- Science and Technology for Children BOOKS™ - National Science Resource Center has launched a new series, “Science and Technology for Children BOOKS™,” to add a much-requested literacy component to our popular curriculum for elementary students. Each book is designed to be used in conjunction with teaching the STC unit of the same name or as a stand-alone resource that conveys topics in a way that makes science interesting and relevant. Annemarie Palincsar, PhD, a nationally-known reading expert, has written a piece on the "Why, What and How" of reading in science.
- Scott Foresman - State and district adopted social studies curriculum
- Social Studies for Stage 4: Teachers’ Curriculum Institute: History Alive is an integrated hands-on approach to teaching social studies. Students are actively involved in the teaching and learning of curriculum. It is on the state adopted list of instructional materials.

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11/5/2008 2:47 PM

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- The Orff Schulwerk approach to music and movement education fosters an innovative process in students. Music educators trained in the Orff approach give their students musical building blocks to express themselves in speech, song, movement and playing instruments. Through immersion in exploration and imitation, students learn how to create their own compositions. The teacher is then no longer the director but rather the knowing facilitator in the multi-faceted, experiential process.
 - Sports, Play, Active Recreation for Kids (SPARK) is an elementary physical education program that has been selected as the intervention program in many important research studies and cited in the Surgeon General's Report as a "school-based solution to our nation's health care crisis." The National Diffusion Network of the U.S. Department of Education validated SPARK PE in 1993 and earned "Exemplary Program" status. The program is a complete package of curricula, staff development, extensive follow-up consultation, and equipment.
 - Tandalay/Cunningham Physical Fitness Curriculums are two programs we are currently exploring that seem to fit our needs and address our goals of improving children's physical fitness.

We anticipate very few purchases of instructional materials for our first year of operations, as we will use current district adopted and on-site materials. Most of the instruction materials needing to purchase will be for the addition of our Stage 4 configuration. Additionally we will be pursuing numerous grant funding opportunities to provide instructional materials and equipment to fully implement our program which will reduce our reliance on general funding dollars for such purchases.

Role of Technology in Curriculum and Instructional Plan

Technology will be used to strengthen existing curricula and support meaningful, engaged learning for all students. Technology will be used as a 'tool' to support student learning and to help students perform complex, meaningful projects within which authentic technology use occurs.

These projects call on skills and knowledge from different disciplines and are naturally conducive to small group work with the teacher acting as a coach and facilitator. Currently we have 60 student laptops, some LCD projectors, 3 ELMO image projectors and three PC tablets. Not all classrooms have wireless Internet.

Each classroom should have at least three student laptops with wireless Internet access. Each classroom should have easy access to an overhead projector, digital camera, printer, scanner, and video-DVD player.

Software programs we are considering to use are:

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- Accelerated Reader,
 - *Raz-kids.com* subscription,
 - *KidPix 3*,
 - *Let's Go* (DynEd ELL software) in all classrooms,
 - Microsoft Word, Powerpoint and Excel on all student laptops.

These programs allow students in all stages to work at their ability levels. They give them choices and opportunities to create their own understanding of the subject matter and thereby are aligned with constructivist principles. The technology plan will be reviewed periodically by knowledgeable teaching staff and technology consultants and updated as needed.

Plans for Students Who are Academically Low Achieving Identification

Multiple assessments will be used to identify students as academically low achieving. Those that are achieving Below Basic and Far Below Basic on state standardized tests, as well as on local assessments, will be identified as low achieving in the core academic areas. This identification process will occur each trimester or when a teacher has a particular concern regarding a child.

Response-to-Intervention

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

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

This model involves increasingly more intensive layers of intervention to identify students with reading and learning difficulties. These layers of instruction are often thought of as tiers of intervention. They are as follows:

Tier 1 – Classroom Adaptations/Interventions is a quality core curricula and instruction.

- All subjects, all students
- Preventive, proactive
- Provided by general education teachers in general education classrooms on a daily basis

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-
- Utilizes nine curriculum adaptations: Quantity, Time, Level of Support, Input, Difficulty, Output, Participation, Alternate Goals, and Substitute Curriculum
 - Frontloading, SDAIE, ELD, scaffolding, proficiency blocks, cross-age tutoring, coaching, attendance, PRIM Manual, Homework Club, parent training, parent conference
 - Create Action Service Plan that is a document containing the specific educational concern to be addressed, the classroom interventions to be utilized, the means to assess and measures the student’s progress and a timeline for review in approximately 30 to 45 days.

Tier 2 – Target group intervention is a standardized intervention within general education for small groups of children.

- Some students (at risk)
- High efficiency
- Rapid response
- Provided to small groups or individuals by general education teaching teams within the general education classroom and/or after-school.
- Current Health Study (Vision/Hearing check)
- Support staff consultation
- Review prior Action Service Plan and continue, modify, or extend interventions as determined by student measurable outcomes.
- Conduct Informal Student Study Team (SST)

Tier 3 – Intensive, individual interventions is individualized and intensive interventions for children delivered in either general or special education as need dictates.

- Individual students and small groups (may include students with IEPs)
- Assessment-based
- High intensity procedures
- Provided by intervention specialists, special education resource specials (inclusion and pull-out setting).
- Follow-up with Student Study Team (SST). Review and modify Action Service Plan and consult with Special Education staff or develop a 504 plan.

Many different strategies will be used with groups and individuals. These strategies all share a set of characteristics:

- Respond to the uniqueness of specific, individual needs
- Use research-based practices
- Provide ongoing monitoring and modifications.

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Section 504 Plan

Adjustments in academic requirements and expectations maybe necessary to accommodate the needs of an individual student with disabilities to enable him/her to participate in the general education program.

Students who have an identified disability as defined under section 504 will receive accommodations as determined by the educational team who are knowledgeable about the student. These accommodations will be documented in a 504 plan.

A 504 coordinator will assist the school in meeting requirements under section 504 Rehabilitation Act of 1973. These include but are not limited to:

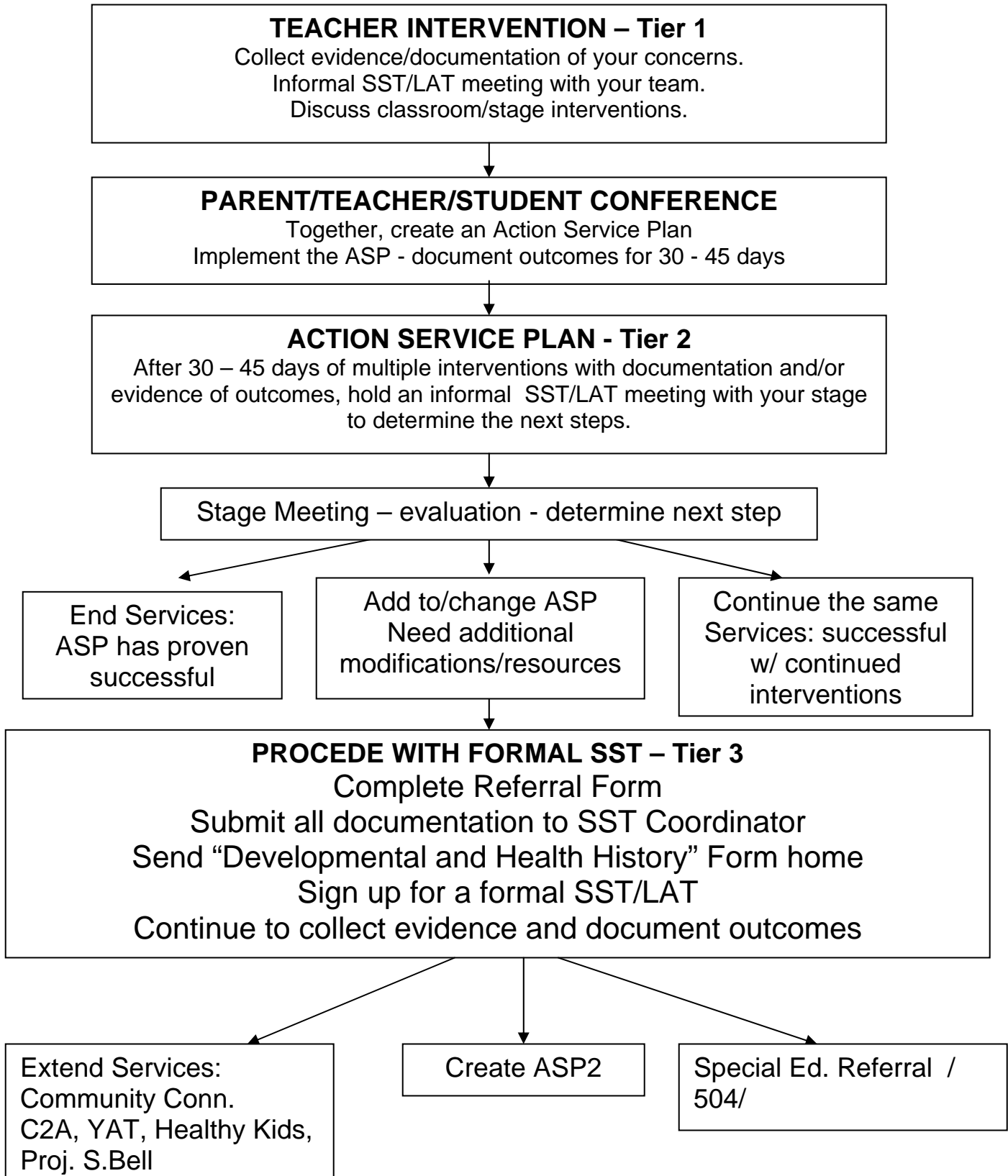
- Ensuring compliance with section 504 plans
- Provide resources for staff.
- Assist in creating an ongoing program that will support problem-solving teams in accommodating students' needs.
- Disseminate information regarding parent/student rights under section 504.
- Provide parents/guardians with procedural safeguards.
- Conduct a self-evaluation of policies, programs, and practices to ensure that discrimination is not occurring.

A flowchart of the Student Study Team (SST) referral process and the Language Assessment Team (LAT) referral process is provided to show how we will address students who are experiencing difficulty in meeting the California State standards.

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Student Study Team Referral Process Language Assessment Team Referral Process



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Plan for Students Who are Academically High Achieving (GATE)

Identification

The identification process begins with a referral form from the classroom teacher, or the parent/guardian. The following steps then occur: A brochure about the GATE program, a permission to assess form, and a parent/student survey are sent to the parent/guardian. Upon receipt of parent permission to assess, a group RAVEN test is administered. A collection of data that reflects the broad spectrum of each student's abilities and needs, and a multidimensional identification procedure is used. Multiple sources are used to determine eligibility for program placement. Parents are informed of the appeal process. Once identified, a student remains identified as a GATE student indefinitely. Students are identified in the following categories: intellectual ability, leadership ability, high achievement, performing and visual arts, specific academic ability and creative ability. Ethnicity, disability, and low income may be used as factors for those not qualifying on the above criteria.

