



# **ARROYO PASEO CHARTER HIGH SCHOOL**

**Linking Personal Success With Academic Achievement**

## **Our Mission**

Arroyo Paseo Charter High School will prepare, support and motivate all students, especially underprivileged underrepresented groups, to pursue careers at all levels of science, technology, engineering, and mathematics by providing a rigorous, standards-based, educational program designed to support the academic success of all learners.

## **AP High Charter Development Team Members**

**Ann Marie Wellhouse**

**Brian Wickersham**

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## **ASSURANCES**

As the authorized lead petitioner, I, **Ann Marie Wellhouse**, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named **Arroyo Paseo Charter High School** to be located within the boundaries of the **San Diego Unified School District** is true to the best of our knowledge and belief; we also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, we understand that if awarded a charter, **Arroyo Paseo Charter High School**:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Shall be deemed the exclusive public school employer of the employees of the **Arroyo Paseo Charter High School** for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the **Arroyo Paseo Charter High School**, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random lottery process. [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]

Shall ensure that teachers in **Arroyo Paseo Charter High School** hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As

allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves **Arroyo Paseo Charter High School** without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the **Arroyo Paseo Charter High School** including but not limited to:
  - The **Arroyo Paseo Charter High School** shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - The **Arroyo Paseo Charter High School** shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  - The **Arroyo Paseo Charter High School** shall comply with any jurisdictional limitations to locations of its facilities.
  - The **Arroyo Paseo Charter High School** shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - The **Arroyo Paseo Charter High School** shall comply with all applicable portions of the No Child Left Behind Act.
  - The **Arroyo Paseo Charter High School** shall comply with the Public Records Act.
  - The **Arroyo Paseo Charter High School** shall comply with the Family Educational Rights and Privacy Act.
  - The **Arroyo Paseo Charter High School** shall meet or exceed the legally required minimum of school days.
  - The **Arroyo Paseo Charter High School** shall comply with all laws regarding services to students with disabilities as contained in IDEIA.

  
Ann Marie Wellhouse, Lead Petitioner

Feb. 5, 2007  
Date

## ARROYO PASEO CHARTER HIGH SCHOOL

## **Linking Personal Success With Academic Achievement**

### **I. FOUNDING GROUP**

**Arroyo Paseo Charter High School** is replicating the high quality River Valley Charter School model. River Valley, a grades 7 to 12 school in Lakeside, has been a San Diego County leader in academic achievement for many years. The founding group for Arroyo Paseo Charter High School, including the founder of River Valley, the Director of River Valley, and teachers based at River Valley, have come together with the intent of replicating the success of River Valley while serving an inner city student population as a neighborhood school situated within the underserved community. The Development Team has perceived a need for education choice in inner city areas. They are developing Arroyo Paseo Charter High School with a focus within the group's expertise which are career areas with very low representation by many ethnic groups that form the major population demographics of the inner city: science, math, and technology.

**Ann Marie Wellhouse, Lead Petitioner, Community Liaison, Arroyo Paseo Charter High School, Inc.**, founder of River Valley, has a B.S. in biology and taught and developed the successful River Valley biology and earth science curricula. She currently develops and writes: innovative standards-based science curriculum for a protein modeling group under an NIH grant; high school biology, physics and earth science curricula for the San Diego Super Computer Center; and, web-based standards driven science curricula for UCTV. Her experience with the target student population includes: Memorial Junior High where she was a teacher's aide; California Conservation Corp working with underprivileged youth in out door science; piloting her science lessons with underprivileged Upward Bound students; and, tutoring inner city kids. She is an expert on the founding process. Her role has been as primary writer of the charter, the lead person in facilities development, and the lead person in community outreach. Ann Marie will be in charge of curriculum development, resource development, and community outreach at Arroyo Paseo and teach biology. She is currently completing her teaching credential in single subject science/biology.

**Bill Wellhouse, Arroyo Paseo Charter High School, Inc.**, has been the principal/director of River Valley Charter School from the chartering year (1997) to the present. He also continues to teach high level math courses there. Bill has master's degrees from SDSU in educational administration and applied math and has taught for 29 years in a variety of public schools including high diversity, urban settings. His experience with the target student population includes: teaching in bilingual classrooms in a school where multiple languages but principally Spanish was spoken; The Bridge program at SDSU that prepares low income students for college; Bill has guided River Valley through the WASC, UC course acceptance, and California Distinguished School processes. He is also active in the California Charter School Association (CCSA) as a leadership coach and has been active in WASC as a chair on a number of high school

visits. As principal of RVCS, he has become familiar with the finance, legal, governance, and facilities issues facing charter schools. His role in the chartering process has been to provide essential components and vision to the charter, especially student outcomes and assessments, to create and manage budgets, to research business management options, to ensure efficient board governance, and to advise on special education issues. Bill will be the director of Arroyo Paseo.

**Brian Wickersham, Trustee, Arroyo Paseo Charter High School, Inc.,** has a master's degree in education, a bachelor's degree in chemistry, and teaches chemistry and physics at RVCS. His experience with the target student population includes three years teaching in Namibia with the Peace Corps. He is currently on the leadership team at River Valley and is advisor for student affairs. Brian has provided input into the charter's educational plan, research regarding budget and finance, and helped with community outreach. Brian will teach physical science at Arroyo Paseo. Brian will be an assistant director at Arroyo Paseo and teach physical science and technology.

**Jonelle Neiman, Trustee, Arroyo Paseo Charter High School, Inc.,** has a master's degree in education and has completed the first tier of her administrative credential. She has a bachelor's degree in mathematics and currently teaches math at RVCS. She is currently vice-principal at River Valley Charter assisting the principal with student discipline, internal communications, and board relations. Her experience with the target student population includes teaching at an eastern inner city high school. She has much experience in assessment development and using data to make instructional decisions. Jonelle has provided input into the charter's educational program, assisted with community outreach, and been the lead in developing relations with people in government. Jonelle will teach math at Arroyo Paseo. Jonelle will be an assistant director at Arroyo Paseo and will teach mathematics.

## **II. EDUCATIONAL PHILOSOPHY AND PROGRAM**

### **(Element 1)**

## **A. MISSION**

### **Linking Personal Success with Academic Achievement**

Arroyo Paseo Charter High School prepares, supports, and motivates all students, especially students who qualify for free and reduced lunch and are underrepresented in science, technology, engineering, and mathematics, to pursue those careers at all levels by providing a rigorous, standards-based, educational program designed to support the academic success of all learners.

Arroyo Paseo Charter High School improves learning for the targeted population by providing a safe and supportive small school environment with small class sizes and numerous opportunities for individual attention. The school's focus on academics, building the foundation skills to succeed in rigorous courses, emphasis on learning mastery, as well as student active engagement in the learning process, leads to a culture of academic success that is linked to personal success in life.

## **B. EDUCATIONAL PHILOSOPHY AND VISION**

“By the year 2008 jobs requiring a technical degree are projected to grow at three times the rate of occupations in general yet African-Americans represent only two percent of all scientists and engineers and only two percent of Hispanics are employed in science. The number of women graduating in computer sciences is decreasing despite the increased need for workers in these areas. Educators must find ways to recruit and retain all types of students in math, science, and technology,” (Brown, 2001). California has the 7<sup>th</sup> largest economy in the world. It is home to Silicon Valley and is the center of biotechnology. California ranks 45<sup>th</sup> among the states by awarding only approximately 36 total bachelor's degrees per 1000 18-24 year olds. Of those only 6 out of each 36 bachelor's degrees are in natural science or engineering – a rank of 37<sup>th</sup> among the states. (<http://www.nsf.gov/statistics/seind06/c8/c8.cfm?opt=2>)

As reported recently (August 12, 2006) in the San Diego Union-Tribune: “The future of U.S. competitiveness in science and technology is in the hands of young people, but too few of them want to build careers in those fields...Numerous studies since the mid-1980's have reported threats to the nation's stature in science and technology, and many of them focused on improving education as a key challenge.”

### **The Arroyo Paseo Charter High School Vision**

- We believe that all students can be successful in a rigorous secondary educational program when provided with instruction, curriculum and support that meet their specific needs.
- We believe that students will thrive in a small school environment that is safe and supportive.
- We believe that students will excel in a program that focuses on academics and implements an innovative schedule that allows for small class sizes and personal attention to each student.
- We believe that all students will be successful when provided with an effective standards based curriculum that requires learning mastery.
- We believe that Arroyo Paseo Charter High School will address the regional and national need for improved performance in science, technology, engineering and mathematics among all students, and for the targeted student population in particular.

## **An Educated Person in the 21<sup>st</sup> Century**

We at Arroyo Paseo Charter High School believe that to be an educated person in the 21<sup>st</sup> century a person must have the academic foundation and personal direction necessary to make choices and adapt in a rapidly changing workforce.

- The educated person must be functionally literate—be able to comprehend informational texts and effectively communicate in writing, speaking, and through technology.
- The educated person must have a strong foundation in mathematics and be able to apply scientific - empirical - reasoning to new situations.
- The educated person must be technologically adept and be able to learn independently using a wide variety of resources.
- The educated person must bring a positive attitude to the world of work and be able to work together in teams.
- The educated person should have an historical perspective regarding current issues and affairs and a deep awareness of the local and global community.

We believe that the path to becoming an educated person in the 21<sup>st</sup> century lies in taking rigorous high school classes that provide the foundation to support a wide range of career choices and fully prepare students for the pursuit of a four-year college degree, the completion of a certificate program in a community college, or training in a post-secondary vocational program. In the 21<sup>st</sup> century workforce with so many unforeseen

changes, the key to success will center on having choices and being an adaptive adult, so that when changes do occur, the educated person has the foundation skills and the sense of personal success necessary to effectively adapt.

## **How Learning Best Occurs**

All students can be successful in science and mathematics and thrive in rigorous high school courses with program, instruction and curricula that meet their personal and academic needs. Students will develop a broad horizon of choices for personal, academic, and career goals if they experience a safe, academically challenging high school environment that includes opportunities to experience the world outside the classroom. Additionally, a small school setting, with small class sizes, that nurtures a culture of learning and includes a support system of teachers and other mentors who are available to assist the individual student is the most effective educational setting to meet the needs of all learners.

### **In particular, we believe that learning best occurs when:**

- Parents, students, and teachers work as an educational team;
- There is strong family involvement in the educational process;
- Class sizes are small within a small school setting;
- Students are given personal attention particularly through the use of tutorials and mentored instruction;
- There exists a safe and supportive learning environment;
- Instruction is student centered - students are maximally involved in the learning process;
- Learning is connected to the student's personal experience;
- Students are held to high standards and are not allowed to fail;
- All students take rigorous high school classes;
- Research and a variety of information resources are emphasized;
- Technology is fully integrated into the curriculum; and,
- There is strong community support.

## **Arroyo Paseo Charter High School Goals**

**Goal 1: Arroyo Paseo closes the achievement gap separating underrepresented groups from success in science, technology, engineering, and mathematics.**

**Outcomes:** All Arroyo Paseo students:

- Develop a solid foundation in, and personal connection to, math, technology, and science;
- Develop the literacy skills necessary to succeed in a technical career;
- Link new knowledge to their own personal, familial and cultural experiences, (Grabe and Grabe, 2004);
- Develop the thinking skills necessary for symbolic and scientific reasoning;
- Experience success in achieving their academic goals;
- Develop a positive attitude towards learning;
- Demonstrate high rates of attendance and low rates of dropping out.

**Program Elements designed to meet this goal:**

- Students are supported by a school culture that expects success from all students and where fluency in English is fundamental and achievable, (McLaughlin, 1996);
- Educational opportunities that meet academic needs, (Ed Code 47601);
- Extensive network of academic support (SRN, 2006);
- Different and innovative teaching methods, (Ed Code 47601);
- Extensive support, in addition to regular rigorous classes, through individual and small group mentored instruction, (Slavin, 2003);
- Science and math literacy assistance with ongoing direct instruction in basic vocabulary and terminology important to the subject matter (Marzano, 2003);
- Individualized learning plans to develop fundamental knowledge and skills using tutoring, web-based instruction, and frequent assessments;
- Classes in which students experience “a high level of interaction with content,” (Hanushek, 2006);
- A culturally sensitive, positive and supportive small school environment with small class sizes (Achilles, 1998) and with modified scheduling (McLaughlin, 1996);
- Build in success - failure is not an option;
- A family support network (Slavin, 2003) including workshops for parents that explain what their student is learning and why, (McLaughlin, 1996) and additional community based academic and personal support program;
- Staff and consultants with experience in effectively addressing the target population’s learning needs and in developing family support structures;
- Embed on-going research on best practices for the target population.
- Extensive professional development in literacy, science and math instruction and curriculum; and,
- Middle school intervention at a tutoring center and Summer Boot Camp.

