

Stony Point Academy

Material Revision of Charter

December 13, 2016

*Approved Charter Term:
June 20, 2016 – June 20, 2021*

Bellevue Union School District
Santa Rosa, California

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Primary Contact:
Alicia Henderson, Ph.D.
Superintendent, Bellevue Union School District

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AFFIRMATIONS/ASSURANCES

The Stony Point Academy will follow any and all other federal, state, and local laws and regulations that apply to the Stony Point Academy including but not limited to:

- The Stony Point Academy shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Stony Point Academy shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Stony Point Academy shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Stony Point Academy shall admit all students who wish to attend the Stony Point Academy, and who submit a completed and timely application; unless the Charter School receives a greater number of applications than there are places for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d) (2) or Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d) (2) (B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Stony Point Academy shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Stony Point Academy shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Stony Point Academy 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)]
- The Stony Point Academy shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute,

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

- The Stony Point Academy shall at all times maintain all necessary and appropriate insurance coverage.
- As of July 1, 2016, The Bellevue Union School District shall be the exclusive employer for all employees of the Stony Point Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- The Stony Point Academy shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a) (1) (A)-(D).
- If a pupil is expelled or leaves the Stony Point Academy without graduating or completing the school year for any reason, the Stony Point Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Stony Point Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- The Stony Point Academy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
- The Stony Point Academy shall comply with any jurisdictional limitations to locations of its facilities.
- The Stony Point Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment.
- The Stony Point Academy shall comply with all applicable portions of the Every Student Succeeds Act.
- The Stony Point Academy shall comply with the Public Records Act.
- The Stony Point Academy shall comply with the Family Educational Rights and Privacy Act.
- The Stony Point Academy shall comply with the Ralph M. Brown Act.
- The Stony Point Academy shall meet or exceed the legally required minimum of school days.
- The Stony Point Academy shall comply with all laws applicable to its independent study program, including but not limited to Education Code Section 51745 et. seq.

ELEMENT A (1)

EDUCATIONAL PROGRAM

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

The Stony Point Academy includes three distinct programs:

1. Elementary and Secondary (K-12th): independent study (“home schooling”)
2. Secondary Middle School (7th-8th): site-based learning
3. Secondary High School (9th-12th): site-based, college-based, community/workplace-based, and blended learning

The school community operates as a unique K-12th school dedicated to college and career readiness, built upon the Framework for 21st Century Skills (see below). The Stony Point Academy provides a standards-based educational program that embraces best practices in pedagogy to meet the needs of students and ensure successful outcomes. Students and their families select Stony Point Academy with an understanding of the high expectations for academic excellence and responsibility at every level. Students develop socially and emotionally within a safe and nurturing small school environment where they are supported in their development as contributing members to the local community and to the world at-large.

MISSION AND VISION

The Stony Point Academy is committed to provide a rigorous preparatory program that ensures all students are ready for a successful post-secondary pathway. This includes an academically rich curriculum with rigorous content. It includes an expectation that students will apply their knowledge through higher-order skills, and will develop the habits of mind and character traits known to support success in school and in life. Students will be expected to hold themselves to high academic and personal standards within a student-centered environment that emphasizes the Common Core Anchor Standards for College and Career Readiness (CCR) across all content areas at every grade level. It is with this preparation that students will become contributing members of the local and global communities.

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE

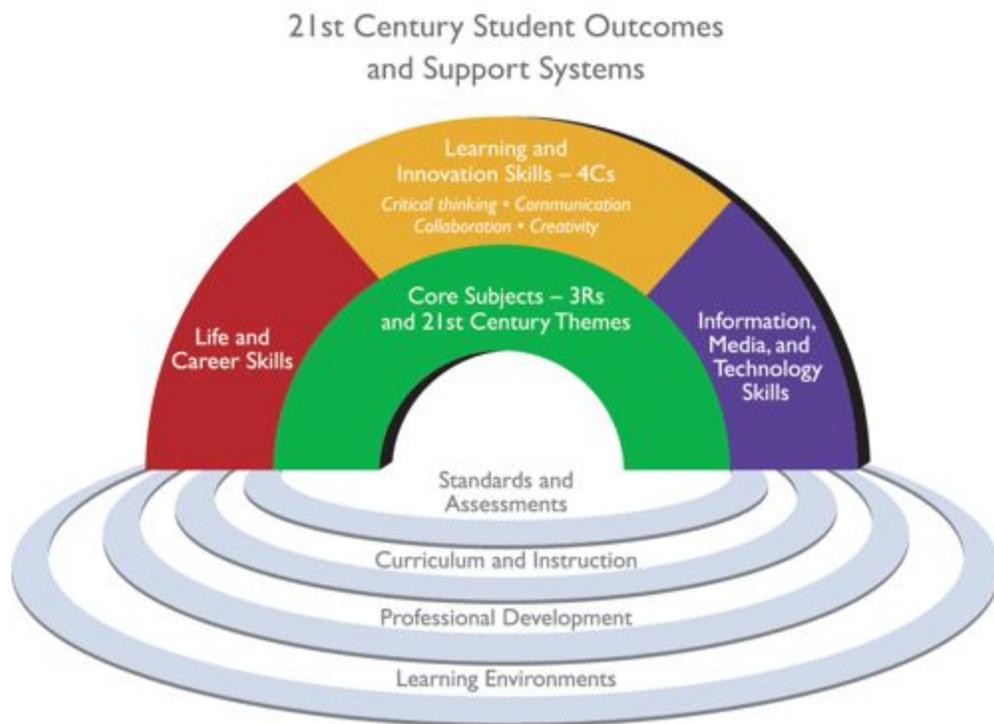
The educational program at Stony Point Academy has been developed to provide expanded educational choice and opportunities for families in the South Santa Rosa community. The Stony Point Academy offers a personalized school setting and strong student support. Families in the Bellevue Union School District community have expressed their desire to have access to a rigorous academic program that extends past 6th grade. The Stony Point Academy serves grades K through

12th, inclusive, whose families have an interest in and a dedication to the school’s philosophy and vision. The school offers a limited K-12th program (i.e. home schooling), which may be expanded in future years. This independent study option is offered for students in accordance with the provisions of Education Code Section 51745-51749.3.