High Achiever or GATE Program

The GATE program is designed to address and extend the state standards and is implemented during the regular school day. Based on available funds, we will offer an after school program for GATE students. The following organizational chart outlines the Ronald Reagan Charter School GATE program. The GATE activities may include but are not limited to those listed below. The final program design will be based on the availability of resources, people, equipment, materials, and student interests. Once the general program is approved and student interest is determined, activities and events will be scheduled in accord with state standards. The schedule will be flexible to allow us to take advantage of availability of artists, teachers and others who might wish to donate their time.

General Program Outline

The program is designed in strands to comply with the Language Arts, Mathematics, Science, Social Studies and Visual and Performing Arts (VAPA) standards for grades K-8. The program will be student driven and based on student interest. Interested students, parents and teachers will provide leadership through suggestions and participation. Ronald Reagan Charter School staff will be responsible for scheduling and coordinating activities. Several of the strands will run concurrently in order to give students choice and ownership of the various activities.

The Digital Media activities will be ongoing.

Strands	Activities	Supplies & Equipment
Digital Media Strand	Student Video Production* <ul style="list-style-type: none">▪ Movie Festival	software, additional

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	<ul style="list-style-type: none"> ▪ Video School News ▪ Video School Activities Desktop Publishing and Printing: <ul style="list-style-type: none"> ▪ Student Newsletter ▪ Parent Newsletter: “Student to Parents – What’s Happening Around School” ▪ Yearbook ▪ Student Books ▪ Card Making ▪ GarageBand: ▪ Creating Music Digitally ▪ Podcast and Videocast ▪ Books on Podcast ▪ DVD Design and Production 	production equipment, and technology
School and Community Service Strand	<ul style="list-style-type: none"> ▪ Tutoring other students - before, after, and during school ▪ Fund Raising ▪ Food Drives ▪ Student run School Activities 	
Design and Construction Strand	Building with K’nex, Polygons, Legos, various craft materials	additional materials as listed to the left.
Literature and Writing Strand	Explore Literature <ul style="list-style-type: none"> ▪ Authors! Authors! (Student Authors) ▪ BOOK MAKING AND PUBLISHING ▪ Student led and book talks and readings ▪ Student sponsored Writing Contest ▪ Guest Authors Word processing and keyboard skills	miscellaneous supplies
Fine Arts – Sculpture Painting, Music Strand	Student sponsored Photo Gallery <ul style="list-style-type: none"> ▪ Student Art Gallery ▪ Guest Artist ▪ Music Recitals ▪ Student sponsored school-wide art festival ▪ Field trips ▪ Art instruction in a variety of media 	art materials
Science and History Strand	Topical studies in US, California and local history and science: <ul style="list-style-type: none"> ▪ Science Fair ▪ Astronomy ▪ Field Trips ▪ Insect collections and other collections: rocks, 	Field trips funded by participants

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	<ul style="list-style-type: none">coins▪ Weather Station▪ Student leadership of events such as kite making, hot air balloons, and rockets▪ History Day	
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*Possible Production Titles:

“Welcome to Ronald Reagan Charter School”, for new students and their parents,

“What is Constructivism?”

“The Ronald Reagan Charter School Report” a report on the current status and progress of our school

“Learning Multiplication Facts”

Plan for English Learners

Identification

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

ELD Program

Approximately 10% of our students are English Language Learners ranging from CELDT level 1 through 5 and Monitored Fluent English Proficient students in addition to 5% of Initially Fluent English Proficient students. All English Language Learners will have access to all programs, services and resources described in this document. In addition, Ronald Reagan Charter School provides an English Language Learner support program that includes 30 minutes per school day of English Language Development to ensure the smooth, successful transition into academic English courses. Knowledge and skills in English language development for English Language Learners (California English Language Development Standards and California Language Arts Standards) will be integrated into the daily instructional delivery of all core and non-core classes.

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Listening and Speaking:

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

Systematic Vocabulary Building:

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

Reading Comprehension and Fluency:

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

Academic English:

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

Academic language will be continuously developed and explicitly taught as its own area of study and within all subject areas. It will be taught and developed in specialized ELD instruction, through English Language Arts team-teaching, specialized groupings and curriculum throughout the regular instructional day.

Ronald Reagan Charter School will provide newcomers, at any time of the school year, with additional support that will include one or more of the following: before and/or after school tutoring, small group instruction, inclusion, one-to-one training and additional extended learning opportunities.

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

- Assessment of background knowledge (point of view)
- Effective use of contextual clues
- Simplifying input

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- Use of visuals and realia
 - Checking frequently for understanding
 - Designing appropriate lessons
 - Planning student-centered lessons
 - Summative and Formative Assessment
 - Authentic Project Based Assessment

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

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

Reclassification

Students will be considered for reclassification beginning in the second grade and having attained an English language proficiency level of Early Advanced or Advanced Fluent English on the California English Language Development Test (CELDT). Students must also show evidence of being fully English proficient by achieving academically at or above grade level without modifications, scoring proficient or advanced in all content areas on at least one standards-based exam and meeting or exceeding grade level expectations on a writing prompt. The reclassification process involves the student's teacher, the English Language Development (ELD) teacher, the site administrator and the parents. When students meet the criteria for reclassification their progress is monitored for two years. During this time teachers will document and review the student's achievement at specified intervals during the school year. If a student falls below grade level he/she will be referred to a Language Assessment Team (LAT) and a decision will be made to possibly reverse the reclassification and re-enter the student into the English Language Development program. When a student successfully completes two years of monitoring they will be exited from the English Language Development program.

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Students who score Early Advanced or Advanced Fluent English on their initial CELDT will be designated Initially Fluent English Proficient (IFEP) and therefore will not enter the English Language Development (ELD) program, consequently these students will not require the reclassification process.

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A Day in the Life of an English Language Learner in Stage 1

The following description is to serve as an example of a typical day only and should not be construed as the exact model that will be implemented.

The classroom is thematically designed to enable the students to easily connect content to different subjects including language arts. Items and supplies are labeled in English. Word Banks from previous units are displayed or are readily available. Students are given as many opportunities as possible to practice English. Lessons always include reading, writing, speaking and listening. Instead of students raising their hands to share, they share with their partner/neighbor the information that is being discussed (turn and talk). This allows every child to be engaged in either listening or speaking. The affective environment filter is low to encourage a safe learning environment. Throughout the day the teacher uses various activities to find specific areas of need.

Extended School Program

7:30 Some students arrive at the before school program. Students are offered tutoring and small group instruction in core areas of need. Other offerings include visual arts, construction, strategy games, etc.

Regular School Program

8:30 Students gather on the rug where the teacher exchanges a verbal greeting with each student. Then the jobs and tasks for the morning opener are reviewed. Two students, separately, tally who is in attendance and who is absent. The two students publicly share their results and the method(s) they used in their work. Any discrepancies are noted and then corrected. The teacher double checks their work and each member of the classroom performs their assigned jobs and tasks. Tasks are based on student need and interest and the needs of the classroom community. Tasks may include sharpening pencils, setting up centers, feeding classroom pets, cross-age tutoring and peer assistance in targeted academic areas, calendar work, weather chart and reporting, lunch count, room organization and clean-up, make-up work, etc.

9:10 Class gathers again on the rug for writing workshop. Mini-lessons are given for specific skills identified through local assessment; topic banks are created and topic selection is discussed and/or assigned. Interactive writing sessions are regularly done at this time. Teacher sparks ideas for writing using realia, visuals and tapping into the students' prior knowledge. Quick Writes can be assigned, which will allow the teacher time to meet quickly with ELL students and assess their needs with new vocabulary, fluency and writing and to encourage brainstorming. Class stories, graphic organizers, charts, recipes, letters, and

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- recollections are samples of topics that may be included in the Interactive Writing session.
- 9:30 **Writing Workshop** – Students work in groups, pairs, or individually on particular writing assignments. Writing assignments can include written retells of stories or summaries of recent experiences. Teachers, cross-age tutors, resource teachers, student teachers and/or paraprofessionals circulate among the room to facilitate the children in their writing. The classroom teacher works initially with those students that are Tier 2 and/or Tier 3 of our Response-to-Intervention practice.
- 10:00 The class gathers on the rug to listen to stories read aloud by the teacher and engage in shared reading experiences, which will include choral, echo, pair, and repeated readings of short text. Literature is often related to the cultural experiences of all students. The teacher introduces stories with picture walks. Through the teacher and student experts, modeling fluency and encouraging predictions is also accomplished at this time. New vocabulary can be introduced through a pictorial tutor, the use of cognates, labeled sketches, diagrams, flow charts etc. Students are given many opportunities to orally retell stories. Poetry is also implemented at this time where students practice recitation; a new poem or stanza is introduced each week. This sets the stage for Reading Workshop that follows.
- 10:15 **Reading Workshop** – Students work in groups, pairs, or individually on particular reading assignments. Text used lends itself to increasing comprehension skills. Students have the opportunity to repeat readings of short text and to record and listen to themselves read. They have access to thematically integrated expository text, which provides greater content and builds upon prior knowledge. Again, teachers, cross-age tutors, resource teachers, paraprofessionals, student teachers, and parents circulate among the room to facilitate the children in their reading. The classroom teacher works initially with those students that are Tier 2 and/or Tier 3 of our Response-to-Intervention practice. Teachers pull groups of students for guided reading sessions focusing on various reading strategies: word study, comprehension, and oral proficiency.
- 10:40 Class gathers and debriefs on the above activities, reflecting on what they learned during this time block. Student input is solicited for making improvements in the program.

10:50 Recess and Snack Time

- 11:05 **Math workshop** - During math workshop the class is divided into four heterogeneous groups. Two groups meet with the teacher to work on a math problem. These problems are often put into the form of a word problem. Children work in pairs or individually on the problem. When they have finished, they join the rest of the class working on individual assignments, which may

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include Marcy Cook tiling, math computer programs, math games (specific to the topic and needs of the students) working with manipulatives related to modeled skills or other assigned activities. Paralleling Language Arts, cross-age tutors, resource teachers, paraprofessionals and student teachers circulate to assist the children.

11:50 Lunch and Recess.

12:35 Students rotate among four classes over a two-day period. Below is a typical schedule.