**Goal 2: Arroyo Paseo provides its graduates with viable career choices in science, technology, engineering, and math careers by insuring that all students take, and succeed in, rigorous high school courses.**

**Outcomes:** All Arroyo Paseo students:

- Graduate with the knowledge and skills necessary to enter a science, technology, engineering, and math career;
- If college bound, graduate having met all A to G requirements;
- Demonstrate proficiency in mathematics including, geometry and algebra II;
- Demonstrate proficiency in biology and chemistry;
- Frequently use technology for completing a variety of academic tasks;
- Appreciate the worldview of differing cultures, societies, and historical periods;
- Work effectively in groups and take pride in the school's achievements.

**Program Elements designed to meet this goal:**

- Four years of science and math required, with extended duration course options;
- Teachers who are strong in content knowledge, believe in success for every student, and engage in continuous program, instruction, and curriculum improvement and development based on assessment results, (SRN, 2006).
- A clear focus on academics and academic success for every student;
- Teachers responsible for the learning program (Ed Code, 47601);
- Teachers provided with on-going effective staff development;
- An organized program of best practices;
- Balanced instructional approach informed by assessments (Grabe, 2004);
- Literacy support across the curriculum including a summer intervention program;
- Knowledge and skills assessments paired with learning-mastery;
- A performance based accountability system (Ed Code, 47601);
- Create academic courses with curriculum based on the California State Standards, that meet the UC A to G requirements, and an educational program that is WASC accredited;
- Review assessment data regularly to evaluate program success.

**Goal 3: Arroyo Paseo creates self-motivated, competent, and lifelong learners with an interest in science, technology, engineering and math careers.**

**Outcomes:** All Arroyo Paseo students:

- Have a secondary educational experience that will motivate and prepare them to be successful in a science, technology, engineering, and math career of their choice;
- Develop clear life and career goals;
- Develop a positive attitude towards science, technology, engineering, and math subject matter and become motivated to enter a science, technology, engineering, and math career;
- Are able to learn independently using a variety of learning resources;
- Identify and respect their abilities and pursue personal interests (SRN, 2006);
- “Graduate college and work ready,” (Hanushek, 2006);
- Upon graduation, choose post-secondary training at a vocational-technical school, a community college certificate program, or a science, technology, engineering, or math major at a four-year university.
- In the years following graduation, feel supported in their post-secondary training by fellow graduates and by a mentor from Arroyo Paseo.

**Program Elements designed to meet this goal:**

- Career internships and entrepreneurships, career and college prep classes and on-going counseling;
- Career explorations with links to the community providing real world experience;
- Regular field trips and opportunities to participate in the larger community.
- Experience authentic life and career goals, (SRN, 2006);
- Expanded opportunities to experience an enhanced worldview;
- Experiences that link academic success to personal success;
- Independent learning experiences;
- Relevant and interesting learning experiences;
- Emphasis on the importance of having personal goals and provide strategies to attain them;
- A solid set of foundation skills upon which the student can build future learning success.
- Post secondary transition to college or vocational training and career support through long-term peer support groups, and, teacher, community, and higher education mentors.

## **Arroyo Paseo Charter High School Core Values**

Arroyo Paseo Charter High School will link personal success with academic achievement. All staff, students, and parents are encouraged to participate in a school culture that promotes “PASEO.” “PASEO” is the student motto.

### **Pathways**

### **Actively Involved**

### **Success**

### **Excellence**

### **Optimism**

PATHWAYS to success in the adult world are defined and visible. All students have a pathway - a plan for success with a clear set of achievable goals to successfully transition into the adult world.

ACTIVELY INVOLVED in their learning, students become successful. All students interact with the content of their courses, reflect on their learning, and make decisions about how to learn.

SUCCESS is the only option. A sense of success leads to more success. Success in school leads to success in life and successful choices as an adult. Success in school is attaining the goals students set for themselves on their personal learning plans.

EXCELLENCE is a way of being in which everyone works together to make Arroyo Paseo a great school for every student. Students take pride in their achievements, the achievements of others, and the achievements of the school.

OPTIMISM about school success, personal life and career success is the attitude all students adopt. Students see that certain attitudes, frames of mind, lead to success while others have a negative impact. Furthermore, the way students talk to and treat each other is important to personal success and helps everyone achieve their own goals.

“**Whatever It Takes**” is the staff motto. The school and every staff member do whatever it takes to make each student successful.

### **C. WASC ACCREDITATION**

**At Arroyo Paseo Charter High School UC/CSU course acceptance and WASC accreditation** ensures that students are able to transition into college and obtain course acceptance by other high schools. A-G courses are replicated from UC/CSU accepted courses at River Valley Charter School. The school will seek candidacy for WASC accreditation during its first year and full accreditation by its third year. Parents are to be notified about WASC accreditation, UC/CSU course acceptance and course transfer to other high schools through parent participation on WASC committees, meetings, newsletters, and the school website.

The school will seek candidacy for WASC accreditation by contacting the WASC office early in the school year to set up a one-day initial visit. The school's staff will prepare the report and documents necessary prior to the visit. The school expects to receive candidacy from this visit and following that submit 9<sup>th</sup> and 10<sup>th</sup> grade courses for UC approval. Early in the second year, the school will organize focus groups and begin the 18-month process for the full self-study and schedule the full visit in the spring of the third year. Staff will be trained in the WASC process by attending the series of three WASC workshops provided for self-study training as well as training provided by the California Charter School Association. Selected staff will also be urged to volunteer for Visiting Committee Team during the second year. The self-study will be completed during the fall of the third year in consultation with the Visiting Committee Chair.

### **D. STUDENTS TO BE SERVED - LOCATION**

**Arroyo Paseo Charter High School** serves approximately 225-300 students in grades nine (9) through twelve (12) at full capacity. There will be approximately: 90 freshmen and 15 sophomores in the first year. The San Diego Unified School District also serves these grade levels. The school targets underprivileged groups (free and reduced lunch qualified) who are underrepresented in science, technology, engineering, and math careers. It is anticipated that 50-75% percent of Arroyo Paseo students qualify for the Federal Free and Reduced Lunch program.

**Arroyo Paseo Charter High School** offers a small school choice for the students in and around the City Heights community of the City of San Diego in the San Diego Unified School District to meet the specific needs of the target population. The local high school is the only typical high school in the San Diego Unified School District certified as having 100% of their students qualified for free and reduced lunch. The San Diego Unified School District as a whole has 57 % qualified and no other typical high school has more than 74% qualified for free or reduced lunch.

An estimated 30% of the student population may be English Learners, primarily Spanish speakers but with a mixture of other languages possibly represented. The most recent (2006) ethnic/racial composition of the local high school is as follows:

63% Hispanic  
14% African American  
11 % Asian  
4% White  
8% Other

According to District records, 20% of the student population at the local high school is transient. One-fifth of the African American student population is suspended each year. The four-year drop-out rate average for all students is 37%. Fourteen percent are retained each year, the highest retention rate being among Hispanics. The parent education level is low at the local high school (1.97 on a scale in which 1 equals no high school diploma and 5 equals a graduate degree) with 45% without a high school diploma.

The California Achievement Test scores from Hoover Senior High reflect the challenges that Arroyo Paseo faces to improve student learning:

- Nearly 75% of the African Americans and Hispanics, who combined make up 81% of the students, score below the national average in reading;
- The scores are comparable but slightly lower for mathematics except that the Hispanic students score very slightly better in math than in English.

The local high school population increased from 1,679 students in the 2004-2005 school year to 1,744 in the 2005-2006 school year. They do not have declining enrollment.

The following California Standards Test scores illustrate the achievement of the major ethnic groups at Hoover Senior High School (the local high school). There were two few White students in the cohort so scores were not available for that group.

The Hispanic group at 63% of the 2006 student population had no improvement and decreased in all categories except in Algebra I where it remained the same: 1% in proficient and advanced.

Language proficiency significantly decreased in all groups and there were significant decreases in the sciences.

**Table 1: Percentage of each major ethnic group at Hoover Senior High School scoring in Proficient or above during the two testing years: 2005 and 2006. Scores that decreased are shown in red in the year 2006 categories.**

Group	Biology		Chemistry		Physics	
	2005	2006	2005	2006	2005	2006
Hispanic	21%	9%	3%	1%	1%	0%
African American	7%	6%	0%	0%	0%	0%
Asian	30%	17%	8%	9%	8%	3%

Group	English		Algebra I		Geometry	
	2005	2006	2005	2006	2005	2006
Hispanic	22%	17%	1%	1%	3%	2%
African American	22%	18%	2%	3%	1%	2%
Asian	36%	25%	2%	7%	9%	9%

Approximately 10% of students were reported as having one or more disabilities at Hoover Senior High in 2006.

The majority of Hoover Senior High School students come from the City Heights (CH) community of the city of San Diego. 37% of Hoover students are English Learners. Only 20% of the population of City Heights has a high school diploma or the equivalent.

Other important City Heights community descriptors include:

- 2% of the CH workforce are employed in science, technology, engineering and math related fields in a region that is the center for biotechnology;
- 38% of households are below poverty level in a region where the average is 13%;
- 42% of families with children under 18 are below poverty level;
- 61% of households earn below \$30,000 per year;
- 60% of the local housing is multiple family units with a regional average of 40%;
- 37% of the CH population is under 18 with a regional average of 26%.

**Arroyo Paseo Charter High School will meet the academic challenges of the local high school student population by providing support for all students in a community based school that is small enough to recognize and address the particular needs of each student.**

## **E. CURRICULUM AND INSTRUCTIONAL DESIGN**

### **Program Overview**

**Arroyo Paseo Charter High School (AP)** will meet the academic needs of the target population by replicating River Valley Charter School (RVCS), a high performing California Distinguished School, a “10/10” school, with an API of 888. RVCS students have exceeded the test scores of the local East County high schools for years and the school has been the top-ranked high school of San Diego County for the last three years.

**Arroyo Paseo Charter High School**, a site-based charter school, will meet the academic needs of the target population by following the successful RVCS model, which uses a balance of curricula and instructional methodologies that allow each teacher to adapt to the needs of all students in each subject area with an emphasis on active student-centered learning, (SRN, 2006). Innovative scheduling allows for small class size and provides time for individual learning opportunities. “Students need programs and courses that are both more individualized and better able to produce measurable results and standards,” (Hanushek, 2006).

**Arroyo Paseo will succeed by using program elements that all types of learners have been successful with at River Valley such as:**

- Small class sizes
- Strong family involvement
- A focus on academics
- A safe and supportive social environment
- A focus on the core academic classes
- Active student learning including extensive student projects and presentations
- Tutorials and personal attention to each student
- Career development
- Community involvement
- The extensive use of technology

**Arroyo Paseo has developed program elements designed to meet the specific academic needs of the target student population:**

- Extended school day
- Extended year
- Site-based program that provides continuous support for the target student population
- Mentors that are reflective of the target student population
- Transition to college and career support
- Innovative scheduling that allows for personal attention to student needs
- Summer Boot Camp and Saturday School for additional academic support

**Innovative student scheduling**, as at River Valley Charter School, represents one of the unique instructional strategies at Arroyo Paseo designed to meet the specific academic needs of the target student population. RVCS has demonstrated that individual and small group mentored instruction is an effective tool to meet the needs of diverse learners as an addition to regular rigorous classes. Arroyo Paseo meets the learning requirements of the target population by providing individual learning opportunities while students are on campus. Students are engaged in mentored instruction, homework support, technology assisted learning, internships, and exploratory classes on campus that support success in all subjects for all learners.

## **Instructional Methods**

Curriculum and instruction at Arroyo Paseo are designed to assess and address the needs of individual diverse learners and provide foundation skills in literacy and mathematics so that all students are successful in school and able to pursue careers in science, technology, engineering, and mathematics. The focus on academics—four years of English, social science, mathematics, and science—personal attention to the student, and creating goals and motivation through career development experiences is a winning combination.