The Stony Point Academy is nonsectarian in its admission policies, employment practices, and all other operations. The school does not discriminate against any student on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

The Partnership for 21st Century Skills provides the foundational framework upon which the Stony Point Academy is built:



To be a well-educated person of the 21st Century, one needs to have mastered both the “3R”s (Core Subjects of Reading, Writing and Arithmetic) and the “4C”s (Creative thinking, Communication, Collaboration and Creativity), as well as develop career / life skills and have competence with information, media and technology skills.

The required support systems to attain these proficiencies include standards and assessments, curriculum and instruction, professional development, and learning environments.

A 21ST CENTURY EDUCATION INCLUDES:

Core Subjects and 21st Century Themes

Mastery of core subjects is essential to student success. In addition, an understanding of academic content at much higher levels must be promoted by weaving 21st Century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

- Productivity and Accountability
- Leadership and Responsibility

HOW LEARNING BEST OCCURS

Learning best occurs when the required support systems to attain 21st Century proficiencies are in place. This includes standards and assessments, curriculum and instruction, professional development, and learning environments.

Standards and Assessments

The California Common Core State Standards (Ca CCSS), Next Generation Science Standards (NGSS), and Smarter Balanced Assessments Consortia (SBAC) in partnership with the California Assessment of Student Performance and Progress (CAASPP) will provide both the learning expectations and the performance mastery expectations. The CCSS include rigorous anchor standards and progressions for College and Career Readiness (CCR) which will permeate all K–12 academic instruction across all content areas.

Curriculum and Instruction

Instructional materials and pedagogical practices align with CCSS, NGSS, and the SBAC in addition to 21st Century practices. This includes explicit direct instruction using traditional print curriculum materials as well as innovative instructional practices including personalized learning and blended learning experiences with online, digital curriculum materials.

Personalized learning in grades 7-12 at Stony Point Academy uses a blended learning model in which students are in face-to-face classes with a teacher, and the curriculum includes print and digital materials. The digital curriculum allows students to progress through A-G approved courses at their own individual paces. Teachers provide whole-group direct instruction on key content and skills of each course, but also use data to continually regroup students into small learning groups for targeted instruction and remediation. In this personalized learning model, teachers provide 1:1 coaching and support to students completing digital curriculum lessons. Additionally, students also collaborate with their peers to learn new skills and content.

Instructional time at Stony Point Academy is protected through the use of a master schedule. The master schedule is designed to ensure adequate time for core content areas, as well as to optimize learning time for students. The master schedule shall be determined by the Principal and the Superintendent. Changes will only be made to reflect the needs of the students. Teacher assignment to courses and sections will be made by the Principal on an annual basis, and will reflect a strategic placement of teacher expertise in content and pedagogy to meet the needs of students.

The high school instructional program applies students' learning beyond the classroom and incorporates components of the Linked Learning approach to student instruction, which connects student interests and career aspirations to instruction. Linked Learning at Stony Point Academy incorporates four components:

- Integrated connections of instruction to applications in careers

- Informational opportunities to learn about career technical skills
- A series of work-based learning opportunities
- Student support services

The Linked Learning model delivers an academically challenging course of study that informs each student on career pathways; engages each student in project-based classroom activity; and provides a safe, supportive school climate in a small learning community. This will include an optimal use of Career Technical Education (CTE) courses that fulfill the “A” – “G” requirements for university entrance. The Linked Learning approach at Stony Point Academy will also optimize partnerships with local businesses and organizations for apprenticeship opportunities.

Rigorous Schedule and Academic Calendar

More time on task is central to the academic success of the Stony Point Academy students. With the “More Time in School” model, students are offered instruction under an extended day model (7 instructional hours) which includes core and non-core classes, enrichment classes, and supplemental instruction. The Stony Point Academy will exceed the number of instructional minutes requirement for 7th & 8th graders as set forth in Education Code section 46201 (a) (3).

Professional Development

A key component of the Stony Point Academy is professional development (PD) for teachers and support staff. Time is allocated for PD before the school year begins, as well as throughout the school year. All PD will align with the CCSS, NGSS, SBAC, adopted instructional materials, selected pedagogical practices, and/or identified components of the Stony Point instructional program. PD will incorporate job-embedded opportunities that facilitate “learn by doing” experiences in order to deepen and cement the learning.

Learning Environments

A central belief of the Stony Point Academy is that the learning environment is critical. Students will not learn optimally without an environment that supports learning. This includes a clean and orderly campus, and an *esprit de corps* of respect, integrity and caring among all staff and students. School climate underpins every aspect of life at a school, and certainly affects student learning. The standards for student behavior and disposition are very high at Stony Point Academy.

OVER-ARCHING GOALS OF THE EDUCATIONAL PROGRAM

- Students will become self-motivated learners – through an expectation of personal responsibility, they will learn to set goals and achieve them
- Students will become competent learners – through high expectations and a “no excuses” mindset, they will use self-discipline, and will become accountable for their learning
- Students will become life-long learners – through an engaging instructional program, they will find meaning & joy in learning

DESCRIPTION OF THE EDUCATIONAL PROGRAM

The Five Pillars

In order to achieve its mission and vision, the Stony Point Academy will implement “The Five Pillars”, which were originally developed by the national KIPP Charter Schools. These are woven into every aspect of the educational program. The Five Pillars are:

1. **High Expectations.** The Stony Point Academy has explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of our students. We expect every student to possess core habits of mind and character and ultimately gain acceptance to college or a *bona fide* career path.
2. **Choice & Commitment.** Students, their parents, and the faculty of the Stony Point Academy are part of the school by choice. No one is assigned or forced to attend the school. Students who choose to enroll at the Stony Point Academy commit to meeting the academic and behavioral expectations of a Stony Point Academy student. Parents who choose to enroll their students at the Stony Point Academy commit to supporting their child through their middle school, high school and postsecondary experience. Staff members who choose to work at the Stony Point Academy commit to doing whatever it takes to ensure that 100% of students succeed through high school and beyond. By making the choice and commitment to be part of the school community, students, parents, and staff at the Stony Point Academy play an integral role in the school’s success.
3. **More Time.** The 7th-8th grade instructional program for students at Stony Point Academy will be at least 7 hours every day during the school year. The school year will be at least 194 days, including two required summer sessions. In addition to the school day, students will have as many as two hours of homework. Students will also dedicate time on weekends, after school, and during intersessions to community service. Students may be required to attend mandatory sessions outside of the school day for academic support and intervention. Teachers in the 7th-8th grade program shall work 8 hours, and will provide instruction for 7 hours on a daily basis. This time will be prorated for part-time employees. Prep time for 7th & 8th grade teachers shall be determined by the Principal according to the master schedule. Teachers shall support the Stony Point Academy by participating in community service activities with students, and they will provide academic intervention to students outside of the instructional day when academic performance data indicate the need.
4. **Power to Lead.** Students at the Stony Point Academy will embrace the ability to lead that comes with the level of preparation, skill, and knowledge they possess upon graduation. The Stony Point Academy teachers have the power to lead in their classrooms. Within the California adopted curricula, teachers will provide input regarding the curricula and methods of instruction that are best suited to students’ needs. The Stony Point Academy principal will have the power to lead the school to meet the needs of its students and support all staff. The Stony Point Academy principal will be an effective academic,

operational, and organizational leader who understands that there are no great schools without great school leaders.

5. **Focus on Results.** The Stony Point Academy will focus unrelentingly on results. The Stony Point Academy's goal is for 100% of students to gain admittance to college / university or a specific career pathway - and mature into passionate, compassionate, and relentless achievers. In order to assess attainment of the school's mission, it is essential that the Stony Point Academy commit to focus on results. The Stony Point Academy will measure student success through a variety of assessments. One measurement of success is student achievement on California state tests. Interim assessments will be used to inform instruction and provide guidance on goal attainment throughout the year.

TRANSFERABILITY AND ELIGIBILITY OF HIGH SCHOOL COURSES A (ii)

Education Code Section 47605(b)(5)(A)(ii): requires a charter petition for a school that proposes to serve high school students to include a description of how the charter school will inform parents about the transferability of courses to meet college entrance requirements.

Courses offered by the Charter School that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" through "G" admissions criteria may be considered to meet college entrance requirements.

Every attempt will be made to offer Career Technical Education (CTE) courses that fulfill "A" through "G" requirements. Some eligible CTE courses may be a companion component to an apprenticeship opportunity for students.

The Charter high school program shall offer courses which meet the University of California "A" to "G" requirements and shall inform students and parents on an annual basis as to the transferability of courses and the eligibility of courses to meet college entrance requirements.

TARGETED LEARNING OPPORTUNITIES

In order to ensure that the Stony Point Academy students master the 3Rs, targeted learning opportunities will be provided to 7th and 8th grade students needing additional academic support. This will include personalized instruction utilizing technology, small group tutoring instruction, and specialized adaptations in curriculum and/or instruction. Students are expected to participate in targeted learning opportunities outside of the school day when deemed necessary by teaching staff. Particular emphasis is placed on competence with expository writing and algebra readiness in 7th and 8th grades.

ENGLISH LANGUAGE LEARNERS

The Charter School shall comply with all applicable state and federal laws regarding services and the education of English Language Learner ("ELL") students. The Charter School shall develop and

implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education.

At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance;
- Develop a program that, in the view of experts in the field, has a reasonable chance for success;
- Ensure that necessary staff, curricular materials, and facilities are in place and used properly; and
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and assess the success of the program and modify it where needed.

SPECIAL EDUCATION STUDENTS/SECTION 504/ADA

PUBLIC SCHOOL OF THE DISTRICT

The Charter School has not provided verifiable written assurances that the Charter School will participate as a local educational agency in a special education plan approved by the State Board of Education pursuant to Education Code Section 47641. Therefore, the Charter School shall be deemed a public school of the District.

A Charter School that is deemed to be a public school of the local educational agency that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending the charter school may receive special educational instruction or designated instruction and services, or both, in a similar manner as a child with disabilities who attends another public school of that district. The Charter School provides a full inclusion model for students with special needs, along with supports as deemed appropriate. The agency that granted the charter shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA.

NON-DISCRIMINATION

The Charter School shall not deny nor discourage any student from enrollment due to a disability or due to the Charter School's concerns about its ability to provide appropriate services. The Charter School will comply with all provisions of federal law and implementing regulations related to the rights of disabled students and their parents (20 U.S.C. Chapter 33, the IDEA).

The Charter School facilities shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program offered by the Charter School.

SERVICES

The Stony Point Academy will work with the District to meet the legal requirements pertaining to special education services. These include, but are not limited to, referrals, evaluations, and qualifications for eligibility, and placements that best meet the needs of the special education students.

FUNDING

The parties agree that, pursuant to the division of responsibilities set forth in this Agreement, the School has elected the status of any other public school in the District for the purposes of special education services and funding, and the District has agreed to provide special education services for the School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA. The details of the funding provisions will be included in the annual operating agreement between the Charter School and the District.

DISCIPLINE

The Charter School shall follow the requirements of State and Federal law in regard to the suspension or expulsion of special education students including but not limited to the requirement that a manifestation determination be made prior to any change of placement.

SECTION 504/AMERICANS WITH DISABILITIES ACT

The District shall be responsible for Charter School compliance with Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (“ADA”) with respect to eligible students.

ELEMENT B (2)
MEASURABLE PUPIL OUTCOMES

The measurable pupil outcomes identified for use by the charter school “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

- California Education Code Section 47605 (b)(5)(B)

In order to best serve our students and community, the School will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission. The Stony Point Academy will be subject to all federal regulations and California state accountability requirements.