Monday/Wednesday

12:35 **Music and Drama** – Utilizes Orff program for music and drama. Included in students’ learning are choral and echo strategies.

1:25

Recess and Snack

1:45 **Science** – Utilizes the Science and Technology for Children, which is a hands-on science program that is sponsored by the National Science Foundation.

2:35

ELD Instruction

This time block is used for ELL instruction for targeted students that are clustered according to CELDT levels and ELD benchmarks (no more than two CELDT levels will be clustered together). Anything in English Language Development will build on other scaffolds integrated throughout the day to meet ELD Benchmarks. Other students will participate in independent reading, word analysis, spelling, painting, computer work, building center, pocket chart reading, reading around-the-room, etc.

3:10 Clean and prepare for dismissal. Discuss homework.

3:14 *Dismissal*

Tuesday/Thursday

Social Studies – An integrated thematic unit utilizes all the state standards in this area. An objective is provided to assist students with a focus. Word banks are created and pictorial tutors can be used to introduce content vocabulary.

Physical Education – SPARK – A developmentally appropriate PE program that is very active and strives for strength, endurance, and skills

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Extended School Program

3:15 Students are offered a series of after school activities. Activities may include tutoring and small group instruction in core areas, painting, clay work, chess club, homework club, gardening, bird watching, dramatic arts, music lessons, cultural activities, sports, etc.

Plan for Special Education:

Ronald Reagan Charter School shall be a district public school for the purposes of special education. The district will provide special education funding and services for the charter school's special education pupils to the extent required by law. The charter school agrees to provide equitable funding, logistical and staff support to assist the district in carrying out its obligations. To the extent the obligations of the parties as respects special education are reflected in this charter, a Memorandum of Understanding may be appropriate to provide further detail.

As a school within the district for special education purposes, the charter school will comply with all regulatory special education requirements of the Individuals with Disabilities Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, the charter school will comply with all applicable California laws pertaining to special education students. Per Federal Law, all students with disabilities will be fully integrated into the programs of the school, with the necessary materials, mandated services, and equipment to support their learning.

As a school within the district for special education services, the charter school will equitably support the district's implementation of these services consistent with the district's need to provide services to all special education students in the same manner as the district provides such services to other schools of the district.

Once the interventions are deemed unsuccessful, the Student Study Team will consult with the district's special education staff for possible special education assessment. Once special education services have been approved, the charter school will coordinate with district special education staff to promote and maintain parental communication regarding the student's performance through regularly scheduled reports, meetings, notification of requirements, and any other means necessary.

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III. Measurable Student Outcomes and Other Uses of Data

Ed Code Section 47605 (b)(5)(B) “The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.”

Measurable Student Outcomes

1. Goal: To increase the number of students scoring proficient and above in English Language Arts each year, as measured by:
 - a. California Standardized Test
 - b. Localized assessments
 - c. Authentic performance-based outcomes

2. Goal: To increase the number of students scoring proficient and above in Mathematics each year, as measured by:
 - a. California Standardized Test
 - b. Localized assessments
 - c. Authentic performance-based outcomes

3. Goal: To increase the number of students reaching Healthy Fitness Zone Levels each year as measured by:
 - a. California Physical Fitness Test
 - b. Authentic performance-based outcomes

4. Goal: To increase the number of students proficient and above in Science each year as measured by:
 - a. California Standardized Test
 - b. Localized assessments
 - c. Authentic performance-based outcomes

5. Goal: To increase the number of students progressing on the Critical Skills and Fundamental Dispositions Continuum (See Attachment: “Dispositions Continuum” and “Critical Skills Continuum”)

6. Goal: To maintain average daily student attendance at 95% or higher as measured by state-defined average daily attendance procedures.

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Academic Performance Index and Annual Yearly Progress Index

As a new and different school we will establish a new base for API. With that established we will:

1. Ronald Reagan Charter School will meet or exceed yearly California Academic Performance Index growth points as determined by the State.
2. Ronald Reagan Charter School will meet or exceed Adequate Yearly Progress goals (Annual Measurable Objectives) established for all students and specific subgroups as per the Federal and State government guidelines.

Methods of Assessment

Ed Code 47605 (b)(5)(C) “The method by which pupil progress in meeting those pupil outcomes is to be measured.”

Ronald Reagan Charter School will use multiple measures to assess student outcomes.

Assessment	When Administered	Purpose
Academic Performance Index (API)	Spring	Measure overall program
Annual Yearly Progress (AYP)	Spring	Measure overall program and subgroups
California Standards Test (CST)	Spring	Test student knowledge of California content standards in grades 2 – 8.
California Writing Prompt	Spring	Assess writing ability in grades 4 and 7
CELDT	Fall – in accordance with state guidelines Within 30 days of enrollment	Assess student English proficiency in reading, writing, listening and speaking, at all grade levels.
CAT 6	Spring	Test student knowledge of California content standards for 3 rd and 7 th graders
State Physical Fitness Test	Spring	Assess student physical fitness in grades 5 and 7.
Benchmarks assessments in English Language Arts and Math	Fall, Winter, Spring	Assess and monitor students’ progress in meeting State standards. (see Learning Record

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		Scales in reading, writing, and mathematics)
Standards-based Report Cards	Nov, March, June	Assess and monitor students' progress in meeting State standards.
Writing Assessment	Fall, Winter, Spring	Assess student writing skills using the Learning Record (see Attachments: Essential Learnings - Writing
Reading Assessment	Fall, Winter, Spring	Assess student writing skills using the Learning Record (see Attachments: Essential Learnings - Reading
Student Attendance	Throughout the year	Track and prevent truancy

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

The analysis of a student's portfolios, by the teacher and student, provides the basis for student placement at the appropriate level on the Learning Record Scales (see Attachment: Reading Scale 1: Grades K-3, Reading Scale 2: Grades 4-8, Writing Scale 1: Grades K-3, Writing Scales 2: Grades 4-8, Mathematical Understanding Scale – Grades K-2, Mathematical Understanding Scale – Grades 3 – 5, Mathematical Understanding Scale – Grades 6 – 8). This placement provides the level of student achievement, direction for further growth, and can be summarized for stage level and school level assessment and accountability.

To fully implement the Learning Record Assessment System takes a minimum of three years. We will utilize the School/District Performance Assessment Implementation Scale (see Attachment: “School/District Performance Assessment Implementation

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Scale”) to monitor and assess our progress towards a “Student Work-Based Assessment System”.

We will use additional tools to assess a given performance tasks in core and non-core areas. This may include, but is not limited to:

- Portfolios of student work, such as writing, drawing, research projects, etc.
- Learning Logs for assessing reflection and growth in learning.
- Checklists for assessing growth in number of books read, mathematic investigations, etc.
- Graphs of performance in reading, physical fitness, etc.
- Rubrics (staff, student, or collaboratively generated).
- Teacher made criterion-referenced tests.

Our paramount concern is to develop self-motivated, competent, and lifelong learners. To do this, students need to be able to assess and evaluate their own learning. Throughout our school’s program, students will be encouraged to take a more active and consistent role in evaluating their own learning and setting their own goals for achievement. In doing so, students will monitor their academic growth and will be encouraged to further their success through the administered assessments. Teachers and students working collaboratively in developing rubrics is one way to further this process. Again, see (Attachment: “School/District Performance Assessment Implementation Scale”) to monitor and assess our progress towards a “Student Work-Based Assessment System”.

Use and Reporting of Data

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

Parents will be provided with training through an information night, parent handbook, DVD, or website to understand the assessment data and to help their child succeed in meeting the California State standards. Materials will be available in English and Spanish.

The students’ progress will be reported to the parents three times a year through the use of standards-based report cards. Parent conferences will be conducted in the fall and on an as needed basis throughout the year.

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

Teams will also be organized vertically, across stage or grade levels. This will allow greater coordination between the different levels. Working in this manner will allow us to address the two areas of identified need, mathematics and physical education, more effectively so that an ever increasing number of students will meet or exceed the State Standards in these areas.

Additional assessment data, such as teacher made tests, student portfolios, and student work will be gathered, analyzed and interpreted with the purpose of curriculum evaluation. The total teaching staff will work to identify areas of need and develop an action plan to address the areas of need. This will be accomplished by disaggregating data on different groups and subgroups and particular program evaluations. This will be provided to the Governing Council each year as an annual performance audit of our program. Information from this audit will be included in the school's School Accountability Report Card (SARC) that will be distributed or made available to all stakeholders.

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IV. Governance Structure

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

The Ronald Reagan Charter School will be constituted as a California Public Benefit Corporation pursuant to California law. The school will be governed pursuant to the adopted bylaws (see Attachment: Proposed Bylaws).

Parent and Guardian Involvement

Parent and Guardian involvement will be structured in many ways. To keep parents informed and assisting in their child’s education, a fall parent conference will be scheduled with the student’s classroom teacher. At this conference, the teacher, parents and student will work collaboratively to determine specific goals for the child based on his or her unique needs as they relate to achieving the California State Content Standards. The parents/guardians will receive a standards-based report card to monitor their child’s progress in meeting and/or exceeding those standards. Additional parent conferences will be encouraged based on the student’s needs.

To further the involvement of parents and guardians in their children’s educational program a Parent’s Advisory Committee will be established to regularly consult with parents/guardians regarding the school’s educational program, as required by ED 47605. (see Organizational Chart below)

Parents and guardians will also have the opportunity to join the PTA with its focus on school-wide activities and events.

The School Site Committee is another opportunity for parents and guardians to become involved in school programs and practices (see Organizational Chart below).