### **Instructional methods in all courses:**

- Utilize standards based, best practices that address the needs of all learners;
- As Bloom (1987) suggests, provide clear standards based objectives;
- Allow students to inquire, research, explore and experiment to develop questions, hypotheses and explanations, (Mafune, n.d.);
- Encourage learning mastery;
- Encourage students to work individually and in groups in order to develop the personal and learning skills required in each, (UIUC, 2004, McLaughlin, 1996);
- Include student-centered projects and problem-based learning to develop real world connections, (PBL, 2003 and McLaughlin, 1996);
- Provide for structured, guided, and individual practice, (Bloom, 1987);
- Use multimedia as effective learning tools, (Grabe & Grabe, 2004);
- Provide individual mentoring time with instructors; and,
- Include relevant and frequent field trips.
- 

**Arroyo Paseo instructional methods, which are distinct from River Valley and designed to meet the specific needs of the target student population, include:**

- Frequent assessment of student performance;
- Content specific literacy skills development;
- Extensive tutoring and technology assisted learning;
- Extended learning time;
- Extended duration courses;

- Learning mastery of California State Standards.

To meet the needs of the target population, students have the option of taking some rigorous math and science over an extended period to ensure success, an approach that has proven successful at River Valley Charter. The quality, rigor and content are consistent among all courses both regular and extended. This extended learning time supports assessing and addressing fundamental knowledge gaps and meeting the needs of English Learners and special education students. Daily mentored instruction, tutoring, and technology-assisted learning tools provide all students with additional instructional support.

This program provides the additional support needed by the target population with learning-mastery the only option. All students are required to pass classroom exams and benchmark assessments and are given additional remedial instruction, mentoring, tutoring, group support, and follow-up assessments until they are able to master the content and skills knowledge.

## **Instructional Phase Plan**

(There are data-driven modifications to this plan, as needed.)

### **Phase I: Beginning of Year 1 (Summer 2007)**

- Summer Intervention Boot Camp (for math and literacy skill development)
- Initial assessments of student needs
- Classroom instruction with initial researched curricular materials
- Begin extended period courses and regular length courses
- Initial courses offered during first semester 2007:
  - Earth Science, Biology, and Biology Extended
  - Algebra I Extended, Algebra I, and Geometry
  - English I and II
  - Geography/Technology, World History
  - Spanish, Literacy Foundation Skills
  - Advisory Classes
  - Theater Arts
- Mentored Instruction
- Technology-assisted instruction
- Staff development opportunities to align curricular materials to the state standards and develop sequential benchmark assessments
- Staff development opportunities to develop technology-assisted instruction program and align curricular materials to specific needs of target student population
- Staff development on maximizing mentored instruction and tutoring
- Staff development in learning mastery
- Staff development on leading career development classes.

**Phase II: Year 1 (January-July 2008)**

- Classroom instruction with improved, integrated and/or newly developed curricular materials
- Expand technology-assisted instruction
- Staff development opportunities to develop extended learning situations including concentrated literacy and math opportunities
- Staff development opportunities to improve and integrate the curricula, analyze assessments and modify program, instruction and curricula

**Phase III: Year 2 (August 2008)**

- Institute cross-linked science and humanities instruction and curricula
- Add courses:
  - Chemistry Extended, Chemistry
  - Algebra II
  - English III
  - American History
  - Art
- Staff development opportunities to develop transition to post-secondary support programs by bringing counselors and deans from community college, SDSU and UCSD
- Staff development on methods to support literacy across the curriculum.

**Phase IV: Year 3 (August 2009)**

- Begin transition to post secondary support programs
- Add courses:
  - Biotechnology
  - Algebra II Extended, Pre-Calculus
  - English IV
  - Government and Economics
  - Multimedia /Advanced Technology
  - Internships/Exploratory Projects
  - Senior Project
- Staff development opportunities to further develop transition to post-secondary support programs and expand curricular materials by studying research and visiting other charter schools with similar programs.

**Phase V: Year 4 (August 2010)**

- Add courses: AP Biology, Physics, Calculus, AP Statistics, AP Literature
- Staff development opportunities to further develop transition to post-secondary support programs and technology-assisted-learning and expand and improve curricular materials by training staff to be post secondary mentors.

## Curriculum and Scope and Sequence

**Arroyo Paseo Charter High School** replicates the course requirements of the River Valley model to meet the needs of all learners and especially to support the success of the target student population in science, technology, engineering and math careers:

- All students are required to take four years of core subjects – science, math, English, and social studies.
- All academic courses are standards-based and meet the University of California A to G requirements.
- Required science courses include earth science, biology, and chemistry, with biotechnology and physics offered as senior course choices.
- All students are expected to complete Algebra II and Geometry. Pre-calculus, calculus, and statistics are offered to students completing Algebra II.
- English courses emphasize skills in literacy and content reading, especially functional texts, technical writing, and analysis plus required state standards.
- Social studies courses include world history, geography integrated with an introduction to technology, U.S. history, economics and government. Social studies courses highlight the importance of science and technology to society and contributions made by diverse cultures and historical figures (McLaughlin, 1996).
- All students are supported and encouraged in 9th and 10th grades in preparation for honors and AP choices in eleventh and twelfth grades.

Additionally, each year all students are required to take a two-semester course in college and career preparation. This course may include study skills, learning styles inventories, interest inventories, career explorations, explorations of technical training and apprenticeship opportunities, college awareness activities, and guidance in college and financial aid applications. During 9<sup>th</sup> and 10<sup>th</sup> grades, students form peer support groups to provide a structure for students as they prepare for college and careers and as a post-graduation transitional support. The school tracks graduates for ten years.

Electives may include Spanish, visual arts, an advanced technology course, yearbook, newspaper, drama, music, and multimedia. Students fulfill their P.E. requirements in the 9<sup>th</sup> and 10<sup>th</sup> grades. Seniors design and complete an extended project in math, science, engineering, and/or technology. Students develop a portfolio, which will be evaluated at the end of each year.

### **The Arroyo Paseo Charter High School curriculum:**

- Is based on the California State Standards and the courses of River Valley Charter School, which have been accepted by the University of California and California State University systems, and Western Association Schools & Colleges (WASC);

- Provides all students with the same high quality content that particularly prepares them for careers in math, science and technology;
- Clarifies technical language to remove some of the anxiety that is often experienced by underrepresented groups especially English Learners;
- Undergoes routine improvement based on standards aligned benchmark assessments and state test data.

**Arroyo Paseo Charter High School develops curricular elements to specifically address the needs of the target population. Some of these include:**

- Teachers effectively communicate core content using language that improves student understanding;
- Cross-curricular efforts to support literacy;
- The language specific to each course is clarified to meet the needs of all learners, especially those of the target population, without diminishing the rigor;
- Curriculum is tied to the target student population experience.

## **Materials and Technology**

Arroyo Paseo teachers compile the body of curricular materials used at River Valley Charter School and continue the work of RVCS teachers in developing program and instructional strategies that are effective for all learners. Using assessment data Arroyo Paseo teachers compile and develop curricular materials to effectively meet standards based course objectives and student needs, and seek best practices that have been shown to be effective with the target population. Refer to Appendix G for a sample unit and lesson.

At Arroyo Paseo Charter High School curricular materials are chosen, after thorough research, from products that have been shown to be successful with all learners. The teacher/developers attend conferences, such as those put on by California Literacy, National Science Teachers Association, National Council of Teachers of Mathematics, charter schools groups, and Association for Supervision and Curriculum Development, to assemble and develop effective, standards based best practices. Core subjects will have standards based materials. For example, as at River Valley, Arroyo Paseo history and mathematics departments might use textbooks from, for example, McDougal-Littell as well as providing numerous activities that go beyond the textbook, but science and English classes might use a variety of materials including, for example, class sets of novels, vocabulary workbooks, grammar assistants, Internet sources, curricular materials developed by RVCS and Arroyo Paseo teachers, government sources and materials developed through research at institutions of higher education and minority serving institutions.

Technology is an integral part of the curriculum as a tool for assessments, instructional delivery, building foundation skills in language and math, completing assignments, and extending student learning beyond the classroom, (Grabe and Grabe, 2003). Computer learning tools are used to extend learning by means of interactive homework assignments, message board, assessments, streaming video and PowerPoint

presentations. The school's website is a key component supporting instructional delivery, and parent, teacher, and student communication. An example of using technology to develop foundation math skills is the web-based program, ALEKS. An example of a web-based program that may be used to develop English-speaking skills is Rosetta Stone.

## **Instruction, Curriculum & Materials Support State Standards**

### **At Arroyo Paseo Charter High School:**

- All core courses are designed beginning with the California State Standards;
- Student outcomes are specifically aligned with the California State Standards;
- Curriculum is developed beginning with prioritizing the California State Standards;
- Assessments are developed to align with the California State Standards;
- Curriculum is developed and compiled that has been shown to be effective with the target student population and aligned with California State Standards; and,
- In making a selection of a textbook, if the choice is available, "California Editions" will be selected rather than the general edition.

## **Research Support for Program, Instruction and Curriculum**

Arroyo Paseo program, instruction and curriculum is supported by research and a decade of experience and success at River Valley Charter and the considerable combined experience of the Arroyo Paseo Charter High School developers.

Arroyo Paseo Charter High School offers a friendly, small school environment with small class sizes and innovative scheduling to meet the needs of the target student population. "A high-quality education starts with relationships. One of the major strengths of a small school is that it can personalize education by supporting the development of meaningful, sustained relationships among teachers and students. In study after study of successful small schools, students compare their school to a family rather than a factory and link their academic achievement to their caring relationships with teachers. Successful small schools typically have smaller classes for students and reduced pupil loads for teachers, so that the young people and the adults in the school are well-known to each other," (SRN, 2006).

Arroyo Paseo also meets the needs of diverse learners, including the target population, through extended duration courses modeled after River Valley Charter. These have successfully improved student learning at RVC for many years. An extended year and extended school day, including more instructional minutes, and required Summer Intervention Boot Camp and Saturday School also provide more learning opportunities for all students. The small class size also maximizes the learning time within the classroom due to fewer distractions and fewer behavioral problems.

To meet the needs of the target population, Learning Mastery is emphasized at Arroyo Paseo and includes re-teaching, relearning, and retaking assessments until students master

the material. Arroyo Paseo students must pass benchmark assessments. This utilizes the mentored instruction, tutoring, and technology assisted learning components of the Arroyo Paseo program. This method has been highly successful at River Valley Charter. “The mid-point for conventional instruction is the 50<sup>th</sup> percentile. For individual tutoring, it is the 98<sup>th</sup> percentile. For whole class mastery learning instruction, it is the 84<sup>th</sup> percentile. It is unlikely that an inherited characteristic can be changed in one term – but altered learning conditions can make a fantastic change,” (Bloom, 1987). Bloom also suggests that teachers provide clear standards based objectives to their classes and structured, guided, and individual practice.

Arroyo Paseo meets the needs of the target student population by using balanced, diverse instruction and curriculum similar to that which River Valley Charter successfully uses to meet the needs of all learners. Psychologist Robert Glaser (1990 in SNR, 2006) calls this kind of teaching an “adaptive pedagogy”. He argues that 21st century schools must shift from a selective mode – “characterized by minimal variation in the conditions for learning” in which “a narrow range of instructional options and a limited number of ways to succeed are available” – to an adaptive mode in which “the educational environment can provide for a range of opportunities for success. Modes of teaching are adjusted to individuals – their backgrounds, talents, interests, and the nature of past performance,” (SNR, 2006). Arroyo Paseo does this while maintaining the same rigor in all classes.

Arroyo Paseo encourages students to work individually and in groups in order to develop the personal and learning skills required in each, (McLaughlin, 1996). “Collaborative learning highlights the contributions of individual group members, stresses the sharing of authority, and leads to consensus building on topics without a clear right and wrong answer,” (UIUC, 2004). Arroyo Paseo also uses problem based learning in both group and individual assignments. “The continued use of Problem Based Learning (PBL) arises from the recognition that students retain minimal information obtained from traditional didactic teaching, (Bok, 1989) and have difficulty transferring knowledge to new experiences, (Schmidt, 1983). According to Schmidt, PBL provides an environment in which students can draw upon prior knowledge, learn within the real-world context, and reinforce the knowledge through independent and small group work,” (PBL, 2003).