Student Outcome Goals

Commitment to the Stony Point Academy’s educational philosophy will empower students to achieve the following measurable student outcome goals:

Figure 2.1: Student Academic Outcome Goals

Academic Goals	Benchmark
1. Students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.	Student Mathematics achievement will meet or exceed the average performance levels of their peers in schools with similar demographics in Sonoma County.
2. Students will become proficient readers of the English language.	Student English-Language Arts performance will meet or exceed the average performance levels of their peers in schools with similar demographics in Sonoma County.
3. Students will become proficient writers of the English language.	Student writing assessment performance will meet or exceed the average performance levels of students in schools with similar demographics in Sonoma County.
4. Students will demonstrate competency and understanding in application of scientific concepts, principles, reasoning, and theories.	Student science assessments will meet or exceed average performance levels of students in schools with similar demographics in Sonoma County.

5. Students will understand, analyze, and evaluate history, geography, and social studies.	Student social studies assessment performance will meet or exceed the average performance levels of students in schools with similar demographics in Sonoma County.
6. Students will demonstrate competency in their knowledge and understanding of fundamental concepts.	<p>Students will possess a strong foundation of basic academic skills and will maintain the progress towards benchmarks of proficiency in all academic subjects as defined by state content standards.</p> <p>100% of English Language Learners who participate in the state testing program in 7th grade will gain English proficiency by the time they matriculate to high school.</p>

Figure 2.2: Student Character Outcome Goals

Character Goals	Benchmark
1. Students will demonstrate strong study skills.	At least 90% of daily homework assignments will be completed and turned in.
2. Students will demonstrate a strong work ethic.	At least 95% of students will attend school on a daily basis.
3. Students will demonstrate teamwork.	Each year, 100% of students will work collaboratively within a small group to complete and present a group project in at least one class.
4. Students will demonstrate college and career awareness and involvement.	By 12th grade, 90% of students will visit and evaluate at least one community college, university, and/or apprenticeship program each year.
5. Students will develop strong social skills.	At least 80% of all extended learning enrichment programs that students attend will report that students were hard working, responsible, and respectful.

Core Academic Skills

As indicated, all students will maintain progress toward the achievement of standards through demonstration of proficiency on benchmarks in each subject area. Benchmarks, based on state common core curriculum standards, will be supplemented with additional standards and benchmarks, and through the addition of even more challenging content and materials.

ELEMENT C (3)
METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING
OUTCOMES

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

Stony Point Academy students are assessed in each of the core academic areas by a combination of multiple measures including, but not limited to, CA standardized testing, teacher observations, review of authentic student work portfolios, student journals, student self-evaluation, language fluency assessments, informal reading inventories, oral presentations, individual projects and group projects. The results of these multiple measures will be the basis for changes and improvements in the educational program.

Additional assistance will be offered to those students who need support in reaching their academic and personal goals, including but not limited to: peer tutoring, parent or community volunteer assistance, before and after-school tutoring programs, summer school and education for parents regarding how they can help at home.

Acknowledgement is given to the many successful secondary charter schools in California and across the nation for the proven best practices that have been incorporated into this section.

Assessment of Student Outcome Goals

The mission is to prepare our students to succeed in high school and beyond by developing in them the knowledge, skills, and character essential to thrive academically, shape their futures, and positively impact the world. This includes taking “at-risk” populations and putting them onto a track that prepares for a college or career pathway. While understanding that such skill mastery occurs in gradual steps, the Stony Point Academy will measure the impact and success of its academic programs utilizing several forms of evaluation and assessment.

Teachers are expected to use tracking tools to understand student performance. Teachers will track their students’ progress by measuring student achievement towards mastery of the expected academic state standards. The information gathered from standards tracking, in-class evaluations, and exams will be used by teachers and the Principal to determine progress towards goals.

Progress toward mastery of the standards and exams scores will be shared with students and parents during parent/teacher conferences. Additionally, students will receive mid-trimester progress reports. The students’ grades will be tied to mastery of standards and determined through homework, in-class assignments, participation, projects, weekly and unit tests, quizzes, and trimester exams.

Consistent and regular assessment is a key component in providing students with an excellent college / career preparatory education. To effectively assess student work, the various forms

of assessment must be integrated into the instructional program. Student assessment is fundamental to high-level instruction. Assessment allows teachers to gauge student academic levels, and then to use this information to drive classroom instruction and make appropriate modifications in the curriculum. Every instructional unit must be composed of strong daily lessons that utilize multiple assessment tools and have a clear final assessment to measure students' overall mastery of that academic unit.

Tools to check for student understanding of academic content and skills include informal verbal check-ins throughout lessons, classwork and homework. These assessment tools allow a teacher to gauge level of understanding for individual lesson objectives. Quizzes, tests, essays, projects and or performance-based assessments provide more formal gauges of a student's mastery of a particular unit of study and the corresponding state academic standards.

Students participate in the state testing program built on the Common Core State Standards. Students take the state CAASPP tests to officially assess student mastery of state academic standards. Students designated as English Language Learners take the CELDT/ELPAC to assess literacy and communication levels in the English language. This data is used in particular to inform instructional decisions and compare student performance at the Stony Point Academy to that of students across the state and measure year-over-year growth for students.

Student assessment begins during the summer. The school assesses the current skill level of students in all subject areas. To collect additional baseline measures, each teacher either chooses or designs a comprehensive diagnostic subject area assessment for their subject to be administered during the summer session, or will utilize a common assessment. This allows the school to determine the relative strengths of students as a whole and individually. It also frames a plan for each subject so that each teacher can design instructional units to best meet the needs of his/her individual students and bring them up to school and state standards.

Multiple, Varied Assessments

The Stony Point Academy employs a variety of internal assessment tools to ensure that students are developing the academic, intellectual, and character skills necessary to maximize their potential in high school, college, and world beyond. These additional assessment tools allow the school's teachers and administrators to critique instructional program, and to quickly adjust instructional practices, including establishment of new goals and expectations to better serve the student population.

These assessments measure progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but serve an essential role in communicating a student's deficits and growth to the student, his or her family, and teachers. Some of these assessments assess basic content and skill knowledge. Or assessments measure more sophisticated performance abilities, such as writing a speech in English class, participating in a debate in social studies class, or solving a complex equation in

math class. Common assessments used include Renlearn Star 360 Reading and Renlearn Star 360 Math.