The Governing Board of the charter school is another avenue for parent and guardian involvement. Parents and guardians who show a high degree of involvement, understanding of the school’s charter, and understanding of the school’s program may be recommended through the School Site Committee for a seat on the Governing Board (see attachment: Corporation Bylaws)

Governing Structure

The key features of the governing board structure, such as the size and composition of the board, authority and responsibilities, selection, removal, and replacement policies

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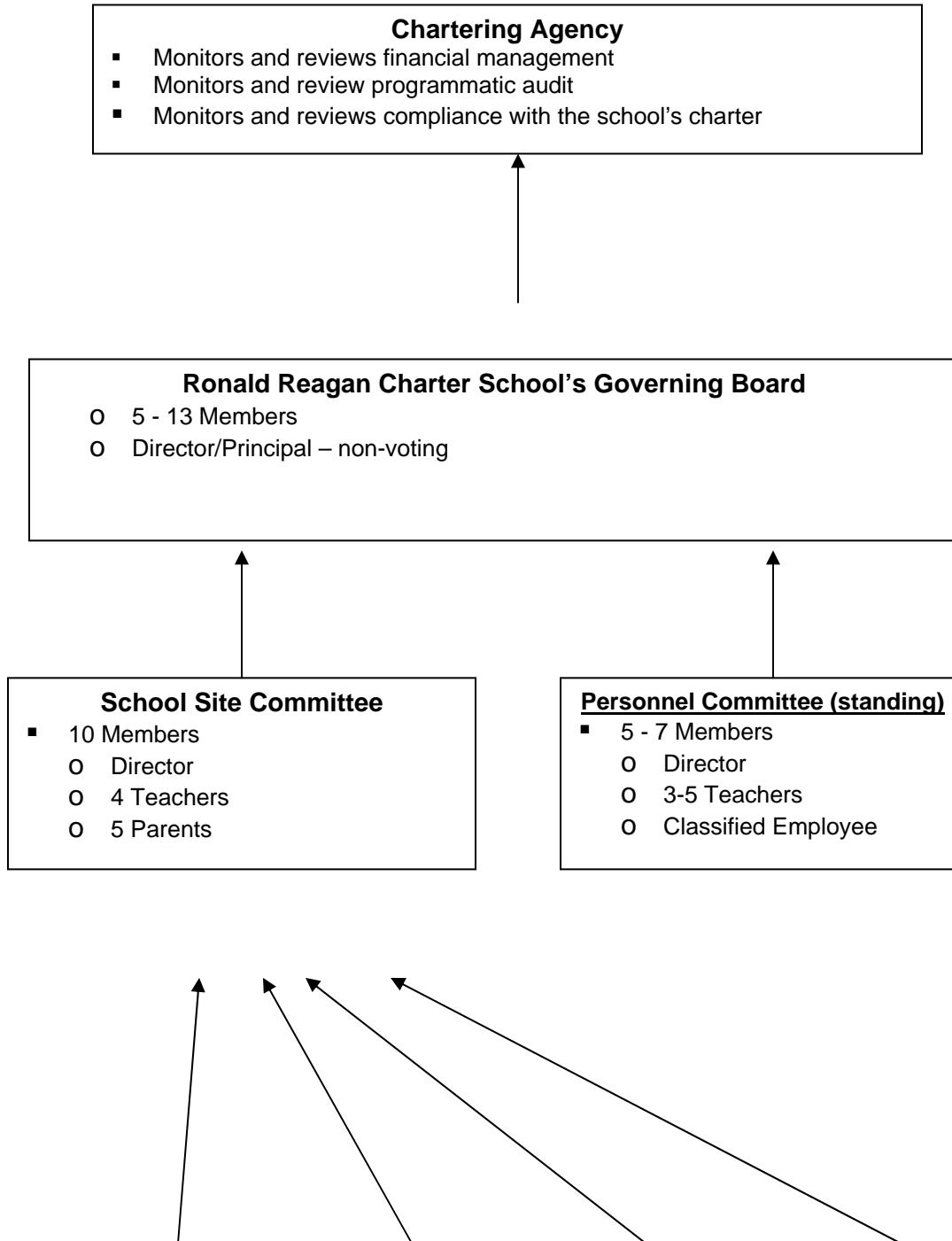
“We must have the courage to do what is morally right.” Ronald Reagan

are included in the proposed bylaws (see Attachment: Proposed Bylaws). Included below is an organizational chart for the charter school.

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Organizational Chart



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<p>Leadership Team</p> <ul style="list-style-type: none">▪ 7 - 9 Members<ul style="list-style-type: none">○ Director/Principal○ 6 - 8 Teachers, one per teacher of 5 teachers and at least one representative per Stage level

<p>ELAC</p> <ul style="list-style-type: none">▪ 5 – 9 members<ul style="list-style-type: none">○ 4-8 parents○ 1 faculty member
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<p><u>PTA</u></p>

<p><u>Parent Advisory Council</u></p> <ul style="list-style-type: none">▪ 5 - 10 Members<ul style="list-style-type: none">○ Director

Governing Board

The Governing Board will be comprised of 5-13 members. Once approved as a charter school, the Governing Board will conduct its meetings in accordance with the Brown Act (see Proposed Bylaws). Training for all Governing Board members will be provided.

The following list includes some of the roles and responsibilities of Governing Board members: (further details are included in the bylaws).

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

Personnel Committee

The role of this committee is to

- Select prospective candidates for employment and make recommendations to the Governing Board

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- Review salary and benefit packages, check parity with surrounding districts, and make recommendations to the Governing Board.
 - Evaluation and termination of staff is the responsibility of the Director/Principal

The committee will be composed of the Director/Principal, three to five teachers (selected by the teachers), and a classified employee (selected by the classified employees). Each member of the Personnel Committee will be selected by nomination and paper ballot vote for a four-year term.

A sub-committee of the Founding Group will do the initial staff selection.

The proposed bylaws and articles of incorporation can be found in the attachment section of this charter petition.

School Site Committee (SSC)

The School Site Committee shall be composed of the Director, three teachers, one classified employee and five parents (one parent representing the EL population). The Director is an ex-officio member of the committee. The teachers are nominated and elected by their peers. The classified employee is nominated and elected by his or her peers. The parents are nominated and elected by fellow parents. The terms of office will be for two years. The responsibilities of the School Site Committee members are as follow:

- Develop, promote and evaluate educational initiatives
- Collaborate with stakeholders regarding school-wide needs assessment
- Develop and honor a Full Value Contract
- Establish and maintain partnerships with the community

Leadership Committee (LC)

The Leadership Committee will consist of 6 to 8 teachers and the Director/Principal. Teachers will be selected through nominations and paper ballot votes. The term for Leadership Committee will be 4 years.

- Provides curriculum and instructional leadership that aligns with school’s mission and vision
- Ensures all students are learning California State Standards by reviewing student achievement data
- Plans, creates, implements, and reflects on progress toward school goals
- Plans, creates, implements, and evaluates the safe school plan

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Parent Advisory Committee (PAC)

The Parent Advisory Committee will consist of 4 to 9 parents and the Director/Principal. The Parent Advisory Committee will be selected through nominations by parents and paper ballot voting. The term of the Parent Advisory Committee members will be 2 years.

- Initiates proposals outside the boundaries of the PTA
- Conducts annual needs assessment from parents and guardians
- Manages fundraising that is outside the scope of the PTA
- Recruits and monitors volunteers

Parent Teacher Association (PTA)

The Parent Teacher Association of Ronald Reagan Charter School will align with the practices and policies of the District Parent Teacher Association including length of terms and selection processes.

- Conducts and coordinates school-wide activities in accord with PTA bylaws and the mission and vision of the charter school
- Raises funds for school projects and events
- Builds school culture

English Language Advisory Committee (ELAC)

The English Language Advisory Committee is comprised of 4 to 8 parents and one faculty member. ELAC representatives are elected by nomination and paper ballot for a term of one school year.

- Formulates initiatives to support English Language Learners
- Solicits and encourages community participation
- Participates in the school's needs assessment by students, parents and teachers
- Provides input to School Site Committee on the most effective ways to support full participation of English Language Learners in all school activities
- Provides input to School Site Committee on the most effective ways to ensure regular school attendance

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V. Human Resources

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

Code of Professionalism

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

The Ronald Reagan Charter School will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, physical disability, mental disability, medical condition or age.

The following Code of Ethics, adapted from the California Educational Code, Title 5, Section 80130, applies to all staff members of the Ronald Reagan Charter School, full or part time.

Preamble

All members of the Ronald Reagan Charter School believe in the worth and dignity of human beings. All members recognize the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic citizenship. All members regard, as essential to these goals, the protection of freedom to learn and to teach, and the guarantee of equal educational opportunity for all. All members accept the responsibility to practice “education” according to the highest ethical standards.

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

Principle I. Commitment to the Students

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

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

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

Principle II. Commitment to the Public

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

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

Principle III. Commitment to the Profession

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

- a. Accord just and equitable treatment to all members in the exercise of their rights and responsibilities.
- b. Do not use coercive means or promise special treatment in order to influence professional decisions of colleagues.

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- c. Do not use profanity, sarcasm, threats, or direct hostility towards other members.
 - d. Do not misrepresent one’s own professional qualifications.
 - e. Do not misrepresent the professional qualifications of their colleagues; discuss these qualifications fairly and accurately when discussion serves professional purposes.
 - f. Apply for, accept, offer, and assign positions or responsibility on the basis of professional preparation and legal qualifications.
 - g. Use honest and effective methods of administering educational responsibilities; conduct professional business through proper channels; use time granted for its intended purposes. Do not misrepresent conditions of employment; live up to the letter and spirit of contracts.

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

Consequences of the Violation of the Code of Ethics

Consequences depend on the severity of the misconduct as determined by the Director/Principal.

Consequences include

1. Issuance of notice of unsatisfactory act which remains in the personnel file and can be forwarded upon request.
2. Suspension without pay (number of days depends on severity).
3. Termination.

Employee Qualifications:

To be employed by the Ronald Reagan Charter requires the following conditions to be satisfied:

1. All employees must fulfill California Education Code Section 44237, which requires fingerprints to be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice. The employee is responsible to pay for the fingerprinting costs.
2. All employees who are child-care custodians, medical practitioners or non-medical practitioners, as defined by Penal Code, are to report known or suspected instances of child abuse. Prior to employment, each person in the above position shall sign a statement, on a form provided to him/her by his/her employer, to the effect that he/she has knowledge of the provisions of Section 11166 and will comply with those provisions. The director shall ensure that the provisions of this policy are carried out in accordance with the law.
3. All employees must complete the “I-9” form to verify that they have the legal right to work in the United States.
4. All employees must have a social security card.

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5. All employees, volunteers, and students must provide the results of a T.B. test as required by current state law and renew their T.B. verification every four years.