Multimedia is an effective learning tool to meet the needs of the target student population by promoting actively involved students. Technology can facilitate active student learning by requiring them to “pull together bits and pieces of information from several sources, gather data, generate personal interpretations and summaries, and make decisions,” (Grabe and Grabe, 2004). Arroyo Paseo allows students to inquire, research, explore and experiment to develop questions, hypotheses and explanations, (Mafune, n.d.) and provides technology to facilitate those endeavors. Using technology for remediation also removes any embarrassment students might feel about the relearning experience.

Arroyo Paseo provides individual mentoring time with instructors to meet the specific needs of the target student population: “Students need programs and courses that are both more individualized and better able to produce measurable results and standards,”

(Hanushek, 2006). Individual tutoring and small group mentored instruction individualizes the curriculum and response to student needs.

Parent involvement is essential, (McLaughlin, 1996) so family outreach is a central component of the educational program at Arroyo Paseo. Families participate in governance through elected parent board members and the Parent Advisory Committee. They participate in school support through the Arroyo Paseo Family Association (similar to PTA) and volunteer around campus in everything from assisting in the classroom to gardening and fundraising. Families also are drawn into the learning by taking part in special family centered science, technology, cultural, and math events.

To meet the needs of the target student population, Arroyo Paseo follows the suggestions from The National Science Board (NSB), the governing board of the National Science Foundation (NSF), in its 2006 papers, *Science and Engineering Indicators*, and *America's Pressing Challenge – Building a Stronger Foundation*. These report on the condition of U.S. pre-college education and suggest the following changes:

- Develop and retain a high-quality mathematics and science teaching profession;
- Give equal time to science, math and reading;
- Use inquiry-oriented, hands-on activities that connect with the content;
- Provide educators with teaching strategies and materials to reach the nation's English Learners;
- Introduce students, especially underrepresented groups, to science, technology, engineering and math career opportunities;
- Develop assessment to measure subject content knowledge, comprehension and the ability to transfer knowledge in science to new situations; and,
- Use technology simulations that enable students to demonstrate their understanding of experimental design.

The American Council on Education (ACE) report, *Increasing the Success of Minority Students in Science and Technology*, provides data on college attendance and completion rates in science, technology, engineering, and math majors. The study concludes that although African American and Hispanic students initially choose careers in science, technology, engineering and mathematics at comparable rates (not numbers) with Asian and White students they do not complete bachelor's degrees to the same extent in science, technology, engineering, and math fields and Hispanic students are underrepresented in all majors and complete college at low rates.

The ACE report includes several factors that influence students who complete undergraduate degrees in science, technology, engineering and math subjects that are incorporated into the Arroyo Paseo program:

- Post Secondary Support
- Taking rigorous high school curriculum
- Not delaying college entry

## Calendar and Daily Schedule

The innovative schedule at Arroyo Paseo Charter High School is a vital component of the program designed to meet the needs of all learners, especially the target student population. This schedule allows for extensive tutoring and mentoring for each student. It provides time for remediation when necessary. It affords time to build foundation skills in math and literacy. The schedule offers a later start time to allow teenagers extra sleep, which promotes alert and engaged students during classes and the possibility of improved learning experiences. It extends the day so that students have fewer unsupervised hours in the afternoon. The schedule allows for the development of student projects and career explorations. The school program exceeds the minimum number of instructional minutes set forth in the education code for grades nine through twelve and exceeds the 180-day school year. The following is an example of a possible calendar and schedule at Arroyo Paseo.

**Calendar** (Includes 186 days of instruction and four staff development days.)

### 2007

August 6	Monday	Office opens
August 13	Monday	First day—all students attend orientation
August 14	Tuesday	First day of core classes
September 3	Monday	Labor Day (Holiday)
October 12	Friday	First progress reports mailed home
October 17	Wednesday	PSAT administered at Arroyo Paseo
October 18-19	Thursday-Friday	Parent Conferences
November 12	Monday	Veteran's Day (Holiday)
November 16	Friday	Second progress reports mailed home
November 22-23	Thursday-Friday	Thanksgiving Holiday
December 13-14	Thursday-Friday	Finals/End of first semester
December 17-18	Monday-Tuesday	Staff development days
Dec. 17-Jan 4		Winter Recess

### 2008

January 7	Monday	School Resumes/Second semester begins
January 14	Monday	Martin Luther King, Jr. Day (Holiday)
January 18	Friday	First semester grades mailed
February 12	Monday	Last day to drop electives
February 18	Monday	President's Day (Holiday)
February 22	Friday	First progress reports mailed home
March 20-21	Thursday-Friday	Staff development days
March 20-April 4		Spring Recess
April 7	Monday	Classes Resume
May 9	Friday	Second progress reports mailed home
May 13-14	Tuesday-Wednesday	State Testing
May 26	Monday	Memorial Day (Holiday)

June 12-June 13      Thurs/Fri      Finals  
June 13              Friday              Last day

### **Sample Daily Schedule**

(Schedule includes 400 minutes of instruction not including lunch and passing periods)

#### **Sample Timing:**

Period 1      9:00 to 10:20  
Period 2      10:25 to 11:45  
Lunch        11:45 to 12:15  
Period 3      12:15 to 1:35  
Period 4      1:40 to 3:00  
Snack        3:00 to 3:10  
Period 5      3:10 to 4:30  
Period 6      4:30 to 5:30 (homework help, literacy, math remediation, some electives)

Periods 1 through 5 include core academic classes, mentored instruction, and work station.

#### **Sample Tuesday and Thursday Schedule**—each period is 80 minutes (400 minutes):

Period 1:      English class (18 students for 80 minutes)  
Period 2:      Geography/Technology class (18 students for 80 minutes)  
Period 3:      Spanish (18 students for 80 minutes)  
Period 4:      Work station (works at a computer work station on web-based math and does science Internet research 40 min.)/PE (40 min.)  
Period 5:      Math mentored instruction (9 students for 40 min.)/Science mentored instruction (9 students for 40 min.)  
Period 6:      Homework help, if necessary

#### **Sample Wednesday and Friday Schedule**—each period is 80 minutes (400 minutes):

Period 1:      Earth and Space science (18 students)  
Period 2:      English mentored instruction (9 students for 40 min.)/Work station (works on English essay in Word for 40 min.)  
Period 3:      Algebra I (18 students)  
Period 4:      Work station (works at a computer work station on web-based math and Spanish)  
Period 5:      Geography mentored instruction (9 students for 40 min.)/PE (40 min.)  
Period 6:      Intensive literacy instruction (direct and web-based instruction)

#### **Sample Monday Schedule** - 300 instructional minutes

10:00—11:20 Career development class (20 to 25 students)

11:20—12:00 Meet with adult mentor (small group class)

1:00—4:00 Individual tutoring with any of core class teachers and do a science exploration activity

## **F. PLANS FOR ADDRESSING THE NEEDS OF ALL LEARNERS**

### **Plan For Students Who Are Academically Low Achieving**

At Arroyo Paseo Charter High School, low achieving students are identified by their STAR CST scores (BB and FBB), their course performance (low C or F), performance on basic skills tests and teacher observation. Low achieving students may be referred to the Student Success Team (SST) process. Refer to Special Education below for details of SST.

#### **Response to the needs of low achieving students include:**

- Small class sizes
- Innovative scheduling to allow for additional individualized tutoring and mentoring;
- Individual and small group attention that focuses on mastering the current learning;
- Learning Mastery process that builds in review and reassessment;
- Extended day and year to provide extra learning time;
- Optional extended courses;
- Technology assisted learning through web-based programs;
- Extensive tutoring and mentoring plus homework support;
- Staff development opportunities that address the needs of low achieving students;
- Scheduled parent notification and involvement;
- Innovative scheduling that allows for individualized instructional support.

#### **In the event that a student is still not succeeding and to meet the needs of the target population the school will additionally provide:**

- Saturday School;
- Summer Intervention Boot Camp;
- SST process; and
- Focus on key students during staff meetings.

### **Plan for Students Who Are Academically High Achieving**

At Arroyo Paseo Charter High School High achieving students are identified by their STAR CST scores (Advanced), their course performance (A), and teacher observation.

#### **Response to the needs of high achieving students include:**

- Advanced Projects
- Innovative scheduling to allow for mentoring that leads to learning extensions;
- Individual and small group attention that focuses on extending the current learning;

- Organize cohorts of students in their junior year that will be attending the same college as a support group for each other during the last two years of high school and during college;
- Provide extensive college counseling to ensure that all students are fully informed of costs, aid, and support services provided by the college;
- Provide study skills and learning strategies for college courses;
- Provide personal coaching in choosing a major;
- Encourage career internships and on-campus businesses;
- Innovative scheduling that allows for individualized instructional support.

## **Plan for English Learners**

English Learners are identified by a Home Language Survey and grouped and by their CELDT scores and teacher observation. Services are based on their CELDT scores. Within 30 days of enrollment, any student whose parent has indicated on the Home Language Survey that English is not the primary (first) language will be tested on their English language proficiency using the CELDT test. During initial enrollment only, students identified as English Learners are further tested in their primary language to determine proficiencies in listening, speaking, reading, and writing. The results of each student's assessments are sent to their parents or guardians in a language they understand. Results of students' designation and English proficiencies are reported annually to the state on the school's R30-LC report.

The small school will allow teachers more time with each student as they will have approximately half the student load as compared to large comprehensive high schools. The small class size will support Arroyo Paseo teachers as they provide English Learners with the effective support recommended by research (Khisty 2002; Garcia, 1993; Moschkovich, 2002; Celedon, 2004; Echevarria, 2000; and, CEMALA and TODOS organizations). Arroyo Paseo Charter High School teachers will make effective use of their CLAD training.

Arroyo Paseo Charter High School will provide the necessary support to families of English Learners to ensure the success of their student including:

- Translated legal documents
- Translators during parent conferences
- Translated parent communications

**Response to the needs of English Learners include:** (These will be developed in the EL Master Plan that will be provided to the District before the School opens)

- Literacy classes;
- ESL class, if necessary;
- Web-assisted instructional material in English speaking and reading;
- CELDT annual assessment until reclassification criteria met;

- Progress toward reclassification monitored on an individual plan;
- All teachers trained to support English Learners with CLAD or BCLAD;
- Ongoing staff development to address English Learner challenges;
- Literacy emphasized across the curriculum;
- Address the language issues in science and math by stressing vocabulary development;
- Extensive tutoring and mentoring plus homework support;
- Scheduled parent notification and involvement;
- Innovative scheduling that allows for individualized instructional support.

## **Plan for Special Education Students**

Arroyo Paseo complies with all State and Federal laws for special education. The School will also comply with SELPA and District policies on special education. Arroyo Paseo will provide space at the school for Special Education purposes. In addition to other responsibilities that the District might place on the School, the charter school will have the responsibility to identify students who may qualify for special education services, to make referrals for evaluation, to hold IEP meetings at the site, to provide space for the special education teacher to work with students, and to ensure that the general education teachers will carry out their responsibilities assigned in the IEP.

Initially, the District (SDUSD) will provide special education services for the School's identified special education students. The School will be a member of the San Diego Unified School District Special Education Local Plan Area (SELPA) initially. The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed. The School recognizes that the District special education teachers will work no more than 7.5 hours.

The District will provide special education funding and services for the School's special education pupils to the extent of the law. Specifically, the District will serve children with disabilities in the same manner as it serves children with disabilities in its other schools [IDEIA 1413(a)(5)]. As long as the School is an arm of the District for special education purposes, the School will pay the District the District's special education encroachment for each student.

The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District preceding such plans. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make facilities available in a manner consistent with the District's need to provide services to all special education students. The School will develop an MOU with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third party service providers.

The School will set up a Student Success/Assistance Team (SST), which will be comprised of parents, teachers, administrators, and other school professionals. The School recognizes the need for an SST in the event of a direct request from the parent. This team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral form will be developed that includes difficulty with academics, with language transition, with behavior and with social interactions. A referral to initiate the SST process may be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions. Should a student's needs warrant an immediate referral, or should a parent directly request such a referral, the school will proceed with a referral without proceeding through an SST.