Teachers modify their instructional plans based upon the results of these assessments. In addition to the assessments outlined in Figure 3.1 the following performance evaluation and assessment tools to be used include:

- Tests and quizzes
- Portfolios
- Student notebooks
- Subject area monitoring
- Unit tests
- End-of-course exams
- Common assessments
- Projects
- Homework
- Class attendance

Alignment of Assessments

The student outcome and performance goals from Element B are assessed as indicated in the following table.

Figure 3.1: Student Academic Outcome Goals & Corresponding Assessment

Academic Goals	Benchmark	Assessment
1. Students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.	Student mathematics will exceed the average performance levels of their peers in schools with similar demographics in Sonoma County.	<ul style="list-style-type: none"> • CAASPP assessments – both interim & summative • Benchmark Exams
2. Students will become proficient readers of the English language.	Student English-language arts will exceed the average performance levels of their peers in schools with similar demographics in Sonoma County.	<ul style="list-style-type: none"> • CAASPP assessments – both interim & summative • Benchmark Exams

<p>3. Students will become proficient writers of the English language.</p>	<p>Students writing assessments will exceed the average performance levels of students in schools with similar demographics in Sonoma County.</p>	<ul style="list-style-type: none"> • CAASPP assessments – both interim & summative • Sample portfolio & writing sample • California English Language Development Test (CELDT/ELPAC)
<p>4. Students will demonstrate competency and understanding in application of scientific concepts, principles, reasoning, and theories.</p>	<p>Student science assessments will exceed the average performance levels of students in schools with similar demographics in Sonoma County.</p>	<ul style="list-style-type: none"> • CAASPP assessments – both interim & summative • Lab reports • Teacher-made tests
<p>5. Students will understand, analyze, and evaluate history, geography, and social studies.</p>	<p>Student social studies assessments will exceed the average performance levels of students in schools with similar demographics in Sonoma County.</p>	<ul style="list-style-type: none"> • CAASPP assessments – both interim & summative • Teacher-made tests
<p>6. Students will demonstrate competency in their knowledge and understanding of fundamental concepts.</p>	<p>Students will possess a strong foundation of basic academic skills and will maintain progress towards benchmarks of proficiency in all academic subjects as defined by state content standards.</p> <p>100% of English Language Learners who participate in state testing in 7th grade will gain English proficiency by the time they matriculate to high school.</p>	<ul style="list-style-type: none"> • California English Language Development Test (CELDT/ELPAC) • Number of students re-classified as Fully English Proficient

Figure 3.2: Student Character Outcome Goals & Corresponding Assessment

Character Goals	Benchmark	Assessment
1. Students will demonstrate strong study skills.	At least 90% of daily homework assignments will be completed and turned in.	<ul style="list-style-type: none"> Grade reporting
2. Students will demonstrate a strong work ethic.	At least 95% of students will attend school on a daily basis.	<ul style="list-style-type: none"> Student attendance reporting
3. Students will demonstrate teamwork.	Each year, 100% of students will work collaboratively within a small group to complete and present a group project in at least one class.	<ul style="list-style-type: none"> Teacher-made project rubrics
4. Students will demonstrate high school and college awareness and involvement.	By 12th grade, 90% of students will visit and evaluate at least one high school and / or university.	<ul style="list-style-type: none"> Attendance at field lessons
5. Students will develop strong social skills.	At least 80% of all extended learning enrichment programs that students attend will report that students were hard working, responsible, and respectful.	<ul style="list-style-type: none"> Survey administered to extended learning enrichment partners

Administration of State and National Tests

The Stony Point Academy will administer all state and national tests for grades 3 through 12 as determined by the state and national testing schedule.

Additional Assessments

Constant measurement and assessment will be a hallmark of the Stony Point Academy. In addition to administering the required summative state tests, the school may administer the CAASPP Interim Assessments and RenLearn Star Reading and Math assessments. These assessments was chosen because they allow the school to compare student performance with past performance and to performance of peers across the country. This data is used to compare different sets of classes, gains and losses across years and within-year student gains, all in an

effort to improve instructional materials, school- developed assessments, instructional methods and sequencing.

Each year, CAASPP state testing and interim assessment data will be disaggregated by race and socioeconomic status. It is expected that students in each racial and each socioeconomic group will demonstrate substantially similar improvements in state testing and interim assessment scores. Data for individual students on CAASPP summative tests will be reported to each student’s family. As soon as data is released, it will be carefully examined by the faculty; substantial disparities in improvement across racial or class lines may result in modification of curriculum, schedule, school staffing, or provision of support services.

Assessment of School Outcome Goals

The school outcome goals listed in Element B are assessed as indicated in the following table:

Figure 3.4: School Outcome Goals and Corresponding Assessment

School Outcome Goals	Assessment
1. The school will achieve and maintain an a state performance index score that will exceed the average performance levels of schools with similar demographics on the state accountability system metric.	<ul style="list-style-type: none"> • CA State Accountability Index
2. The school’s mobility, truancy, and dropout rates will be below schools with similar demongraphics.	<ul style="list-style-type: none"> • Student attendance and reporting forms.
3. The school’s attendance rates will be 95% or higher.	<ul style="list-style-type: none"> • Student attendance and reporting forms.
4. The school will successfully track at least 90% of students as they leave the school in 12 th grade into their postsecondary years.	<ul style="list-style-type: none"> • School placement database/tracking system.
5. The school will share best practices and lessons learned with other schools in Sonoma County as well as schools across the state.	<ul style="list-style-type: none"> • Attend and share at workshops, local and national charter conferences.

Other indicators of progress include parent, student, and teacher satisfaction, attendance rates, and teacher retention rates.