Job Descriptions for Positions

Director/Principal

In addition to the roles and responsibilities designated in the bylaws, the Director/Principal

1. Shall serve as ex-officio member of the Governing Board.
2. Must have a master’s degree from an accredited college/university.
3. Must have a valid administrative credential
4. Must demonstrate his/her ability as the lead learner:
 - a. Knowledge of the students and their families, including their background and aspirations
 - b. Knowledge of the local community in which the students and their families live and work. Since one of our concerns is to connect school learning with the world outside school, it is vital that the director have a growing understanding of the community to assist students and staff in making these connections.
 - c. Knowledge, understanding and experience of multiage and constructivist education
5. Assist in the development and implementation of Board policies
6. Serve as the educational leader of the school by initiating proposals, expanding opportunities for the school to accomplish its goals, and inspiring others to work towards high standards
7. Ensure that the school is fiscally sound and stable
8. Conduct and organize yearly program evaluation
9. Ensure timely reporting to the chartering district of necessary reports and documents as specified in the charter
10. Prepare and submit Proposition 39 facility request annually
11. Prepare and conduct charter renewals
12. Accept other responsibilities as assigned by the Governing Board

Teaching Staff

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

1. The teacher must demonstrate his/her ability as a learner:

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- a. Knowledge of the students and their families, their background and aspirations
 - b. Knowledge of the subject matters in which he or she teaches. Although it is not necessary to be an expert in all areas taught, it is essential that the teacher demonstrate that he or she is continuing to learn subject matter
 - c. Knowledge of the local community in which the students and their families live and work. Since one of our concerns is to connect school learning with the world outside school, it is vital that the teacher has a growing understanding of the community to assist students in making these connections
2. As an instructor, the teacher must demonstrate that he or she can plan, implement, and evaluate the instructional program. The Learning Partnership Agreement (see attachment) specifies this requirement in greater detail.
 3. The teacher must demonstrate ability to work as a colleague. Going into one’s classroom and doing one’s own thing is contrary to the goals of the school. Reading, discussion, and collaborating with one’s peers is essential to working for a common good. The teachers must be able to work as a team with other faculty, students, and parents.
 4. The teachers must provide leadership for the school. Initiating proposals, expanding opportunities for the school to accomplish its goals, and inspiring others to work towards high standards is an essential part of being a teacher.
 5. All certificated staff must conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.
 6. K-8 teachers – Multiple subjects credential
 7. All teachers will be “highly qualified” per provisions set forth in No Child Left Behind regulations; the Ronald Reagan Charter School will not employ teachers on emergency permits.

The Ronald Reagan Charter School shall maintain copies of all current teacher credentials and supporting documents in personnel files available for inspection.

The following quote exemplifies what it means to be a teacher at the Ronald Reagan Charter School:

That teaching is an art and the true teacher an artist is a familiar saying. Now the teacher’s own claim to rank as an artist is measured by his/her ability to foster the attitude of the artist in those who study with him/her, whether they be youth or little children. Some succeed in arousing enthusiasm, in communicating large ideas, in evoking energy. So far, so well; but the final test is whether the stimulus thus given to wider aims succeeds in transforming itself into power; that is to say,

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into the attention to detail that ensures mastery over means of execution. If not, the zeal flags, the interest dies out, the ideal becomes a clouded memory. Other teachers succeed in training facility, skill, and mastery of the technique of subjects. Again it is well – so far. But unless enlargement of mental vision, power of increased discrimination of final values, a sense for ideas, for principles, accompanies this training, forms of skill ready to be put indifferently to any end may be the result. Such modes of technical skill may display themselves, according to circumstances, as cleverness in serving self-interest, as docility in carrying out the purposes of others, or as unimaginative plodding in ruts. To nurture inspiring aim and executive means into harmony with each other is at once the difficulty and the reward of the teacher. (Dewey, 1933)

Non-Teaching Staff

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

Instructors

These people may include parents, non-teaching staff, and community members that may serve as part-time instructors for specific, non-core (core = English Language Arts, Mathematics, Science and Social Studies) and short-term instructional purposes. Parents and staff members are encouraged to teach such courses to extend the learning experiences of the students in our school. They are not employees of the school and are considered to be outside contractors.

Teachers in their first two years of teaching will be provided with a Beginning Teachers Support and Assessment (BTSA) provider to assist them with classroom environment, lesson delivery, student assessment and other beginning teacher needs as required by state and county regulations. We currently have three certified BTSA providers that are founding members (see Founder’s List and Attachments: Resumes) of this charter school and that have signed the intent form demonstrating that they are meaningfully interested in teaching at the charter school.

Staff Selection

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

- Assure equal opportunities and open process
- Announce openings

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- Recruit applicants through various means (website posting, university contacts, job fair, etc)
 - Request resumes, copies of credentials, and letters of reference
 - Verify previous employment and references
 - Form a pool of potential candidates to be invited for interviews
 - Review candidates’ files and portfolios
 - Select interview questions
 - Interview candidates
 - Observe demonstration lessons by candidates
 - Make selection recommendations to Governing Board
 - Verify teaching credential, employment documents, medical clearance (TB), finger printing and criminal record clearance, legal status, certification of adherence to mandated reporting (child abuse) requirement and drug-free environment requirement

Staff members working at Ronald Reagan Elementary School for the 2007/2008 school year shall be considered first for assignment to the Ronald Reagan Charter School.

No employee of Ronald Reagan Elementary School is required to work at the Ronald Reagan Charter School.

Staff Evaluation

The evaluation of the teaching staff at the Ronald Reagan Charter School shall follow the California Standards for the Teaching Profession.

At the commencement of each school year, the teachers at the Ronald Reagan Charter School shall establish goals for the year and fill out the evaluation instrument for Standards 1 through 8. The purpose is not only to establish goals, but also to communicate to the administrator how the teachers perceive their strengths and particular areas of focus for that particular year.

The administrator shall conduct classroom visits and conference with teachers on an on-going basis. Formal observations will be conducted for those teachers on an evaluation cycle that is approved by the Governing Board.

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

Assistance and Interventions for Teachers

- Suggestions offered by administrator(s)
- Mentor program - teaming up a new teacher with experienced exemplary teacher.
- Peer Visitation – teacher is released to view other teacher(s) performing model lessons.

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- Consult with team partner(s) and/or other Stage level member(s)
 - Assistance from other mentors and/or Leadership Team
 - Clinical supervision, visitation notes and conferences by administrator(s)
 - Peer coaching by expert teachers
 - Supervision by college professors
 - Substitute release days for planning, observation, articulation
 - Workshop/conference attendance
 - Ongoing constructivist training by professional consultants
 - Release time for Professional Learning Community (PLC) development

Assistance and performance review system for classified staff

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

Compensation and Benefits

Ed Code (b)(5)(K) “The manner by which staff members of the Reagan Charter School will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or Federal Social Security.”

Retirement and Benefit Programs

Certificated, classified, and other staff members of the Ronald Reagan Charter School shall retain all previously vested rights in their respective retirement systems, including, but not limited to, S.T.R.S., P.E.R.S., and the Social Security System. All employees of the Ronald Reagan Charter School who currently are members of the State Teachers’ Retirement System (S.T.R.S.), Public Employees Retirement System (P.E.R.S.), and/or the Federal Social Security System shall continue their participation. All employees of the Ronald Reagan Charter School shall have access to other school-sponsored retirement plans in accordance to the policies established by the Governing Board.

All new staff members to the Ronald Reagan Charter School shall be eligible to participate in the S.T.R.S., P.E.R.S., and/or the Social Security System in compliance with existing laws.

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Employees that would qualify for the Public Employees Retirement System (P.E.R.S.) must meet the minimum qualification of 4 hours per day or 20 hours per week.

Every effort will be made to provide all health and welfare benefits, illness/release days, maternity/paternity leaves, etc., comparable to that negotiated between the Lake Elsinore Unified School District and the respective collective bargaining groups and specified in the LETA and CSEA contracts.

Employee Representation

Ed Code Section 47605 (b)(5)(O) “A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).”

The Ronald Reagan Charter School shall be deemed the exclusive public school employer of all employees of the charter school for the purposes of the Educational Employment Relations Act Government Code section 3640 et seq.

Rights of School District Employees

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

Collective Bargaining Rights

Employees who choose to work for the charter school have the right to organize and be represented per state law.

Return Rights

All employees originally hired by the Lake Elsinore Unified School District, who are then employed by the Ronald Reagan Charter School, shall NOT have return rights to the District. Any rights of return are solely based on District policies, not policies of the charter school.

Retained Rights and Benefits

Every effort will be made for employees (administrators, certificated, classified) currently employed by the Lake Elsinore Unified School District to retain employee rights and benefits with regard to salary and insurance if selected to work at the Ronald Reagan Charter School.

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Sick/Vacation Leave

Every effort will be made for all employees to retain their sick/vacation leave provisions.

Compensation

Every effort will be made for financial compensation for all employees of the Ronald Reagan Charter School to be comparable with the salary schedules of the Lake Elsinore Unified School District per negotiations with LETA and CSEA. The Director and Governing Board shall offer additional incentive compensation to those staff members performing additional responsibilities as determined by the Personnel Committee.

Health and Safety

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

The Ronald Reagan Charter School will reflect its mission and foster a sense of community and respect for diversity. It will provide an atmosphere that is purposeful, conducive to learning, and produce a sense of wonderment about what each day will bring.

The staff and students will be committed to maintain a safe and clean school. An open-door policy will be maintained to encourage community involvement. Parents and visitors will always be welcomed and asked to complete the sign-in and sign-out procedures in the main office.

Safe School Plan

A comprehensive safe school plan will initially be developed in 2008 by the Leadership Committee, kept on file, and updated each year. School staff will be trained annually on the safety procedures outlined in the plan. The plan will follow the Lake Elsinore Unified School District format:

- Each employee of the school shall furnish the school with a criminal record summary as described in Section 44237.
- Visitors on site will be issued identification badges.
- The school will conduct regular emergency evacuation drills in accordance with the regulations of the Riverside County Fire Department.
- Prior to admission, parents must present proof of immunization for polio, D.T.P., measles, mumps, hepatitis, and rubella.
- Immunizations must be up-to-date with required boosters.
- Records of student immunizations shall be maintained in the health office.

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- Proof must be presented that a child of age 5 or 6 entering our Stage 1 classes has had a physical examination within the last 12 months.
 - The Ronald Reagan Charter School will provide appropriate screening for students' health equivalent to that provided by regular public schools per state mandates.
 - Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes, will be maintained.
 - Instructional and administrative staff will receive training in emergency response, including appropriate “first responder” training or its equivalent.
 - Policies relating to the administration of prescription drugs and other medicines will be followed.
 - A safety inspection of the grounds and facilities will occur on a monthly basis.
 - Assurance that all buildings comply with state building code, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, will be on file.
 - A policy establishes that the school functions as a drug, alcohol, and tobacco free workplace
 - All employees, volunteers, and students must provide the results of a T.B. test as required by current state law and renew their TB verification every four years.
 - The school will maintain a safe and healthy work and school environment. O.S.H.A. and Department of Health and Safety regulations will be maintained.
 - Disaster Preparedness Plan will utilize F.E.M.A. guidelines in its planning and preparations
 - In accordance with California Education Code Section 44237, fingerprints shall be obtained on each new employee in order to obtain a criminal record summary from the Department of Justice.
 - A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed.
 - A referral will be made to agencies and/or local hospitals for chronic illness and treatment of communicable disease through our school-based clinic.
 - On going communication with law enforcement and local police regarding crime around and within campus site will occur.
 - Weapons will not be tolerated on campus.
 - All visitors must sign in and out of the school site.
 - Campus cleanliness and security will be maintained.
 - A person employed by or engaged in service by the Ronald Reagan Charter School shall not administer corporal punishment.
 - Traffic and pedestrian safety will closely monitored.