Students may be referred for formal evaluation by the SST or by a parent. Once the referral is received, parents will be sent an assessment plan for their approval within 15 days. Once the consent by the parent is received the school will complete the formal evaluation and hold an IEP meeting within the 60-day timeline. Prior to the meeting, parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education under one \*of the 13 federally mandated eligibilities, the team will make a determination of services that provide an education in the least restrictive environment. The IEP will be implemented immediately. Thereafter, the student will have an annual IEP meeting to review progress and a more in-depth IEP meeting every three years (the triennial) that may include another round of assessments.

The RSP teacher and other special education teachers and classroom teachers work together to provide an education that meets student needs, insures that students' Individualized Educational Plans (IEP) are met and moves them to the goal of meeting the California State standards in all subjects. The IEP team will be comprised of the school psychologist, the RSP teacher, other specialists as needed (such as speech and language or occupational therapist), a school administrator or designee, and the student's general education teachers. A special education student's general education teachers will work closely with the RSP teacher to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Because of the school's innovative scheduling, every effort will be made to schedule resource, speech and language, and other interventions by special education personnel, when the student is not scheduled in a core class. For example, a student receiving resource services for 25% of his or her schedule might meet with the RSP teacher instead of mentored instruction or workstation time. If appropriate, the RSP teacher might also join the student in the core class. In this way, no student will miss the standards-based core class instruction for any subject.

Additionally, the school will serve its special education students by:

- Implementing small class sizes;
- Innovative scheduling to allow for additional tutoring and mentoring;

- Extended day and year;
- Optional extended time in courses;
- Technology assisted learning;
- Accommodations provided in regular education classes;
- Annual in-service for teachers regarding the identification of students with disabilities and ways of providing education in the general classroom.

Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic program. This plan will be implemented by the classroom teachers and will be reviewed annually.

### **III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA: (Element 2)**

#### **A. MEASUREABLE STUDENT OUTCOMES**

Arroyo Paseo Charter High School students will become self-motivated life-long learners and bridge the gap that normally separates underrepresented group from success in science, technology, engineering and math and will meet the California State Content Standards in core subjects by:

- Students will graduate with the knowledge, skills, and motivation to enter a science, technology, engineering and math career at any level from research scientist to lab technician;
- Students will develop a positive attitude towards learning and the subject matter of science, technology, engineering and math;
- Students will develop clear life and career goals;
- Students will experience success in achieving their personal and academic goals;
- Students will acquire the literacy skills necessary to succeed in a science, technology, engineering and math career;
- Students will acquire the foundation mathematics skills necessary to succeed in a science, technology, engineering and math career;
- Students will acquire the communication skills necessary to succeed in a science, technology, engineering and math career;
- Students will acquire the ability to use symbolic and scientific reasoning and apply that reasoning to real world situations;
- Students will link new knowledge to their personal experiences;
- Students will be able to learn independently using a variety of resources;

- Students will demonstrate proficiency in mathematics at least up to and including geometry and Algebra II;
- Students will demonstrate proficiency in biology and chemistry;
- Students will frequently use technology for completing personal and academic tasks;
- Students will appreciate the worldview of differing cultures, societies, and historical periods;
- Students will show respect to others in their attitude and behavior;
- Students will be able to work effectively in groups and take pride in the group's and school's success;
- Students will demonstrate high rates of attendance and low rates of suspension and dropping out;
- Graduates will successfully complete their first level post-secondary training or education within six years.

## **B. ACADEMIC PERFORMANCE INDEX**

The primary school-wide accountability measures at Arroyo Paseo are the California Standards Tests included in the State Testing And Reporting (STAR) program and the California High School Exit Exam (CAHSEE). Therefore, Arroyo Paseo will use the Academic Performance Index (API) as a primary measure of school success. The School will exceed the API of the local high school and meet or exceed the growth target each year.

### **The School will attain its growth target each year by doing the following:**

- Perform an analysis of the previous year's scores;
- Establish target areas among sub-groups, including low-achieving students and English learners, and among curricular areas;
- Analyze standards cluster results in each subject and set targets to raise an area that lags;
- Align financial and staff development resources with established target areas;
- Monitor results on benchmark tests, especially those within the target areas;
- Reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards;
- Monitor pacing to ensure that all priority standards are taught prior to STAR testing;
- Focus on students who score BB and FBB and create goals to raise their scores by at least one level.

### **C. METHODS OF ASSESSMENT (Element 3)**

Arroyo Paseo Charter High School's academic program is standards-based and data driven. "The method by which student progress in meeting those student outcomes is to be measured."- *California Education Code Section 47605(b)(5)(C)*. The California State content and performance standards and multiple sources of data form the basis of the School's teachings. Performance assessments are evaluated with the use of in-common benchmarks and rubrics and are analyzed on a regular basis to help drive the School's educational program. The rubrics are used to inform students and parents about the standards for student work.

#### **Arroyo Paseo plans to use the following assessment and reporting tools:**

- The California Standards Tests (CST) included in the STAR testing program;
- The California High School Exit Exam (CAHSEE);
- An ongoing school-wide performance accountability system (Ed Code, 47601) using school-created six-week benchmark assessments based on the California standards and blueprints for each academic subject as well as the standards for the CAHSEE;
- Classroom assessments including comprehensive finals;
- Student transcripts demonstrating successful completion of required academic courses with a C or better;
- An annual school-wide writing assessment;
- School maintained records of graduates for the first five years after graduation;
- NWEA's Measures of Academic Progress (MAP) to be used to show needs and progress in reading and math foundation skills;
- CLEDT to show progress for ELL students;
- SAT I and SAT II results for college bound students;
- Completion of all A to G requirements for college-bound students;
- Annual portfolios of student-selected work, reflections, resumes, and goals;
- School-created student questionnaires regarding attitudes, goals, and interests;
- A rubric of technological skills including keyboarding facility, basic computer use, mastery of MS Office applications, Internet search and retrieval, E-mail use, and various scientific and technological hardware used in STEM related applications;

- Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects;
- School-maintained records of attendance, suspension, and dropout rates;
- School-maintained records of its graduates for five years after graduation.

### Table of Student Outcomes/Assessments/Performance Standards

Student Outcome	Assessment	Performance Standard
Students will graduate with the knowledge, skills, and motivation to enter science, technology, engineering, or math (STEM) based career	1. Graduate records  2. Student questionnaire	1. Records show that 50% or more of graduates go on to major in a STEM field in community or 4-year university, choose a STEM related technical program, or obtain a STEM related job as a technician. 2. A majority of seniors state that they plan a STEM related career on the questionnaire.
Students will develop a positive attitude towards learning and the subject matter of STEM.	Student questionnaire	75% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students record positive attitudes about learning generally and STEM in particular.
Students will develop clear life and career goals.	1. Student questionnaire.  2. Student Portfolios.	1. 80% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students will identify life and career goals on a student questionnaire. 2. 80% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students will include clear life and career goals in their portfolios.
Students will experience success in achieving their personal and academic goals.	1. Student questionnaire.  2. Student Portfolios.	1. 75% of 11 <sup>th</sup> and 12 <sup>th</sup> grade students will respond positively to questions about feeling successful. 2. A majority of 11 <sup>th</sup> and 12 <sup>th</sup> grade students will mention feelings of success in their portfolios.

<p>Students will acquire the literacy skills necessary to succeed in a STEM career.</p>	<ol style="list-style-type: none"> <li>1. ELL students will take the CELDT.</li> <li>2. All students will take the MAP tests in 9<sup>th</sup> and 10<sup>th</sup> grade.</li> <li>3. The CAHSEE</li> </ol>	<ol style="list-style-type: none"> <li>1. 60% of ELL students will be re-designated to full English by their third year.</li> <li>2. 65% of students will show grade level skills in reading by the end of the 11<sup>th</sup> grade.</li> <li>3. A greater percentage than local high schools of 10<sup>th</sup> grade students will have passed the ELA section.</li> </ol>
<p>Students will acquire the foundation mathematics skills necessary to succeed in a STEM career.</p>	<ol style="list-style-type: none"> <li>1. NWEA MAP achievement test in mathematics.</li> <li>2. The CAHSEE</li> </ol>	<ol style="list-style-type: none"> <li>1. 70% of students will show grade level skills in mathematics by the end of the 10<sup>th</sup> grade.</li> <li>2. A greater percentage than local high schools of 10<sup>th</sup> grade students will have passed the math section.</li> </ol>
<p>Students will acquire the communication skills necessary to succeed in a STEM career.</p>	<ol style="list-style-type: none"> <li>1. Annual school-wide writing assessment.</li> <li>2. Student presentations.</li> </ol>	<ol style="list-style-type: none"> <li>1. 70% of students will reach the proficient level on the grade level writing rubric by the end of the 11<sup>th</sup> grade.</li> <li>2. 80% of students will reach the proficient level on a classroom presentation on a school-wide presentation rubric by the end of the 10<sup>th</sup> grade.</li> </ol>
<p>Students will acquire the ability to use symbolic (algebraic) and scientific reasoning and apply that reasoning to real world situations.</p>	<ol style="list-style-type: none"> <li>1. Teacher observations.</li> <li>2. Student projects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher observations will show that 80% of students can reason symbolically and scientifically by the 11<sup>th</sup> grade.</li> <li>2. Students will create 3 projects that show scientific reasoning by the end of the 12<sup>th</sup> grade.</li> </ol>
<p>Students will link new knowledge to their personal experiences.</p>	<ol style="list-style-type: none"> <li>1. Teacher observations.</li> <li>2. Student portfolios.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will note that 80% of students are able to link new knowledge to their personal experiences during specific classroom discussions.</li> <li>2. Student portfolios of 60% of students will show the link between knowledge and personal experience.</li> </ol>
<p>Students will be able to</p>	<ol style="list-style-type: none"> <li>1. Staff observations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers and instructional</li> </ol>

learn independently using a variety of resources.	2. Student portfolios.	aides will note that at least 80% of students can work independently and complete assignments using a variety of resources. 2. 90% of student portfolios will show assignments completed from a variety of sources.
Students will demonstrate proficiency in mathematics up to and including geometry and Algebra II.	1. Student transcripts. 2. CST tests in geometry and algebra II.	1. 85% of graduates will have transcripts that show passing grades (C or better) in geometry and algebra II. 2. By the 3 <sup>rd</sup> year 40% of students will obtain proficient or advanced and 70% of students basic or above on the CST for geometry and algebra II.
Students will demonstrate proficiency in biology and chemistry.	1. Student transcripts. 2. CST tests in biology and chemistry.	1. 85% of graduates will have transcripts that show passing grades (C or better) in geometry and algebra II. 2. By the third year 40% of students will obtain proficient or advanced and 70% of students basic or above on the CST for biology and chemistry.
Students will frequently use technology for completing personal and academic tasks.	1. School created survey of technological skills. 2. Student portfolios. 3. Staff observations.	1. 90% will attain the proficient standard in technology by the end of the 11 <sup>th</sup> grade. 2. Student portfolios will show proficiency in the use of MS Office applications. 3. Teachers and aides will note that 90% of students are able to use web-based or software based course specific applications.
Students will appreciate the worldview of differing	1. Student portfolios.	1. Student portfolios will show that students accept differing

<p>cultures, societies, and historical periods.</p>	<p>2. Student questionnaires.</p> <p>3. Student transcripts.</p>	<p>cultural viewpoints.</p> <p>2. Student questionnaires will show that students accept differing cultures and societies.</p> <p>3. Student transcripts will show passing grades in geography, world and U.S. history.</p>
<p>Students will show respect to others in their attitude and behavior.</p>	<p>1. Staff observations.</p> <p>2. Student questionnaires.</p>	<p>1. Teachers and aides will observe that students interact with adults and their peers in a respectful manner. They will also observe a positive attitude about school and career.</p> <p>2. Student questionnaires will demonstrate that students respect others.</p>
<p>Students will be able to work effectively in groups and take pride in the group's and school's success.</p>	<p>1. Staff observations.</p> <p>2. Student questionnaires.</p>	<p>1. Teachers and aides will observe that students work in study and project teams successfully based on a team work rubric.</p> <p>2. Student questionnaires will show that students take pride in the school's success.</p>
<p>Students will demonstrate high rates of attendance and low rates of suspension and dropouts.</p>	<p>School records.</p>	<p>School records will show attendance rates that are higher than the local high schools. They will show suspension and dropout rates that are significantly lower than the local high schools.</p>
<p>Graduates will successfully complete their post-secondary training or education within five years.</p>	<p>School records.</p>	<p>School records will show that 60% of graduates who enter a post-secondary training or educational program will successfully complete it within 5 years.</p>

## **D. USE AND REPORTING OF DATA**

Arroyo Paseo uses a computer based Student Information System (SIS) by CREDO to track and maintain student data. To accommodate the District's needs Arroyo Paseo Charter High School will use Zangle for data reporting to the District. Arroyo Paseo engages in periodic self-evaluation as required by the California Charter Schools Association. The School collects and analyzes data on student achievement on a regular basis and provides student achievement data to staff, parents and guardians, and the District in the following manner:

- School leadership, in collaboration with the teaching staff, will annually review the primary measures of school performance—the STAR and CAHSEE results—in order to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both the school and departmental levels.
- Performance data is processed and provided to staff in a graphic or tabular format that is easily understood.
- Staff receives data on student achievement during staff meetings and uses this data to help monitor and improve the School's education program. A data plan will be developed with an annual timeline for gathering and analyzing various student achievement data including STAR and CAHSEE results, classroom grades, six-week school-wide benchmark testing, the annual writing assessment, portfolios, and student questionnaires. The timeline will identify staff meetings in which teachers reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement. Additionally, the review of the performance of at-risk and low achieving students will be ongoing throughout the year. Using this data, a Student Success Team (SST) may be convened to provide support to these students by creating an assistance plan.
- Parents and guardians receive data on student achievement when they meet with their child's teacher at an annual parent conference. Parents will receive reports on STAR and CAHSEE by mail. They will also receive six week progress reports on classroom grades and the results of six-week benchmark testing by mail. Current classroom grades including results for all assignments will be available to parents and students on the School's website by January of the first year. The School Accountability Report Card (SARC) will be published annually prior to the April deadline.