Classroom and School wide Assessment

The Stony Point Academy staff are held accountable for assessing their students, classrooms, and the school as a whole. In addition to tracking individual student progress, classroom-based and school-wide evaluation is ongoing, with individual classroom and school-wide performance

assessments occurring year-round. Measures of classroom and school-wide assessment may include the use of the following data:

- Pre- and post-assessments of class performance using subject-specific criteria (e.g., scored essays, mathematics assessments, and standardized test scores from state summative CAASPP testing and interim assessments)
- Participation in co-curricular activities
- Student, parent and teacher satisfaction (as determined by surveys and retention rates)
- Percentage of graduated students enrolled in college or specific apprenticeship program.

ELEMENT D (4)

GOVERNANCE STRUCTURE OF THE SCHOOL

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

-California Education Code Section 47605 (b)(5)(D)

The Charter School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of race, ethnicity, national origin, gender, or disability or any other characteristic described in Education Code Section 220. The Charter School shall be governed by the District Board of Education. The Charter School will comply with all applicable federal, state, and local laws that are applicable to public charter schools. The Charter School shall abide by the District's Board policies and Administrative Regulations.

ADVISORY COMMITTEE

The Charter School shall have an Advisory Committee that includes 5-7 members with expertise in secondary education, postsecondary education, technology, workforce apprenticeships and partnerships. The Principal shall make all appointments to the Advisory Committee, which shall be for a one-year term, and which may be renewed annually. The Advisory Committee shall meet at least twice yearly.

Staff and parents of the Charter School will be encouraged to bring proposals or concerns to the attention of the Advisory Committee, which in turn may bring the matter to the District Superintendent.

BELLEVUE UNION SCHOOL DISTRICT GOVERNING BOARD

All duties and operations regarding the Charter School shall be considered a duty of the District under the governance of the District Governing Board.

The District shall have supervisory oversight of the Charter School. Such duties include, but are not limited to, review and renewal of the charter, review and approval of amendments, fiscal reporting, revocation, review of annual audits and STRS/PERS reporting.

The District shall manage all day-to-day administration of the Charter School through the Superintendent and the Charter School Principal.

SUPERINTENDENT

The Superintendent of the District shall provide direction and support to the Charter School.

PARENT AND COMMUNITY INVOLVEMENT

Parental Involvement

The Stony Point Academy operates under the premise that the teachers, parents, and students must work together as partners to create potential for a quality education. Parents are a vital part of this partnership. Throughout the school development process and beyond, the Stony Point Academy involves parents as key stakeholders in the school.

Other opportunities for parent involvement include parent-teacher conferences, report card pick up, parent night and newsletters, local field trips, and a multitude of student sponsored events each year. The Stony Point Academy will provide seminars for parents on college admissions and apprenticeship opportunities. Parents are encouraged to join the Stony Point Academy Parent Association. There may be opportunities for parents to assist in the classroom and also to obtain training on the importance and to build the ability to assist their student with the students' homework.

The Stony Point Academy parents may establish a Parent Association through which they participate in regular meetings to plan and implement special events for students and families. This may include campus beautification projects, raising money for extra-curricular activities, 8th and 12th grade Promotion Banquets, or special events. Parents will be the primary drivers of the Parent Association. The Principal will meet regularly with the Parent Association leadership team to assist with any projects and to ensure alignment between school and projects; however, the Principal may not take a lead on any projects or events run by the Parent Association.

Community Involvement

Building strong links with the local community is critically important to Stony Point Academy's success. The school partners with individuals and organizations in the community that complement the school's mission. Future outreach efforts may include working with community organizations such as the Boys and Girls Club, YMCA, Girls for Change, Teach For America and other community organizations and businesses in neighborhoods in which most of our students live and where the school is located.

The Stony Point Academy may create opportunities to involve members of the community in supporting the school. The school's volunteer program may be composed of community members, business community representatives, college students, middle school students, and parents. Volunteers may perform duties that include small group tutorials, office assistance, career days, and hosting job shadowing visits.

The school's health curriculum includes various community-based organizations that help students understand nutrition, hygiene, drug and alcohol abuse, and family crisis management. The Charter School strives to foster a supportive family environment inside the classroom and throughout school and community so that students have and develop pride in themselves, their school, their family, their heritage, and their community.

CHARTER SCHOOL FUNDING

The Charter School shall be funded according to the state and federal funding formulas. The District will be responsible for all fiscal responsibilities of the Charter School, including but not limited to purchasing, payroll, and fiscal reporting in the same manner as the other schools in the District. Any grants received by the Charter School shall be managed by the District.

ELEMENT E (5)

EMPLOYEE QUALIFICATIONS

The qualifications to be met by individuals to be employed by the school.

- California Education Code Section 47605 (b)(5)(E)

Certification

The Stony Point Academy conforms to the legal requirement of Education Code Section 47605(l) that all core, college preparatory charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or certification equivalent to that which a teacher in a public school would be required to hold. The Stony Point Academy employs core teachers who are highly qualified and fully compliant with No Child Left Behind requirements. Certified teachers are responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

The Principal, together with the District Human Resources team, will monitor credentials and ensure that necessary documentation is on file. The Stony Point Academy also employs non-certificated instructional support staff at school as appropriate. Instructional support staff does not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. A valid and appropriate teaching credential is the minimum qualification that core teachers must meet in order to work at the Stony Point Academy.

Commitment

All prospective staff must show a strong desire to teach an academically rigorous curriculum, commit to maximizing the instructional time within the school day, and continue their professional development during the school's professional development days. Staff must also meet any additional guidelines and standards set by the Stony Point Academy.

All of the Stony Point Academy faculty will commit to:

- Abide by federal, state, and local laws.
- Maintain a professional relationship with all students and a high level of professional conduct.
- Refrain from the abuse of alcohol or drugs during the course of professional practice.
- Exemplify honor and integrity in the course of professional practice, particularly in use of public funds and property.
- Comply with state, federal, and local laws regarding the confidentiality of student records.
- Fulfill the terms and obligations detailed in the Stony Point Academy's charter.
- File necessary reports of child abuse.
- Adhere to the Stony Point Academy's Commitment to Excellence.

Hiring

The Stony Point Academy recruits employees through various channels as designated by the BUSD Human Resources department and Board Policy. The interview process complies with all state and federal requirements. The Principal will be solely responsible for hiring teachers and all other employees. The principal may include additional members in the hiring process at his/her discretion.