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Complaint Procedures

The Director/Principal shall be responsible for investigation, remediation, and follow-up on all matters involving complaints from students, parents, and/or staff. The Director/Principal and staff will address the following:

- Provide a school that is free from sexual harassment, as well as harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, gender, sexual orientation, or disability
- Provide information for filing a uniform complaint and implementation of complaint procedures. This will be posted as per State law.

Staff or parents will go to the Governing Board if a complaint is about the Director/Principal.

Dispute Resolution

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

Disputes Between the Charter Authorizer and the Ronald Reagan Charter School

The staff and governing board members of Ronald Reagan Charter School agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Ronald Reagan Charter School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed to the Director/Principal of the charter school.

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(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration.

(4) If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

(5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

Internal Disputes

All internal disputes involving the Ronald Reagan Charter School shall be resolved by the School according to the School’s own internal policies. The chartering authority shall not be involved with internal disputes of the School unless the School requests chartering authority involvement, or unless the internal dispute relates to one of the reasons under Education Code Section 47607 for which a charter may be revoked.

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VI. Student Admissions, Attendance, and Suspension/Expulsion Policies

Student Admission Policies and Procedures

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

Admission to the Ronald Reagan Charter School will be open to all students regardless of ethnicity, creed, national origin, gender or disability. The Ronald Reagan Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations; it shall not charge tuition. Admission will require a commitment from both parents and students to meet the goals, objectives and mission of the school, as set forth in the Learning Partnership Agreement (see Attachment: Learning Partnership Agreement).

Stage 1 Juniors (kindergartners) will be required to be five years old on or before August 31. Exceptions may be children who pass the kindergarten readiness test and are approved by the kindergarten teachers and Director/Principal.

Open Enrollment

The Open Enrollment period will be conducted for one calendar month in the spring of each year. During the Open Enrollment period all applications will be accepted.

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

1. As an existing public school converting partially to a charter school, we will give admission preference to the pupils who reside within the former attendance area of Ronald Reagan Elementary School.
2. Students who reside within the district.
3. Student who are currently enrolled in the charter school (after first year of operation.
4. Siblings of students who are presently enrolled
5. Children and grandchildren of founders and employees, not to exceed 10% of the total enrollment.

Should the Ronald Reagan Charter School receive a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery using the following rules and procedures, which will be communicated to all interested parties at least 10 days prior to holding the lottery:

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If there is no space for a sibling, or an employee’s child or grandchild, in the desired grade, the sibling or employee’s child or grandchild would be put on the waiting list for admission to that grade ahead of all others on the waiting list for that grade.

Lottery Guidelines

The lottery procedures will be as follows:

1. The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
2. The lottery will take place within 30 calendar days of closing the open enrollment period as defined above.
3. The lottery will take place on the school’s campus or in a facility large enough to allow all interested parties who wish to attend to do so.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
5. The lottery will take place on a given published date.
6. The charter school will comply with all applicable state and federal laws and with chartering authority’s policy as it relates to the oversight of charter schools.
7. The lottery shall draw names from a preference pool first and then from a general pool of ballots.
8. A representative of the outside agency or organization confirming the results of the lottery shall draw the ballots.
9. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
10. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted from the waiting list shall be informed in writing and shall have 10 business days from the date of postage to respond. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone and/or email. Those families not responding within the 10-day period will forfeit their right to enroll their student in the school for that school year. Parents who are interested in enrollment in Ronald Reagan Charter School must reapply after December 1st the following year. The next student on the waiting list shall fill the position.
11. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing that the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

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Subsequent to the Open Enrollment Period

The procedure for tracking admission requests, records, and the maintaining of such information will be as follows:

1. Each enrollment form will be stamped with the date and time of receipt. In the case of mail-in registration the postmark date and time will be used for the date and time of receipt. Each enrollment form will be given a number in the order received.
2. Classes will be filled on a first-come first-served basis with the remainder put on a waiting list. The waiting list will be kept in the school office and parents will be informed as to their place on the list.

Subsequent Years – Reenrollment

The following conditions will apply in subsequent years. In the spring, during the Open Enrollment period, the parents/guardians of students attending Ronald Reagan Charter School will be required to complete a reenrollment form to continue into the next school year. Those parents/guardians that have not completed the reenrollment form will on two separate occasions be contacted by the school via telephone, in person, and/or email to complete the reenrollment process. Those families not responding within the 10-day period will forfeit their right to enroll their student in the school for the following school year. Parents who are interested in enrollment in Ronald Reagan Charter School must reapply during the subsequent Open Enrollment period.

Attendance

The Ronald Reagan Charter School will handle attendance accounting in accordance with Education Code 47612 which states, “Regular average daily attendance means the attendance of Charter School pupils while engaged in individual activities required of them by their Charter Schools, on the days when school is actually taught in their Charter Schools.” The Ronald Reagan Charter School will develop its own form, utilize county services, or use the state and/or district registers to record pupil attendance. A responsible party, who has direct knowledge or observation of the student, will record the event at or about the time of its occurrence. The Ronald Reagan Charter School will maintain all records and will submit timely attendance reports to the chartering authority.

Although the Ronald Reagan Charter School will primarily operate at the Reagan site, it will offer arrangements for students to continue their educational activities outside of the school. Students not attending for reasons that may include temporary or permanent disability, custody arrangements, home studies, distance learning, trips, etc., will be considered attending school provided they

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1. engage in individual activities required of them by the Ronald Reagan Charter School on days when school is in session.
2. make arrangements in advance for work that needs to be completed during the days the student will not be in attendance at the school site.
3. provide a reason for why the student is not at the school site.
4. maintain satisfactory progress towards the school’s goals.
5. have a parent/guardian sign a form acknowledging that the student did the work.

Non-Discrimination: Racial and Ethnic Balance

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

The Ronald Reagan Charter School will have an open enrollment policy only limited by the enrollment cap established by the Governing Board. Every student attending the Ronald Reagan Charter School shall do so on a voluntary basis. No student shall be denied admittance to the school based on ethnicity, creed, national origin, gender, or disability. Students not able to attend due to space limitations will be put on a waiting list should a vacancy occur. The students and their families will be informed of their place on the waiting list. Every effort will be made to keep families intact and to maintain the racial and ethnic balance as it currently exists.

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

- Clear identification of the degree and amount of racial and ethnic imbalance

Racial and Ethnic Balance Data					
Ethnic Groups	Enrollment	School %	District %	% Imbalance	Likely Student difference
American Indian	3	.7%	.9%	-.2%	*
Asian	11	2.7%	1.6%	+1.1%	*
Pacific Islander	4	1%	.5%	+5%	*
Filipino	18	4.4%	1.8%	+2.6%	*
Hispanic	136	33%	45%	-12%	16
African American	23	5.6%	4.8%	+8%	*
White	211	51.2%	44%	+7.2%	15
Multiple/No Response	6	1.5%	1.4%	.1%	*

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Source: 2005/06 Ed-Data * statistically insignificant					

We have determined a slight imbalance in the percentage of Hispanic students attending Ronald Reagan Elementary School in comparison with the District. To remedy this imbalance we will

- Provide brochures and enrollment forms in Spanish and English
- Provide brochures and enrollment forms to those surrounding schools that have a higher percentage of Hispanic students than Ronald Reagan Elementary School

In future years we will:

- Identify those student populations that are attending schools in their 3rd, 4th, or 5th year of Program Improvement
- Provide additional recruitment efforts toward targeted groups that might otherwise have limited opportunities to participate in the charter school’s programs. This may include
 - community outreach program to attract applicants from groups that are underrepresented
 - flyers and/or brochures for the purpose of student recruiting will be in the language of targeted group, if possible
 - a translator, if available, at all recruitment meetings in which a language other than English is spoken by parents who may be in attendance

Public School Attendance Alternatives

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

Families living within the attendance area boundaries of Ronald Reagan Elementary School as of July 1, 2008, not wishing to have their children enrolled at the Ronald Reagan Charter School, or who do not meet admission requirements for the Ronald Reagan Charter School, may attend another district school per district policies. Ronald Reagan Charter School will refer parents to the Lake Elsinore Unified School District centralized enrollment center for the most up to date information from the district regarding attendance alternatives.

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Suspension/Expulsion Procedures

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

The Ronald Reagan Charter School shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administration and staff shall comply with procedures for notices and appeals as specified by regulation. Procedures governing student due process shall conform in all aspects to provisions in the law. (Education Codes 48911, 48915 and 48915.5)

It is the intent of the Ronald Reagan Charter School to create a school culture and develop such character within the attending students that suspension and expulsion procedures will seldom be needed. In the event, however, offenses occur, any and all suspensions of students at the Ronald Reagan Charter School will be administered according to Education Code Section 48900. The Governing Board of the Ronald Reagan Charter School shall decide upon an expulsion in accordance to Education Code Section 48900.

Reasons for Suspension (California E.C. Section 48900)

The Ronald Reagan Charter School may suspend a student from school for a maximum of twenty days during the school year if that student committed any of the following:

- Threatened, attempted, or caused physical injury to another person.
- Possessed, sold, or furnished any firearm, knife, explosive, or other dangerous object.
- Possessed, used, sold, furnished, or was under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Offered, furnished, or sold any substitute substance represented as a controlled substance or intoxicant of any kind.
- Committed robbery or extortion.
- Caused or attempted to cause damage to school or private property.
- Stole or attempted to steal school or private property.
- Possessed or used tobacco.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Offered, furnished, or sold any drug paraphernalia.
- Disrupted school activities or willfully defied the authority of school personnel.

Authority to Suspend

A teacher may suspend any student from the teacher’s class for the day of the suspension and the day following. (Education Code 48910)

An administrator may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

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A student found in possession of a firearm at school or at a school activity shall be immediately suspended and recommended for expulsion. (Education Code 48915, 48915.7)

Suspension may be imposed upon a student for a first offense if it's determined the student violated any of the items listed in “Reasons for Suspension” above or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days (10 days for a student with special needs) in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

Suspension Procedures

Suspension shall be initiated according to the following procedures:

Conference

- Suspension shall be preceded, if possible, by a conference conducted by an administrator with the student, which may include his/her parent/guardian, and, whenever practical, the teacher or school employee who referred the student to the administrator.
- The conference may be omitted if the administrator determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel.
- If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense. (Education Code 48911(b))
- The conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

Notice to Parents/Guardians

- At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person.
- Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, the specific offense committed by the student, and the date of return following suspension, as well as a request for a conference.