- The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.
- on classroom grades and the results of six-week benchmark testing by mail. Current classroom grades including results for all assignments will be available to parents and students on the School's website by January of the first year. The School Accountability Report Card (SARC) will be published annually prior to the April deadline.
- The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.

## **IV. GOVERNANCE AND CORPORATE STRUCTURE**

### **(Element 4)**

**The governance structure of Arroyo Paseo Charter High School** will be organized to meet the educational needs of all students, especially the target student population. Each level will have as its purpose the supporting and advancing of the mission, vision and stated goals of the charter.

### **A. LEGAL STATUS**

Arroyo Paseo Charter High School shall be a California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the District. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the Charter School. As such, the School will make provisions for the liabilities, debts and financial obligations of the School and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

Consistent with the statutory intent of Education Code section 47604 (c), the San Diego Unified School District shall not be liable for the debts or obligations of Arroyo Paseo Charter High School. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or

claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents. The District will not be liable for any actions taken by the School. Arroyo Paseo Charter High School will purchase and maintain, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between the School and the District and a copy of this policy will be available to the District upon request. Education Code Section 47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school". As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc.

Arroyo Paseo Charter High School further identifies its commitment to hold the District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the School in conformance with the budget. We look forward to establishing appropriate Memoranda of Understanding with the District subsequent to charter approval to legally establish the specifics of our mutual relationship.

Arroyo Paseo Charter High School will act as its own fiscal agent to the fullest extent of the law. The School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

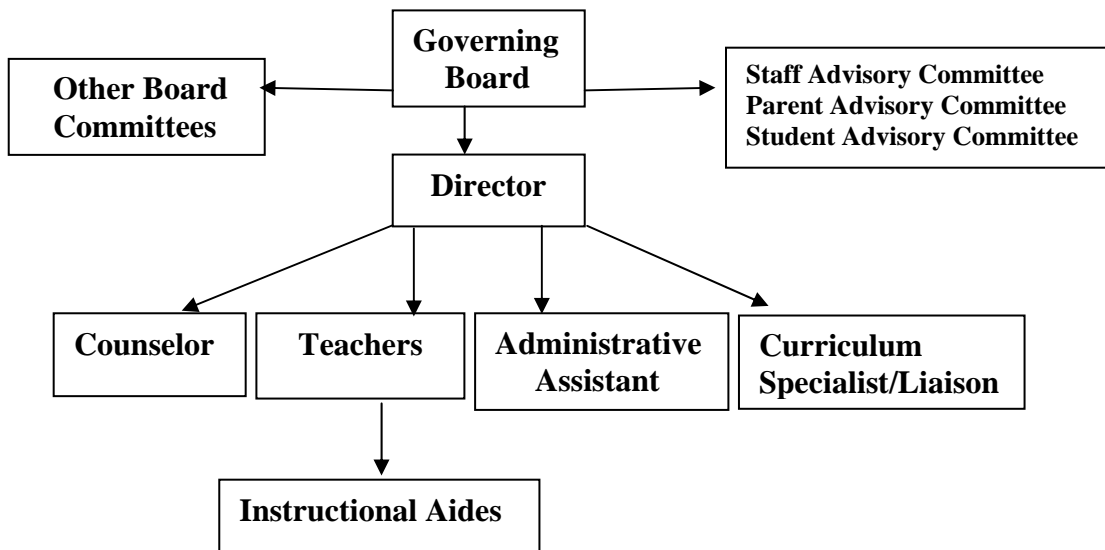
## **B. CONFLICT OF INTEREST**

A Conflict of Interest policy has been developed by Arroyo Paseo Charter High School that complies with nonprofit corporation law, which shall apply to all board members and employees. Board members shall reveal all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required. Refer to Appendix F for Conflict of Interest policy.

## **C. BOARD AND GOVERNANCE ORGANIZATION**

Parent and community involvement in the governance of Arroyo Paseo Charter High School is assured by virtue of their participation in the Board of Directors and School Advisory Committees. Arroyo Paseo Charter High School will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws. Refer to Appendix F for Bylaws.

### **Organizational Chart**



### **Board of Directors**

The Board of Directors of Arroyo Paseo Charter High School shall be the School's Governing Board and will include approximately five (5) to seventeen (17) voting board members. The Board of Directors will be selected to represent the community-at-large,

higher education, the business community, education, and families. One seat on the Board will be reserved for parents of students currently attending Arroyo Paseo Charter High School. Board members will have a term of three years. A nominating committee will be created to select new board members. All new members will be selected with a track record of success in their particular sectors and a commitment to the vision of the school. Recommendations by the nominating committee will be voted on by the Board. Refer to Appendices for the list of Founding Board Members

## **Board Meetings**

All meetings of the Arroyo Paseo Charter High School Board of Directors shall comply with the Ralph M. Brown Act and shall take place at least quarterly, and shall be held at a location within San Diego Unified School District jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the Arroyo Paseo Charter High School files. These records will be accessible for public and District review upon request.

## **Board Delegation of Duties and Director Responsibilities**

The first duty and responsibility of the Arroyo Paseo Charter High School Board is to promote and uphold the mission and vision of Arroyo Paseo Charter High School.

The Arroyo Paseo Charter High School Board of Trustees shall exercise final authority on all matters concerning the Arroyo Paseo. The Arroyo Paseo Board of Trustees' major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal and legal affairs, hiring and evaluating the Director, and ensuring the long-term viability of the School.

**The Arroyo Paseo Charter High School Director** will have the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated, and classified personnel. The Director shall be responsible for insuring that all funds generated by the School are expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP).

## **Board Training**

- Individual board members attend leadership workshops and coach the board on best practices
- The board is actively seeking to add board members who will broaden the expertise of the board: law, real estate, ethnic view points, fundraising
- Board members attend the California Charter Schools Association Conferences
- Board members receive training in the Brown Act

- Board members attend the California Charter Schools Association Conferences
- Board members receive training in educating the target student population
- Board members visit other charter schools and observe other boards in action
- Board references legal counsel for guidelines
- Board will establish committees including nominating, strategic planning, budget, audit, and fundraising
- Board will receive regular budget and student performance reports
- Board will create a full set of policies to guide school personnel.

## **Board Advisory Committees**

The Arroyo Paseo Charter High School Board shall establish School Advisory Committees as needed: Possibly staff, parent, student, and community advisory committees among others. The Advisory Committees will provide advice and input to the Board on general school issues, fundraisers, and other School interests and activities, and suggest policy to the board.

### **D. MEMORANDUM OF UNDERSTANDING**

The details of the working relationship between the District and the School will be delineated in a Memorandum Of Understanding (MOU). The School shall retain the right to separately purchase administrative or other services from the District or any other service. Any administrative services to be purchased from the District shall be mutually agreed upon and outlined in a separate Memorandum of Understanding.

This statement is intended to fulfill the terms of Education Code 47605 (g) and provides information regarding the proposed operation and potential effects of the School on the District.

### **E. ADMINISTRATIVE SERVICES**

Where possible, and at a mutually agreed upon fee structure, the school does anticipate purchasing services from the District. Such services may include personnel review for credential and criminal clearance purposes, police services, food services or other services that shall be available to non-profit schools. The specific terms and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the District provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, petitioner has identified a percentage in the budget that has been identified at law (Education Code section 47613) to compensate for such oversight services.

## **V. HUMAN RESOURCES**

### **A. EMPLOYEE QUALIFICATIONS (Element 5)**

The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. The School believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act and will satisfy the requirements for "highly qualified teachers" under the No Child Left Behind Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in non-core, non-college preparatory courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition. The director will check all credentials prior to hiring any certificated personnel. The director will annually check credentials and/or transcripts to ensure that they meet the requirements for "highly qualified teachers" under the No Child Left Behind Act for each course for which a teacher assigned.

Non-core teaching staff will need to provide a resume of solid experience in their subject area and of successful work with adolescent students. Such claims will be verified by letters of reference and/or phone calls to references by the director.

The School's key staff members will meet the following qualifications:

#### **Director Qualifications**

The School's Director will be the instructional leader at the School and will be responsible for promoting the vision of the charter and helping the School and students achieve the outcomes outlined in this charter petition.

**The qualifications of the Director include, but are not limited to, the following:**

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design at the high school level.

- Entrepreneurial passion in carrying out the school’s vision.
- The ability to build a professional learning community and the willingness to seek continuous improvement in student learning.
- An understanding of budget development and tracking.
- Sufficient understanding of charter school operations to monitor all “back office” operations.
- Sufficient understanding of charter school regulations to advise the governing board.
- The ability to use assessment data in analyzing school performance

## **Teacher Qualifications**

**Teacher qualifications include, but are not limited to, the following:**

- Must hold a California Single-Subject Credential for the position applied for
- All teachers will be CLAD certified
- Must have strong knowledge of the content area (preferably a degree in that area)
- Must support the vision and educational program of the charter
- Must demonstrate the ability to work with the target population
- Must be committed to student success and willing to take responsibility for student learning
- Must have an understanding of, and willingness to implement, standards-based instruction
- Must be reflective in their practice and willing to adapt instruction to the needs of the students using assessment data
- Must be willing to work as a team member of a learning community
- Must be willing to support the school culture in the specific manner decided upon by a collaboration of staff members
- Must demonstrate the ability and willingness to mentor students and work with them in one-on-one tutoring or small group tutorials
- Spanish speaking applicants preferred

## **Office Manager Qualifications**

The School’s Office Manager will be responsible for overall front office activities, will report to the Director, and will work with students, parents, and outside parties. The Office Manager will have the following qualifications:

**Office manager qualifications include, but are not limited to, the following:**

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Willingness to support the goals of the charter
- Ability to work independently as well as with a team
- Fluency in Spanish is highly desirable
- A.A. degree or equivalent work experience
- 3 plus years experience in a fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office
- Ability to maintain accurate records on school databases

**Instructional Aide Qualifications**

**Instructional aide qualifications include, but are not limited to, the following:**

- Ability to do community college level work in English language arts
- Ability to work with high school students in a firm but positive manner
- Some experience in the use of computers
- Ability to work independently (without continuous direction) as well as with the educational team
- Have a track record of dependability
- Have a strong connection to the vision of the school
- Fluency in Spanish is highly desirable

**B. COMPENSATION AND BENEFITS (Element 11)**

All certificated staff members will participate in the State Teachers Retirement System (STRS) to the extent allowed by law. They shall retain all previous vested rights in STRS. This will include the Director, if certificated, teachers and the counselor. The Director will insure compliance with this provision.