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well as a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization. For medical safety, all staff must have a medical clearance including proof of medical examination and a Mantoux tuberculosis (TB) test.

Compensation

Principal

The Principal is the leader of the Stony Point Academy. The Principal is responsible for the implementation of all aspects of this charter, and for the day-to-day operations and management of the school. The Principal shall be compensated according to the District certificated administrative salary schedule.

Teachers

Excellent teachers are the core element of the Stony Point Academy. Certificated staff shall be compensated according to the District certificated employee salary schedule.

It is the belief of Stony Point Academy that teachers are and should be treated as professionals, and as such, are not hourly employees. Teachers are exempt from overtime.

Support Staff

A well-functioning school depends upon excellent support staff. Clear expectations for work performance will be given to each support staff member by the Principal. Compensation will be determined by the District classified employee salary schedule.

Evaluation

All employees will be evaluated by their supervisor according to District policies. The Principal shall be evaluated by the Superintendent. The evaluation tool and procedures shall be used as delineated in the collective bargaining agreements for certificated and classified associations.

ELEMENT F (6)

HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237.

- California Education Code Section 47605 (b)(5)(F)

In order to provide safety for all students and staff, the Stony Point Academy will implement District policies and procedures required to ensure health and safety of all students and staff. These practices are consistent with safety procedures and risk management policies coordinated with insurance carriers and risk management experts.

The following is a summary of the health and safety policies to be implemented at school.

Employees

The Stony Point Academy complies with all provisions and procedures of Education Code Sections 44237 and 45125.1, including the requirement that contractors and employees (as a condition of employment for each new employee not possessing a valid California Teaching Credential) must submit two sets of fingerprints to the California Department of Justice for purpose of obtaining a criminal record summary. All employees of the Stony Point Academy are fingerprinted upon employment. The Human Resources staff at BUSD shall monitor compliance with this policy and report to the Stony Point Academy Board of Directors on a regular basis. Volunteers shall be fingerprinted and receive background clearance prior to volunteering.

The Stony Point Academy will comply with the requirement that all students and staff provide records documenting immunizations to same extent that this is required for non-charter public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. The Stony Point Academy shall provide for the screening of students' vision, hearing, and scoliosis to the same extent that is required for non-charter public schools in accordance with Education Code Section 49450, *et seq.*, as applicable to grade levels served by the school.

The Stony Point Academy will adhere to Education Code Section 49423 regarding administration of medication in school. The Stony Point Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

As stated in Element E (Employee Qualifications), all faculty and staff undergo a criminal background check and fingerprinting to be conducted by Department of Justice and FBI, as well as a child abuse registry check. Applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization, and to follow all mandated child abuse reporting laws. Faculty and

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

The Stony Point Academy 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, disability, or any of the characteristics listed in Education Code Section 220.

Safety Plan

The Stony Point Academy shall adhere to a safety plan, as outlined in the School Safety Plan, which shall be drafted specifically to meet the needs of school site in conjunction with law enforcement and Fire Marshall. The safety plan will include a comprehensive set of health, safety and risk management policies that will address, at a minimum, policies and procedures for responses to disasters and emergencies, including fires and earthquakes; policies relating to administration of prescription drugs and or medicines; blood borne pathogens, and a policy establishing school as a drug, alcohol and tobacco free workplace.

Facility Safety

The Stony Point Academy shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with California Building Standards Code.

ELEMENT G (7)
MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE BELLEVUE UNION SCHOOL DISTRICT

The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

- California Education Code Section 47605 (b)(5)(G)

The Stony Point Academy strives to achieve a racial and ethnic balance amongst its student population that is reflective of population of the territorial jurisdiction of the District. First, The Academy shall implement a student recruitment strategy aimed at attracting a broad base of students and second, the Stony Point Academy will provide services for students that will serve and attract a broad base of students.

As such, the Stony Point Academy implements a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process within the Bellevue Union School District.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in the District to reach prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

ELEMENT H (8)

ADMISSION REQUIREMENTS

Admission requirements, if applicable.

- California Education Code Section 47605 (b)(5)(H)

The District Board shall have the sole authority to determine the capacity of the Stony Point Academy. The determination of school capacity shall be based on the School's academic program, the School's fiscal viability, the educational needs of currently enrolled students, the capacity of the School site, and the level of interest shown by students who want to attend the School.

There shall be no test or evaluation required of any applicant. The Stony Point Academy shall not charge an application fee nor shall it charge tuition. The Stony Point Academy shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of any characteristic described in Education Code Section 220.

The Stony Point Academy shall admit and enroll all students through 7th grade who complete an application on time and who wish to attend provided that the School's capacity is not exceeded. Students entering 7th grade will be limited to enrollment only at the beginning of the school year. In order to achieve the Charter's goals, the yearly attrition of students will be absorbed, and new students will not be admitted after 7th grade. The yearly attrition is estimated to be 10% annually.

Prospective 7th grade students and their parents will be asked to demonstrate their understanding of and their interest in attending the Stony Point Academy by attending an informational meeting and signing the school's Commitment to Excellence form. This is based on the commitment agreement developed by the KIPP Charter Schools. It specifies that the student, parents, and teachers all have the *desire, discipline and dedication* to do everything in their power to support the student's education.

Should more students wish to enroll than the Stony Point Academy capacity allows, the charter school will hold a public random drawing in stages, according to enrollment preferences as follows:

1. Siblings of students currently enrolled in the Stony Point Academy,
2. Students currently enrolled in the District,
3. Children of staff members of the Stony Point Academy,
4. Children of staff members of the District,
5. Students who reside within the District, and
6. All other applicants.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waitlist according to their draw in the lottery. This waitlist will allow students the option of enrollment in case of an opening during the current school year. In no circumstance will the waitlist carry over to the following school year.

Lottery rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the school's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The lottery drawing will be selected for a date and time such that interested parties will be able to attend.