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Suspension Time Limits, Recommendation for Placement/Expulsion

- Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, not to exceed 20 school days per school year.
- In-school suspension will be used as often as possible provided that there will be adequate supervision on the school site including supervision provided by parent/guardian.
- Teachers have the right to suspend students from the classroom for a day.
- Upon a recommendation of placement/expulsion by an Administrator, the student and his or her parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination can be made based on the following:
 - The student’s presence will be disruptive to the education process
 - The student poses a threat or danger to others.

Reasons for Expulsion

Administrators shall recommend a pupil’s expulsion for any of the following acts, unless the administrator finds, and so reports in writing to the Governing Board, that the expulsion is inappropriate.

- Causing serious injury to another person, battery offense
- Brandishing a knife at another person
- Committing or attempting to commit a sexual assault
- Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the student at school or at school activity off school grounds.
- Unlawful sale of any controlled substance, as defined in Section 11007 of the Health Safety Code
- Robbery or extortion

Authority to Expel

A student may be expelled only by the Governing Board of the Ronald Reagan Charter School. The Governing Board may order a student expelled for any of the acts listed in “Reasons for Expulsion” above upon recommendation by the Director/Principal or Administrative Panel finding that:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the student will cause a continuing danger to the physical safety of the student or others.

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Expulsion Procedures:

- A student may be expelled by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed.
- The Administrative Panel responsible for conducting the hearing should consist of at least three (3) members who are certificated and not directly involved in the incident leading to expulsion.
- Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director determines that the student has committed an expellable offense.
- The hearing shall be held in closed session unless the student makes a written request for a public hearing at least three (3) days prior to the hearing.
- Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing.
- Upon mailing the notice, it shall be deemed served upon the student. The notice shall include the following:
 - The date and place of the expulsion hearing
 - A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
 - A copy of Ronald Reagan Charter School disciplinary rules which relate to the alleged violation
 - Notification of the student’s parent/guardian regarding their obligation to provide information about the student’s status at the school to any other school or school district in which the student seeks enrollment
 - The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or other representative
 - The right to inspect and obtain copies of all documents to be used at the hearing
 - The opportunity to question all witnesses who testify at the hearing
 - The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses
- In addition to the recommendation for expulsion, local law enforcement agencies will be notified.
- A record of the hearing shall be made.
- Decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. This will be completed within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.
- If an expulsion recommendation does not coincide in terms of the required time parameters as stated above with a regular scheduled Governing Board meeting, an emergency Governing Board meeting will be conducted so as to address the expulsion decision in a timely and legally compliant manner.

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Suspension and Expulsion Procedures for Students with Special Needs

Suspension

A student enrolled in a special education program is subject to the same grounds for suspension which apply to regular education students. The Ronald Reagan Charter School will uphold all rights afforded special education, including the requirement that, depending on the nature of the misconduct, some form of in-school intervention be used prior to suspension to show that suspension was imposed only when other means of correction failed to bring about proper conduct. However, a student may be suspended upon a first offense if it's determined the student violated any of the items listed in “Reasons for Suspension” or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

An administrator may suspend a special education student for up to five (5) school days for a single incident of misconduct, and for up to twenty (20) school days in a school year. (Education Code 48903, 48911) In addition, the administrator may suspend a special education student for up to, but not more than, ten (ten) consecutive school days for a single incident of misconduct if he/she poses an immediate threat to the safety of him/herself or others. In the case of a dangerous child, a suspension may exceed ten (10) consecutive school days if the parent/guardian so agrees or if a court order so provides. (Education Code 48911)

If a special education student possesses at school or at a school activity a weapon as defined in the United States Code, Title 18, Section 921, he/she shall be immediately suspended and may be placed in an alternative educational setting for not more than forty five (45) calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's alternative educational setting shall be determined by the student's IEP team or school site committee. (Education Code 48915; 20 USC 1415)

Expulsion

Procedures and timelines governing the expulsion of special education students shall be the same as those for regular education students as specified in “Expulsion Procedures” above, except that a pre-expulsion assessment shall be made and an IEP team meeting be held as indicated below.

Pre-Expulsion Assessment and Meeting

The parent/guardian shall receive written notice of the district's intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay. The parent/guardian shall also have the right to an independent assessment provided in Education Code 56329. (Education Code 48915.5)

The pre-expulsion educational assessment shall be conducted in accordance with the guidelines of the Code of Federal Regulations, Title 34, Section 104.35, which shall include:

1. a review of the student's placement at the time of the alleged misconduct and

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2. a determination of the relationship, if any, between the student’s behavior and his/her disability. (Education Code 48915.5)

An IEP meeting shall be held to determine if an expulsion hearing is appropriate. This meeting shall be held by day four (4) of the suspension (or on day nine (9) of the suspension if it is extended to ten (10) days). The location of the meeting shall be mutually convenient for both parent/guardian(s) and school officials. The parent/guardian’s participation may be made through actual participation, representation, or a telephone conference call. (Education Code 489.15)

The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. (Education Code 489.15) This notice shall specify that:

1. the meeting may be held without the parent/guardian’s participation unless he/she requests a postponement for up to three (3) additional school days, and
2. the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of him/herself or others. (Education Code 48915.5)

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of the:

1. pre-expulsion assessment and the manifestation determination (Education Code 48915.5)
2. IEP team meeting (Education Code 48915.5)
3. Due process hearings and appeals, if initiated (Education Code 48915.5)

The Governing Board may expel a student with disability only if an IEP team has determined that the misconduct was not caused by, or a direct manifestation of, the student’s identified disability, and the student was appropriately placed at the time the misconduct occurred. (Education Code 48915.5)

Locations of Misconduct

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school-sponsored event at anytime including but not limited to

- while on school grounds.
- while going to or coming from school.
- during, going to, or coming from a school-sponsored activity.

Rehabilitation Plans

Students who are expelled from the Ronald Reagan Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion recommendation. The plan may include, but is not limited to, periodic

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review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to the Ronald Reagan Charter School for readmission.

Students who qualify for a 504 Plan as described in Section 504 of the Rehabilitation Act of 1973 are also considered to be students with special needs, and therefore are afforded the same rights as those with an active IEP with regard to suspension and expulsion.

Expelled/Dropped Student & Alternative Education

The Ronald Reagan Charter School will notify the district in which the student resides. Students who are expelled may seek alternative education programs within the district or the county of residence.

Readmission

- The decision to readmit a student or to admit a previously expelled student from another school or school district shall be in the sole discretion of the Governing Board following a meeting with the Charter School Director/Principal and the pupil and parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment.
- The Charter School Director/Principal shall make recommendation to the Governing Board following the meeting regarding his or her determination.
- Readmission procedures for students with an active IEP and 504 Plan shall be the same as for regular education students
- Upon readmission for a student with an active IEP, an IEP team meeting shall be convened to determine whether a new IEP needs to be developed.

The readmission is also contingent upon the school's capacity at the time the student seeks readmission.

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VII. Financial Planning, Reporting, and Accountability

Budgets

In configuring our budget we considered two documents provided by the district. The unrestricted revenues expended for Ronald Reagan Elementary for the 2006/07 year was reported at \$2,638,455.73. The Conversion Charter School Funding Rate Certification for Fiscal Year 2007-08 of estimated 2007-08 General-purpose funding per-ADA rate provide by the district was \$3,521.59. These amounts vary widely in an attempt to configure the revenues for developing a budget for the charter school. Consequently, we relied on the state averages for an elementary school provided to us by the California Charter Schools Association. (See Attachments: Budget)

Debt and Reserve

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

The Ronald Reagan Charter School will establish a 5% reserve fund to provide for unexpected or emergency events.

Financial Reporting

The Governing Board will be responsible for tracking and completing all accounts and organizing the records. The financial reports are to be sent to the chartering authority as required by law.

Financial Audits

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

An annual audit of financial records of the Ronald Reagan Charter School will be conducted by an independent Certified Public Accountant who has experience with charter schools to determine compliance with state and federal regulations and provisions of the charter. Services may be contracted to maintain financial records and reports. The Ronald Reagan Charter School agrees to use generally accepted accounting and auditing procedures and principles.

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The Ronald Reagan Charter School agrees that all of the compliance issues revealed in the audit findings will be the charter’s responsibility to correct. Should the audit note any exceptions or deficiencies, the Director will follow a procedure whereby the charter school will:

- Inform in writing all audit recipients of any exception and/or deficiency, the charter school disputes or believes is has already corrected by the time of submitting the audit, along with supporting documentation.
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at the time of the audit submission, and
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the chartering authority and the charter school by no later than the flowing June 30th or other time as may be mutually agreed upon.

The Ronald Reagan Charter School will transmit a copy of the audit to the chartering authority, Riverside County Superintendent of Schools, the State Controller and the State Department of Education by December 15 of each year.

The Ronald Reagan Charter School agrees to submit a line item budget and a 3-year projection budget by May 1 of each subsequent year to the chartering agency.

The charter will obtain a revolving loan either through local financial institutions or governmental institutions to meet its financial obligations and the fluctuations of cash flow caused by the variances in receipt of school funding.

An ongoing program review will be conducted by the Ronald Reagan Charter School Governing Board to improve the academic program and to insure compliance with all requirements of the charter. The results of the financial and programmatic audit will be submitted at regular Ronald Reagan Charter School Board meetings.

Insurance

No coverage shall be provided to the charter school by the chartering authority under any of the chartering authority’s self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the chartering authority [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations.

It shall be the Charter School’s responsibility, not the chartering authority’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

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The following insurance policies are required:

1. Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the chartering authority as *named* additional insured and shall provide specifically that any insurance carried by the chartering authority which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the chartering authority.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the charter school from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Fidelity Bond coverage shall be maintained by the Charter School to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
4. Professional Educators Errors and Omissions liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$3,000,000 per occurrence.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the chartering authority as named additional insured and shall provide specifically that any insurance carried by the chartering authority which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy.*

Evidence of Insurance

The Charter School shall furnish to the chartering authority's Office of Risk Management and Insurance Services within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the chartering authority.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the chartering authority reserves the right to require certified copies of any required insurance policies.

Risk Management

Additionally, the Ronald Reagan Charter School shall adhere to appropriate risk management standards required by Government Code, Education Code or California Code of Regulations, as well as applicable County or Municipality Codes.