All classified staff will participate in the federal social security program. The office manager and the Director, if classified, will also participate in the Public Employees Retirement System (PERS). The Board of Trustees of the School may decide to include other classified employees including instructional aides, clerical aides, and security personnel in PERS or develop an alternative pension plan such as a 401k. All employees

selected for PERS shall retain all previous vested rights. The Director will insure compliance with this provision.

The salary schedule for certificated personnel will be set up to attract highly qualified teachers, by providing salaries that are higher, at the entry level, than the majority of county districts including SDUSD, with guaranteed step increases during the first five years. Thereafter, the base pay will increase on multiyear increments (for example, every five years). A matrix of incentive pay will be added to the base pay that will increase as teachers gain more experience thereby providing the possibility of a steadily rising salary in order to retain highly qualified staff.

All full time staff will be eligible to receive a package of health and welfare benefits that are comparable to what other high performing charter schools receive.

### **C. EMPLOYEE REPRESENTATION (Element 15)**

Arroyo Paseo Charter High 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 (“EERA”). The charter school recognizes the employees’ rights under the EERA provisions to organize for collective bargaining. The Director is responsible for compliance.

### **D. EMPLOYEE RIGHTS (Element 13)**

Any district employee who obtains employment with Arroyo Paseo Charter High School will have the right of return to employment in the district as per district policy. District employees will have no special rights to work in the charter school. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

### **E. HEALTH AND SAFETY (Element 6)**

In order to provide safety for all students and staff, the Charter School has full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts.

#### **Procedures for Campus Visitors**

No outsider shall enter or remain on schools grounds during school hours without having registered with the principals or designee, except to precede expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance

with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs. (Penal Code, sec. 627).

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

### **TB Testing**

Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

### **Medication in School**

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

### **Vision, Hearing/Scoliosis**

Students will be screened for vision, hearing and scoliosis by a nurse contracted by the School. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

## **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

## **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

## **Drug Free/Alcohol Free/Smoke Free Environment**

The Charter School shall function as a drug, alcohol and tobacco free workplace.

## **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

## **Comprehensive Sexual Harassment Policies and Procedures**

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

## **F. DISPUTE RESOLUTION (Element 14)**

The School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Director of the Charter School. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Arroyo Paseo Charter High School Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Director of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Director. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Arroyo Paseo Charter High School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and Arroyo Paseo Charter High School.

If the governing board of the District believes it has cause to revoke this charter, the board agrees to notify Arroyo Paseo Charter High School governing board in writing, noting the specific reasons for which the charter may be revoked, and grant the Charter School reasonable time to respond to the notice and take appropriate corrective action.

The San Diego Unified School District may inspect or observe any part of the School at any time, but shall provide reasonable notice to the Director of Arroyo Paseo Charter High School prior to any observation or inspection.

Arroyo Paseo Charter High School may request from the District governing board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by the Charter School no later than 120 days prior to the expiration

of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the Education Code.

Should the District believe prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate meeting between the District and the Charter School Director at which time the Charter School Director will satisfy the District as to the implementation of the necessary safety procedures.

## **G. STAFF RECRUITING AND PROFESSIONAL DEVELOPMENT**

Regarding staff recruitment, Schwartz (2000) recommends “a strong principal and director, and competent teachers who all believe in students' ability to learn and are committed to removing educational inequities related to sex, race, ethnic background, and disability,” and that “staff members should be recruited from target populations so they can serve as role models, and they should introduce students to other role models of both sexes with backgrounds similar to theirs”.

Arroyo Paseo follows the lead of River Valley in providing excellent salaries and benefits to attract highly qualified teachers. Arroyo Paseo makes intensive efforts to recruit qualified teachers from charter school employment fairs, the teaching program at San Diego State University, charter organizations, Peace Corps, Teach for America, and through the use of Ed-Join, an Internet based job posting. Preference is given to highly qualified teachers who are Spanish speakers because the target population is more than 70% Hispanic.

Teacher quality is a major emphasis at Arroyo Paseo, as it is at River Valley, because our students primarily come from impoverished backgrounds. The data show that when students have good teachers “four or five years in a row,” that experience can completely “make up for family background differences,” (Hanushek, 2006). All teachers are highly qualified as specified in the No Child Left Behind Act (single subject credential in their teaching area). Strong content knowledge, familiarity with the target population, and willingness to support the goals of the charter are underscored in the hiring process. The teaching staff, for the core academic subjects, has an approximate full staffing level of twelve. In addition, there are part time electives teachers qualified to teach the visual and performing arts, a full-time guidance counselor/social worker, RSP teacher, and a support teacher devoted entirely to monitoring and supporting at-risk students. A principal/director, two to three full-time instructional aides, a security aide, and an

administrative assistant complete the regular staff. Highly qualified teachers on the River Valley staff have indicated their interest in teaching at Arroyo Paseo.

On-going professional development has been shown to improve student learning at River Valley Charter, especially workshops on standards based curriculum and differentiated instruction, which significantly improved test scores. Arroyo Paseo continues this practice including:

- Insight Education Backwards Design’s standards based curriculum development workshop which clearly improved test scores at RVCS;
- Differentiated instruction in-services for diverse learners, English Learners and special education students – San Juan Capistrano School District;
- Training in successfully educating the target population including Project 2061;
- Edusoft, or a similar program, using data to guide instruction and develop benchmark assessments;
- In-services to improve literacy across the curriculum, from California Literacy;
- NCES Technology-Based Assessment Project materials;
- Tutoring and mentoring strategies from The Center for Social Justice; and,
- Learning mastery in-services and workshops.

## **VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/ EXPULSION POLICIES**

### **A. STUDENT ADMISSION POLICIES AND PROCEDURES** **(Element 8)**

The Arroyo Paseo Charter High School admissions process will be designed to reach out to all families to enable the school to have a diverse student body. All students will be admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. The School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

1. Arroyo Paseo Charter High School may give admission preference to children of founding members of the charter not to exceed 5% of the charter school population.
2. Preference may be given to siblings of admitted students and to the target student population.
3. Arroyo Paseo Charter High School will be open to all students including those with special education needs. The School will support the administration of special education services at the school site by the San Diego Unified School District and participate in the search child/find efforts of the SELPA.
4. Arroyo Paseo Charter High School will not discriminate against any student.
5. Should Arroyo Paseo Charter High 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 complying with all applicable Federal and State laws, designed to establish a diverse student population, using the following

rules and procedures, which will be communicated to all interested parties at least 30 days prior to holding the lottery:

- a. 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.
  - b. The lottery will take place within 30 days of closing the open enrollment period, which will be at least 90 days long.
  - c. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
  - d. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
  - e. 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.
  - f. Preferences will be extended to potential students in the following order:
    - i. In District Founder's children - Founders are defined to be the group of people responsible for drafting of documents and for efforts, which resulted in the petition being approved and opening the school;
    - ii. Siblings of students who have their names drawn during the lottery shall receive a guarantee of admission unless the sibling is to enroll in a grade that has all of its spaces already filled in the drawing, in which case the sibling would be put on the waiting list for admission to that grade ahead of all others on the waiting list for that grade;
    - iii. All other In District.
  - g. The lottery shall draw names from pools of ballots differentiated by grade level.
  - h. Beginning with the lowest grade, the ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.
  - i. The drawing shall continue until all names for that grade level 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.
  - j. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off of the waiting list shall be informed in writing and shall have seven (7) 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. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.
  - k. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation."
8. Prior to enrollment, the prospective student, preferably, but not necessarily, with a parent, must attend an open house and/or a private interview with the school

counselor, or his or her designee, describing the school's mission, program, and requirements.

## **B. NON-DISCRIMINATION (Element 7)**

**Arroyo Paseo Charter High School** will strive to achieve a racial balance reflective of the District and the local community. As stated in the *Pupil Racial/Ethnic Census for 2003-2004*, the racial and ethnic balance of the students attending SDUSD is as follows:

African American – 14.5%	Hispanic – 42.1%
Alaskan/Indian – .5%	Indochinese – 5.6%
Asian – 3.0%	Pacific Islander – 1.0%
Filipino – 7.4%	White – 25.8%

The local high school student population is reflective of the local community and the feeder middle schools:

63% Hispanic  
14% African American  
11 % Asian  
4% White  
8% Other

### **Means to Achieve Racial/Ethnic Balance**

1. Arroyo Paseo Charter High School will be situated in the community that it serves to help 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 and of the highly diverse community where it is located.
2. Arroyo Paseo Charter High School will make the following measurable recruitment efforts and outreach programs during an open enrollment during the first year prior to opening. The recruitment and outreach efforts shall include:
  - a. Four community presentations shall be made in City Heights or adjacent communities having diverse populations:  
Weingart Library or Arroyo Paseo Outreach Center Community Meetings:  
November, January, February and March 2007
  - b. Arroyo Paseo Charter High School will partner with at least two community organizations in order to engage in recruitment efforts such as:  
City Heights Recreation Center  
Hispanic Business Round Table  
Local family clinics

- c. Arroyo Paseo Charter High School will advertise in the print and non-print media on a monthly basis during the open enrollment periods, depending on availability of funds: La Prensa Newspaper, Union Tribune, Radio Latina, San Diego Family Magazine, among others.  
Approximately 4,500 have been budgeted for this purpose.
  - d. Arroyo Paseo Charter High School will provide informational materials to the community and surrounding communities in both Spanish and English.
2. Arroyo Paseo Charter High School will have an initial open enrollment period for the first year of at least 60 days.
  3. Arroyo Paseo Charter High School will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school.
  4. Arroyo Paseo Charter High School will engage in ongoing recruitment and outreach efforts annually which are comparable with the first year of the charter and will furnish the District annual documentation of ongoing recruitment and outreach efforts.

### **C. ATTENDANCE ALTERNATIVES (Element 12)**

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

Students in the communities served by Arroyo Paseo Charter High School are primarily assigned to Hoover Senior High School with some assigned to one of the San Diego High School divisions. Many students are allowed to attend other high schools under provisions of the Choice Act.

### **D. SUSPENSION/EXPULSION PROCEDURES (Element 10)**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Arroyo Paseo Charter High School (also referred to as Arroyo Paseo or the School). When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Arroyo Paseo Charter High School's policy and procedures for student suspension and expulsion and it may be amended from time to

time without the need to amend the charter so long as the amendments comport with legal requirements.

Arroyo Paseo staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Arroyo Paseo Student Handbook and will clearly describe discipline expectations.

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Arroyo Paseo Charter High School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Arroyo Paseo Charter High School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Arroyo Paseo will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Arroyo Paseo has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. Within ten (10) school days, the school will assemble an IEP team to make a manifestation determination as to whether the disciplinary behavior was the result of the student's disability. Should the student remain on suspension for an extended period, the school would work with the district to provide an interim alternative educational setting. Arroyo Paseo Charter High School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

1. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at Arroyo Paseo Charter High School or at any other school or a Arroyo Paseo Charter High School sponsored event at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

2. Enumerated Offenses

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

- a. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes,

miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing of another.
- r. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- s. Made terrorist threats against school officials and/or school property.
- t. Committed sexual harassment.
- u. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

- v. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

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

### 3. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

- a. **Who May Suspend**  
Only the Director (Principal) or the Director's designee may suspend a student.
- b. **Conference**

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

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

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

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

- 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 and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

d. Suspension Time Limits/Recommendation for Placement/Expulsion

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

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Authority to Expel

**A student may be expelled either by the Arroyo Paseo Charter High School Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.**

5. Expulsion Procedures

**Only the Director (Principal) or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. 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 or designee determines that the Pupil has committed an expellable offense.**

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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 pupil. The notice shall include:

- a. The date and place of the expulsion hearing;
  - b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
  - c. A copy of the School's disciplinary rules which relate to the alleged violation;
  - d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
  - e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
  - f. The right to inspect and obtain copies of all documents to be used at the hearing;
  - g. The opportunity to confront and question all witnesses who testify at the hearing;
  - h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Arroyo Paseo Charter High School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony,

(b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

- b. Arroyo Paseo Charter High School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- f. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- g. If one or both of the support persons is also a witness, Arroyo Paseo Charter High School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- h. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

- i. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- j. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

## 7. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

## 8. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

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

testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

9. Written Notice to Expel

The Director or designee following a decision of the Arroyo Paseo Charter High School Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

**The Director or designee shall send a copy of the written notice of the decision to expel to the District.**

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Arroyo Paseo Charter High School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the

cumulative record of the pupil, including a transcript of grades or report card and health information.