ELEMENT I (9)

FINANCIAL AND PROGRAMMATIC AUDIT

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

- California Education Code Section 47605 (b)(5)(I)

FISCAL AUDIT

An annual independent financial audit of the books and records of the Stony Point Academy will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the school will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures.

The Stony Point Academy will utilize the external auditors of the District for an annual independent audit of the school's financial affairs if available or shall contract for the same from a third-party provider with District approval. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of the Stony Point Academy's financial statements (including its Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and internal controls.

The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required by applicable federal law, the scope of this audit will be expanded to include any relevant items or processes identified in applicable Office of Management and Budget Circulars. The Stony Point Academy will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the client to the auditors. The school will also make available the receivable and disbursement files.

The annual audit will be completed each year and will be forwarded to the District, the State Controller, and to the California Department of Education by the 15th of December of each year.

ELEMENT J (10)

PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled.

- *California Education Code Section 47605 (b)(5)(J)*

The Stony Point Academy shall follow the Suspension and Expulsion Policies of the District in order to promote learning and protect the safety and well-being of all students at school. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The policy will serve as the Stony Point Academy's policy and procedures for student suspension and expulsion; it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School 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 Student Handbook and clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, 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 an employee, students, staff or other persons or to prevent damage to school property.

Administration of the Stony Point Academy 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 Principal's office.

Safety, order, and student discipline are fundamental to learning at the Stony Point Academy. While students need a challenging curriculum, dedicated teachers and proper materials, they must also have a secure learning environment in which they feel safe. They will adhere to the Commitment to Excellence as a guideline for in-class disciplinary action, suspension or expulsion of students. Suspended or expelled students will be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

All Stony Point Academy students will be required to wear a Stony Point Academy uniform every day. In addition to wearing the Stony Point Academy uniform, the Stony Point Academy uniform policy consists of the following regulations:

- Skirts and dresses must be worn no more than two inches above the knee
- All pants must be worn with a belt that fits around the waist
- All shirts must be tucked in

- Tattoos are not allowed
- Sleeveless or cut-off shirts, blouses, and dresses are not tolerated
- Overalls (jumpers) are not permitted
- Earrings that are larger than one inch are not allowed
- All sweatshirts must bear the logo of the Stony Point Academy
- Outer jackets may only be worn outside of the classroom

All 9th - 12th grade students at Stony Point Academy will be required adhere to the regulations above. Collared shirts must always be worn at all times during the school day. Clothes with logos or slogans (other than for Stony Point Academy) are prohibited.

In addition to the Non-Negotiable Expectations for the Stony Point Academy Students within the Commitment to Excellence, the Stony Point Academy will incorporate a code of conduct and Suspension and Expulsion Policy into its Handbook, which provides a detailed outline of expectations and prohibited conduct that could result in suspension or expulsion. A group composed of parents, teachers, the Principal and students will review these rules and procedures at least every four years.

All disciplinary actions taken by the Stony Point Academy will strictly comply with the school policies and procedures, and applicable state and federal law. The school seeks to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions.

The Charter School will exhibit a relentless effort so that all students are successful. This will include the implementation of Restorative Justice practices and trauma-informed care.

ELEMENT K (11)
RETIREMENT SYSTEM

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

The employees at the Charter School will participate in the State Teacher's Retirement System ("STRS"), the Public Employees Retirement System ("PERS") and social security in accordance with their position.

ELEMENT L (12)
ATTENDANCE ALTERNATIVES

The public school attendance alternative for pupils residing within the school district that chooses not to attend charter schools

- California Education Code Section 47605 (b) (5) (L)

No student shall be required to attend the Stony Point Academy. The parent or guardian of each pupil enrolled in the school shall be informed that the pupils have no right to admission to a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the Stony Point Academy, except to the extent that such right is extended by local education agency.

A student who chooses not to attend the Stony Point Academy, or whose conduct requires that student's involuntary transfer from school, may attend either a local public school to which s/he is assigned or chooses. K-6th students can pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT M (13)
DESCRIPTION OF EMPLOYEE RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.

- California Education Code Section 47605 (b) (5) (M)

No public school district employee shall be required to work at the Stony Point Academy. Employees of the Charter School shall be employees of the District, and shall have the transfer and reassignment rights and duties established by the applicable collective bargaining agreement of the District.

ELEMENT N (14)
DISPUTE RESOLUTION PROCESS

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

- California Education Code Section 47605 (b) (5) (N)

DISPUTES

Disputes arising from within the Stony Point Academy, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations shall be resolved pursuant to policies and processes developed by the District.

ELEMENT O (15)
LABOR RELATIONS

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.

- California Education Code Section 47605 (b) (5) (O)

The District will be the exclusive public school employer of all employees of the Stony Point Academy for collective bargaining purposes.

As appropriate, the collective bargaining agreements in the District will be amended to incorporate the secondary school components as delineated for this Charter.

ELEMENT P (16)

SCHOOL CLOSURE

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

- California Education Code Section 47605 (b) (5) (P)

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

Closure of the School will be documented by official action of the District Board. The action will identify the reason for closure and shall designate a responsible entity and the name(s) of and contact information for the person(s) to whom inquiries may be made regarding the closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The District Board will promptly notify the parents (guardians) or pupils, the County Office of Education, the SELPA, the retirement systems in which the School's employees participate and the California Department of Education of the closure and of the effective date of the closure; the name of the entity and persons designated above; the pupil's school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The District Board will provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the District Board's decision to close the School.

The District will provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated above.

The District will ensure the transfer and maintenance of all pupil records, all state assessment results, and any special education records to the custody of the responsible entity designated above, except for records and/or assessment results that the charter may require to be transferred to a different entity.

The District will ensure the transfer and maintenance of personnel records in accordance with applicable law.

As applicable, the School will provide parents, students and/or the district with all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of students records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

As soon as reasonably practical, the District will prepare final financial records. The District will also have an independent audit completed within six months after closure. This may serve as the annual audit as well. 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. The audit will include at least the following:

- (1) An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
- (2) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
- (3) An assessment of the disposition of any restricted funds received by or due to the Charter School.

The District shall return any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. The School shall return any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. On closure of the 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, shall revert to the District.