The Ronald Reagan Charter School shall adhere to, but not be limited to, the following Risk Management Guidelines:

1. The Ronald Reagan Charter School Governing Board shall adopt a resolution with administrative rules and regulations in regards to risk management and safety prior to the opening of the school.
2. Ronald Reagan Charter School must adhere to established claim reporting guidelines, especially as they relate to timelines and completeness of reporting, and providing assistance requested by the underwriting agency or its representatives in the investigation and defense of a claim.
3. Ronald Reagan Charter School must follow established guidelines in regards to obtaining appropriate certificates of insurance, additional insured endorsements and hold harmless and indemnification agreements for services or products purchased by Ronald Reagan Charter School.
4. At a minimum, Ronald Reagan Charter School shall require that all users provide a certificate of insurance with acceptable liability limits, depending upon the nature of the activity, and written agreement by the user group to defend, indemnify and hold harmless the Ronald Reagan Charter School and chartering authority from any and all losses which may occur, however caused, as a result of the user group use of the facility.
5. The Ronald Reagan Charter School shall conduct regular, ongoing inspections of its facilities and equipment pursuant to the contracted underwriter's risk

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management guidelines. Defective or dangerous conditions discovered through these inspections shall be promptly corrected. Ronald Reagan Charter School shall keep written records of these inspections on file for at least one year after the date of the inspection.

6. The Ronald Reagan Charter School shall obtain parent or legal guardian permission for all voluntary field trips, excursions or on-campus extracurricular activities. An Assumption of Risk Form shall be signed by all participants twelve years of age or older and their parents/legal guardians.
7. The Ronald Reagan Charter School employees and parent volunteers must provide proof of automobile liability insurance coverage and a valid driver's license prior to driving on Ronald Reagan Charter School business or activities. Only participants in the activity shall ride in the vehicle while it is being driven on school business.
8. The Ronald Reagan Charter School shall not allow employees or the public to use the school's power tools or equipment for their personal business. Any equipment which is loaned to employees or students shall have a loan form completed by the borrower and the parent/legal guardian, if appropriate, and shall only be loaned if there is a school purpose involved and only upon approval of the site administrator or designee.
9. All extracurricular athletic activities or student body clubs involving off-campus activities require an Assumption of Risk form to be signed by the participant and the parent/legal guardian. The Ronald Reagan Charter School shall not allow students to drive as agents of the school to these activities.
10. Ronald Reagan Charter School shall comply with local, state, and federal laws and regulations and follow the State of California Education Code guidelines that apply to charter schools in regards to termination of employees, handling sexual harassment complaints, and conducting business in a nondiscriminatory manner.
11. When the Ronald Reagan Charter School decides to use the services of independent contractors rather than hiring employees, the Ronald Reagan Charter School shall be responsible for proper risk management of those activities. The Ronald Reagan Charter School shall also assume responsibility for any taxes and penalties, which may be assessed, by the U.S. Internal Revenue Service or California Franchise Tax Board.

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12. The Ronald Reagan Charter School shall follow the Risk Management Guidelines developed by the Ronald Reagan Charter School and/or the underwriter.

 13. The Ronald Reagan Charter School shall agree to an annual risk management audit by a third party agency and or by the underwriting entity, at the School's expense, to verify compliance with these Risk Management Guidelines.

Administrative Services

The Ronald Reagan Charter School will contract services with outside agencies that are economically viable, properly insured, and demonstrate expertise in the specified area. The services that will be contracted include, but are not limited to, the following:

- Payroll
- Accounting services
- Attendance
- Assessment and evaluation
- Maintenance & grounds
- Technology
- Human resources

A minimum of 3 companies will be contracted prior to any contract settlement. Each company will be given the opportunity to present the products and services they provide to the School Site Committee. The School Site Committee will then discuss the possibilities and make recommendations to the Governing Board. In the event that a member of the School Site Committee of Governing Board has a personal interest in the contract service, that member will excuse him/herself from the vote. (see Attachment: proposed Corporation bylaws) The Governing Board will make the final decisions regarding contracted services.

Facilities: Charter School Facilities (Proposition 39)

Ed Code Section 47614 (b) “Each school district shall make available, to each charter school operating in the school district, facilities sufficient for the charter school to accommodate all of the charter school’s in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. The school district shall make reasonable efforts to provide the charter school with facilities near to where the charter school wishes to locate, and shall not move the charter school unnecessarily.”

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The Ronald Reagan Charter School will seek to partially utilize the campus of the Ronald Reagan Elementary School (CDS 33-75176 0108241) at 35445 Porras Road, Wildomar, CA 92595. Details of the portion of the campus requested to be utilized will be in a Proposition 39 request. We seek to use only those facilities at the aforementioned site to be used under the name of, and use of, Ronald Reagan Charter School located at 35445 Porras Road, Wildomar, CA 92595 that will house our programs and students. Ronald Reagan Charter School shall have ongoing use of the facilities of this former public school with existing furnishing and equipment (i.e., the public school that was the subject of the conversion) as specified in the Proposition 39 request, which will be submitted annually to the district.

The aforementioned facilities will accommodate all of the charter school’s in-district students. If Ronald Reagan Charter School anticipates serving more in-district students than the capacity of the conversion school site prior to conversion, Ronald Reagan Charter School may request additional facilities.

Recognizing that the facilities will remain property of the Lake Elsinore Unified School District, the Ronald Reagan Charter School will

- provide maintenance equal to, or better than current maintenance services. A Memorandum of Understanding (MOU) may be appropriate to provide more specific details for these services.
- inventory and maintain all equipment in accord with Lake Elsinore Unified School District policies that are consistent with those for other schools within the district.

Closure Protocol: Termination of Charter Conversion Status

Ed Code Section 47605 (b)(5)(P): “A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the dispositions of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

The following procedures shall apply in the event the Ronald Reagan Charter School ceases to be a charter school:

1. Decision will be documented by official action of the Ronald Reagan Charter Governing Body. The action will identify the reason for closure (e.g. decision not to renew as a charter school).
2. The Ronald Reagan Charter Governing Body will promptly notify the authorizer of the closure as a charter school and of the effective date of the closure as a charter school.

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3. The District that owns the facilities prior to the conversion will take possession of the facilities owned by the district prior to charter school conversion.
 4. In accordance with state law, all other assets (acquired with public or private funds) including but not limited to all real estate properties, capital outlay and equipment, personal properties, intellectual properties, all ADA apportionments and other revenues generated by students attending the Ronald Reagan Charter School, remain the sole property of Ronald Reagan Charter School and shall be distributed in accordance with the distribution plan adopted by the Ronald Reagan Charter Governing Body. Distribution plan may include distribution to other charter schools, or other public or nonprofit entities in accordance with state law.
 5. On closure, Ronald Reagan Charter School shall remain solely responsible for all liabilities arising from the operation of the charter school.
 6. The Reagan Charter Governing Body will ensure notification to the parents and students of the Ronald Reagan Charter School of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Reagan Charter Governing Body’s decision to close the school or not seek renewal as a conversion charter school.
 7. As applicable, Ronald Reagan Charter School will provide parents, students and the district with copies of all appropriate student records and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. Section 1232g. Ronald Reagan Charter School will ask the district to store original records of charter school students.
 8. As soon as is reasonably practical, Ronald Reagan Charter School will prepare final financial records. Ronald Reagan Charter School will also have an independent audit completed as soon as is reasonably practical, which period is generally no more than six months after closure. The final audit will delineate the disposition of all assets and liabilities.

Impact on the Charter Authorizer

The Ronald Reagan Charter School should have little or no effect on the chartering agency and/or the Lake Elsinore Unified School District, as the school plans to be an independent charter school governed and operated by a non-profit 501 (C) 3 corporation. The school is a conversion charter, so the campus is already in existence and is already being utilized by the existing Ronald Reagan Elementary School.

We seek partial use of the facility to accommodate the students who will likely attend Ronald Reagan Charter School. As a conversion school most of the students currently attending Ronald Reagan Elementary will attend the charter school (see “Intent to

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Enroll” forms and Proposition 39 facilities request) We estimate there will be approximately 9 classrooms that the district can use to accommodate those students who live in the school’s attendance area and choose not to attend the charter school.

The Ronald Reagan Charter School seeks to utilize the district food services. A Memorandum of Understanding may be appropriate to provide further details as to the services and costs of the program. Should the cost of utilizing the district food services have a negative impact on the charter school’s budget, we reserve the right to pursue other food service options that will comply with federal guidelines. Should the district provide food services for the charter school it may have a positive impact on the district’s budget.

With a majority of permanent teacher’s signing the petition, along with expressed interest from other teachers in possibly seeking employment at the charter, we see minimal impact to the district’s certificated employees. Furthermore with the generous Supplemental Employee Retirement Plan (SERP) being offered to employees in the current year and the fact that Lake Elsinore is a growing district, we see no impact that would result in loss of employment to any certificated employee. Likewise, many of the classified employees have expressed interest in working at the charter school. Again, with only using a portion of the campus, minimal to no disruptions to employees would occur.

The Ronald Reagan Charter School will enhance parental choices within the public school system. Students who attend low performing District schools shall have the opportunity to attend a school more appropriate to their learning needs. We anticipate 60 students, that would normally attend a district middle school, attend Ronald Reagan Charter School in the Fall of 2008. We believe this small amount of students would have little to no impact on the programs of the district’s middle schools.

Liabilities

The Ronald Reagan Charter School is responsible for the liabilities, debts, and obligations it incurs. The Ronald Reagan Charter School shall establish a Governing Board consistent with the provision of the charter.

Hold Harmless/Indemnification

1. The Ronald Reagan Charter School does hereby agree, at its own expense, to indemnify, defend, and hold the Authorizer, its officers and employees harmless from and against any and all claims, liabilities, or legal proceedings brought by any person or entity whatsoever, arising from, or relating to the charter agreement.
2. The Ronald Reagan Charter School further agrees to indemnify, defend, and hold the

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Authorizer, its officers and employees harmless from and against claims, liabilities, or legal proceedings brought by any person or entity if such claims, liabilities, or proceedings arise from or relate to acts or the omission of acts committed by the charter school, its officers, or its employees.

3. The Ronald Reagan Charter School shall be responsible at its own expense for defending any claims, liabilities, or legal proceedings brought against the charter school by any person or entity.

Terms of Charter

The term of this charter shall begin on the day of approval by the chartering agency, and expire five years thereafter.

The Ronald Reagan Charter School recognizes that the authority that granted the charter if the authority finds that the charter school did any of the following, may revoke the charter:

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

The Governing Board of the Ronald Reagan Charter School may request the chartering authority to renew or amend the charter at any time prior to expiration.