10. Disciplinary Records

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

11. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Arroyo Paseo Charter High School as the Charter School Board's decision to expel shall be final.

12. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

13. Rehabilitation Plans

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

14. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Arroyo Paseo Charter High School Board following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Arroyo Paseo Charter High School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Arroyo Paseo Charter High School's capacity at the time the student seeks readmission.

## **VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY**

The Arroyo Paseo Charter High School follows the successful lead of River Valley Charter School by relying on State and Federal funding sources to support the basic program, instruction and curriculum. This has significantly contributed to the long-term success of River Valley. Grant money is used to enhance learning opportunities and provide extra activities and events. Arroyo Paseo Charter High School will have as its initial Director the current director of River Valley Charter School who has ten years of experience preparing and managing budgets for River Valley. Arroyo Paseo Charter High School teachers may participate on a Teacher Leadership Team to be trained in the financial planning, reporting and accountability necessary for charter school management.

## **A. BUDGETS**

The budgets reflect an initial proposal. Budget proposals will be updated in March and June with a final budget adopted in September. Refer to Appendix J for Budget.

## **B. FINANCIAL REPORTING**

Arroyo Paseo Charter High School plans to use Lakeside School District to do its accounting which uses the county FIS system to track finances. If the School chooses EXED, a comparable accounting system also using SACS will be used. All transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements, and transfers will be entered into the accounting system using SACS numbers to organize the reporting. The September 15 final un-audited report for the previous fiscal year will be prepared by the selected back-office agency from FIS or similar accounting system. The final decision will be made prior to opening the school.

Arroyo Paseo Charter High School will adhere to the district's reporting requirements.

1. Arroyo Paseo Charter High School will provide the following reports as required by law:
  - a. CBEDS (California Basic Educational Data System).
  - b. ADA (Average Daily Attendance) reports J18/19.
  - c. SARC (School Accountability Report Card – charter schools may use their own formats).
  - d. Copies of annual, independent financial audits employing generally accepted accounting principles shall be presented to the district utilizing the district's "Charter School Audit Guidelines" no later than December 15 following the close of the school year. The charter school audited financial statements should include reconciliation to the district J210 financial report for the charter school's fund.

The district shall use any financial information it obtains from the charter school, including, but not limited to the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32.

2. Arroyo Paseo Charter High School will provide the following data and reports as required by the district:
  - a. If placed on the “Financial Watch List”, monthly statements of accounts;
  - b. Test results for all state mandated assessments, which are:
    - i. STAR (Standardized Testing and Reporting).
    - ii. CELDT (California English Language Development Test).
    - iii. SABE/2 (Spanish Assessment of Basic Education).

Changes in reporting requirements may be incorporated by reference into the school’s charter when the school and district update their MOU.

### **C. INSURANCE**

Arroyo Paseo Charter High School will purchase general liability, workers compensation, and other necessary insurance to levels normally funded by schools and organizations of similar size.

Arroyo Paseo Charter High School purchases and maintains, as necessary, general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the charter school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. Arroyo Paseo Charter High School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding ("MOU") between Arroyo Paseo Charter High School and the District and a copy of this policy will be available to the District upon request.

### **D. ADMINISTRATIVE SERVICES**

Arroyo Paseo Charter High School plans to employ the services of the business office of Lakeside Union School District (LUSD), or, alternatively EXED, a firm providing business services to other charter schools. The decision will be in place by the time the school opens. The criteria used to select the service provider will be based on cost, quality of service, including timeliness and accuracy of reporting, and transparency to the Director and/or the Board of Trustees. Inventory, capital inventory accounts, attendance

accounting, and budget development will be carried out at the school site. Payroll, retirement, employee benefits, purchasing, accounting, accounts payable and receivable, including the management of grant, categorical, and private donation funds, credential and background checks, and attendance reports (P-1, P-2, and Final) will be outsourced.

All financial transactions, except certain vendor credit cards held by the school (such as Home Depot or Smart & Final) will be handled off-site by the selected business office provider using normally accepted controls. Credit card use will be overseen by the Director and those accounts will be maintained and paid through the business office provider. The Director, or his/her designee, will sign off on all requisitions, reimbursements, and time sheets. No checks will be issued at the school site. No cash, except for a small amount of petty cash to facilitate change, food service needs, or fund raising, will be kept by the school. Such petty cash, cash for food services, and money coming in from fund-raisers will be kept in the school safe and promptly deposited when large amounts are accumulated.

## **E. FACILITIES**

Arroyo Paseo Charter High School is located in the San Diego Unified School District within the community of City Heights or an adjacent community. The School's facilities comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and maintains on file records documenting such compliance which are available for inspection.

Arroyo Paseo Charter High School expects to need approximately 5,000-6,000 square feet of usable space for its 100-120 students the first year. The School is working with a local real estate broker and is currently in negotiations for office style buildings in the City Heights Community. The buildings have adequate parking and off-street entrances for safe student drop-off. The space in these buildings will accommodate Arroyo Paseo. They lease for \$1.80 per square foot. The five year projected budget supports \$1.80 per sq. ft. and incorporates a plan to provide for more space in the 3rd year. Facilities percentage of the annual operating budget: 16.5%, the first year, a lower percentage following years (refer to Appendix A for Budget).

Arroyo Paseo is replicating the successful River Valley Charter model and the facilities at River Valley offer an alternate plan that may be used. River Valley is located on district property adjacent to a regular school. RVC has six portable classroom buildings on this land. Arroyo Paseo is researching lands owned by San Diego Unified to lease. This has been a fiscally responsible model at River Valley Charter and would be a good situation for Arroyo Paseo, also. AP is also researching ownership by other government agencies: San Diego City and County, State and Federal properties. AP has been contacted by a local philanthropic organization with the possibility of using part of a building currently being constructed to house a community college. They have expressed the interest in

having a charter high school in the same facility. Arroyo Paseo is preparing a prospectus for them to initiate negotiations.

## **F. TRANSPORTATION**

Transportation will not be provided by Arroyo Paseo Charter High School. Students beyond walking distance will be encouraged to use public transportation. The school may contract with public transit system for reduced fair bus passes for students and may provide passes to free and reduced qualified students who do not live within walking distance to school.

## **G. AUDITS (Element 9)**

**An annual fiscal audit of Arroyo Paseo Charter High School, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. The audit will be supervised by the Director. Arroyo Paseo Charter High School will share the results with the District's Administrative Director of Business Services or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. All exceptions and deficiencies and their remedies and will be communicated to the District in a timely manner. The Board of the School will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.**

Every three years the school will hire an independent firm to audit the operational and educational performance of the school. The findings of this audit will be shared with the Arroyo Paseo Board of Trustees as well as the District's Charter School Office.

Arroyo Paseo Charter High School will receive funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not exceed one percent of the average daily attendance funds provided to Arroyo Paseo Charter High School, or not to exceed three percent, if the School uses District facilities, pursuant to the terms of the Charter School Act.

The District agrees to allow Arroyo Paseo Charter High School to separately purchase administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding.

To the extent required by law, Arroyo Paseo Charter High School agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.)

Arroyo Paseo Charter High School shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education (“COE”), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding including the following financial reporting requirements:

- i. on or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
- ii. on or before December 15, an interim financial report. This report shall reflect changes through October 31.
- iii. on or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- iv. On or before September 15, a final un-audited report for the full prior year.

Arroyo Paseo Charter High School shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)

Arroyo Paseo Charter High School shall comply with all laws establishing minimum age for public school attendance.

Arroyo Paseo Charter High School shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (Ed Code Sec. 47612.5(a)(2))

Arroyo Paseo Charter High School will be a site-based school by SB740 standards but when independent study is provided, Arroyo Paseo will comply with all state laws relating to independent study as set forth in Education Code § 47612.5.

Arroyo Paseo Charter High School offers, at a minimum, the same number of minutes of instruction set forth in the Education Code section 46201(a)(3) and 47612.5(a)(1).

## **H. CLOSURE PROTOCOL (Element 16)**

The following procedures shall apply in the event Arroyo Paseo Charter High School closes. The following procedures apply regardless of the reason for closure.

Closure of Arroyo Paseo Charter High School will be documented by official action of the Board. The action will identify the reason for closure. The Charter School Board will promptly notify the District of the closure and of the effective date of the closure.

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

As applicable, Arroyo Paseo Charter High School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. Arroyo Paseo Charter High School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure.

As soon as reasonably practical, Arroyo Paseo Charter High School will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.

On closure of Arroyo Paseo Charter High School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.

As Arroyo Paseo Charter High School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the

dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

## **VIII. IMPACT ON THE CHARTER AUTHORIZER**

**Arroyo Paseo Charter High School will have negligible financial impact on the San Diego Unified School District because:**

- The Arroyo Paseo Charter High School Development Team has a proven ten year track record in successfully starting and managing, including providing the proper oversight for a charter high school so it will require minimal District oversight – services that the School will pay for;
- The Director of Arroyo Paseo Charter High School has been the Director/Principal of River Valley Charter School for ten years; River Valley is currently and has been the highest ranked high school in San Diego County for the past three years with a current API of 888 and ranked 10/10; The River

Valley Director/Principal is therefore highly qualified to replicate River Valley's success in the City Heights community;

- The Founder of Arroyo Paseo Charter High School also founded River Valley Charter and has proven experience developing program, instruction and curriculum that is effective for all learners;
- Arroyo Paseo Charter High School is a non-profit corporation;
- Arroyo Paseo Charter High School will carry the appropriate insurance including liability, errors and omissions;
- Arroyo Paseo Charter High School recognizes the need for at least a District annual school visit and the designation of a District employee as liaison;
- Arroyo Paseo Charter High School reserves the right to apply for Proposition 39 facilities. The School will initially request open land, where portable school buildings might be placed, or a professional office style building if such is owned by the District in or adjacent to the City Heights community as the School would like to provide an alternate learning environment for its students;
- Arroyo Paseo initially chooses not to request a regular school site and anticipates leasing a facility not owned by the District but reserves the right to do so; Arroyo Paseo Charter High School has been communicating with the San Diego Unified School District regarding facilities;
- Arroyo Paseo Charter High School will be within or adjacent to the attendance boundaries of Hoover Senior High School which has a four year dropout rate of 37% meaning 740 of the current approximately 2,000 students at Hoover High will not graduate;
  - These dropout students represent a student population equaling State general funds three times the size of Arroyo Paseo Charter High School;
  - According to the SANDAG *Census 2000 Profile* there are approximately 5,810 high school age children in the City Heights community of the City of San Diego with the vast majority assigned to Hoover Senior High School and a small number assigned to Crawford High School;
  - 262 students in City Heights attend private schools;
  - 5,549 of the City Heights high school age children either go to public school (approximately 2,000 of them currently attend Hoover) or are among the 37% that have dropped out of Hoover Senior High;
  - Some students assigned to Hoover Senior High School attend other public high schools under the provisions of the Choice Act because Hoover is in its fifth year of program improvement and failed to meet AYP due to severe declines in test scores in 2006;
  - Students assigned to Hoover also come from other communities surrounding City Heights and therefore there are many more than 5,549 students that should be attending Hoover Senior High School;

- Hoover Senior High School is not experiencing declining enrollment
  - 2004 Enrollment – 1,639 Students
  - 2005 Enrollment – 1,679 Students
  - 2006 Enrollment – 1,744 Students
  - 2007 Enrollment – over 2000 students;
- 37% of the City Heights population is under 18 and this population is growing; Regionally 26% of the population is under 18;
- Arroyo Paseo Charter High School will be a small school, approximately 225-300 students, even though the need is much greater for the City Heights community.

**To Summarize the Impact on Charter Authorizer:**

- Arroyo Paseo Charter High School is being started by professionals with many years experience and will not require services from the District other than those paid for by the school;
- Arroyo Paseo will be a small school;
- Arroyo Paseo would like to provide a business atmosphere for its students rather than a typical high school environment so is not requesting a school site at first but reserves the right to do so;
- Arroyo Paseo intends to support students so that they do not fail or drop out of school;
- Arroyo Paseo will provide a needed choice for students who do not want or might not be successful at a large comprehensive high school.