

# Crossroads Charter Academy



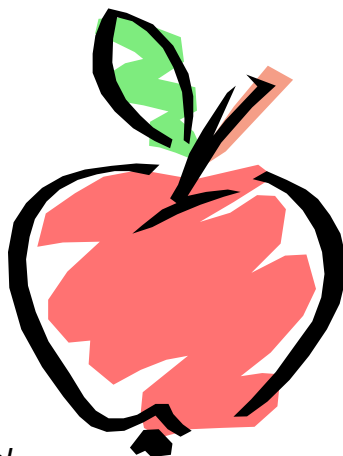
*Providing a Place for Success-  
Today and Tomorrow*

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## **Crossroads Charter Academy Core Beliefs:**

1. The school provides alternative opportunities for student success.
2. We believe that a partnership between home and school is vital to the education of a child.
3. Technology is a necessary component of all student-learning opportunities.
4. Successful students strive to be problem-solvers, critical thinkers and peacemakers.
5. Students become better citizens through successful learning experiences.
6. Academic rigor, immersed within a risk free environment, is critical to a student's future success.



**Charter**  
**Of the**  
**Crossroads Charter Academy**  
**A California Public Charter School**

**Whereas, the governing board of the Armona Union School District received a valid charter renewal petition on March 13, 2008 duly signed by authorized parents or teachers and submitted pursuant to Education Code Section 47605, and**

**Whereas, the governing board of the Armona Union School District, after holding a public hearing on March 13, 2008, and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid meritorious charter petition:**

**Resolved that the governing board of the Armona Union School District hereby approves and grants this charter petition by a vote of \_\_\_\_\_ to \_\_\_\_\_ on March 13, 2008.**

**Be it further resolved that this charter constitutes a binding contract upon the Armona Union School District and Crossroads Charter Academy.**

**Witnessed:**

**Robert Ford**

**President**

**Board of Trustees**

**Armona Union School District**

## **A. Educational Program**

The Crossroads Charter Academy (CCA) offers the learner, Kindergarten through grade 12, an educational program with an emphasis on remediation of academic deficiencies, at-risk academic and behavioral students and other student special needs through a specially designed online curriculum. Instructors will serve as facilitators of the program and will allow the students to work at an individualized pace. The CCA will serve a diverse student population, which is representative of the eight surrounding districts.

We believe that to be an educated person in the 21<sup>st</sup> century, students must have the basic skills associated with reading, writing and mathematics. It is our desire that all students meet or exceed grade level standards as outlined in the California State Content Standards in English Language Arts, Mathematics, Science and Social Science. Our thrust is to provide educational opportunities, remedial, social, and behavioral interventions to allow students to meet standards and be able to establish a strong foundation necessary for receiving a high school diploma. The academic program will be specially designed to meet the needs of low achieving Kindergarten through 12<sup>th</sup> grade at-risk students who have special needs that cannot be met in the traditional school setting.

Low student to teacher ratio, a safe and orderly academic oriented climate, a teaching staff that utilizes a variety of effective and proven teaching methodologies, strategies and support services that address the social, mental and physical needs of the students will provide an environment conducive to success. Collaboration between teachers, staff and school leaders will foster creativity in the classroom allowing students to work in an environment best suited to their needs.

We believe that the Crossroads Charter Academy will provide parents and students in the surrounding communities an opportunity beyond what is presently available, the choice to attend Crossroads Charter School as the school of their preference.

Regardless of the best bootstrap efforts of our school, communities and many organizations, far too many of our children are at-risk of educational failure. The Armona Union Elementary School District is committed to crafting a realistic and dynamic charter school. In spite of the bountiful agriculture around us, far too many of the districts' residents are trapped in poverty. Clearly, research shows that poverty negatively impacts health, safety, and the academic achievement of children.

### ***Characteristics of the communities in which the students live***

According to the 2000 Census the two largest communities in the Crossroads Charter School area are Hanford with a population of 48,665 (2006) and

Lemoore with a population of 22,916 (2006). The other school districts (Armona, Lakeside, Island, Kings River-Hardwick and Pioneer) are small rural and unincorporated populations. Farms and farm workers make up a large percentage of the inhabitants of those rural communities.

The demographics of the students we intend to serve are far less important than the academic, motivational and behavioral components of Crossroads Charter Academy; however, socioeconomics does negatively impact health, safety, and the academic achievement of children. This area of the San Joaquin Valley has one of the highest unemployment rates in California at 14% according to the Labor Force and Employment statistics from the State of California ([http://www.dof.ca.gov/HTML/FS\\_DATA/profiles/kings.xls](http://www.dof.ca.gov/HTML/FS_DATA/profiles/kings.xls)). Students who will attend Crossroads Charter School will span the economic spectrum. According to the 1990 Census, median incomes from the parents in these school communities per year range from \$19,063 to \$27,148, however, the actual range is even more dramatic. Parents and guardians of these children range from totally dependent on welfare to \$200,000 plus incomes. With surrounding districts reporting a full 61.62% of students on free and reduced lunch, it is safe to say that more than half of Crossroads Charter School students will come from low socioeconomic households.

Ethnicity in surrounding districts is also diverse. The Hispanic race ranges from 13% to 88%; White from 8% to 68%; African American from 1% to 17%; Asian from 2% to 11%; and a combination of diverse ethnicity in several schools. The number of Second Language Learners is equally diverse. They range from under 1% to 17% across all schools (See table page 3, totals).

The degree of parental education has proportionate influence on the level of a child's education. The median years of school of Kings County residents, computed on the basis of educational attainment, was 12.5 years according to the California Data Profile of Kings County ([http://www.dof.ca.gov/HTML/FS\\_DATA/profiles/kings.xls](http://www.dof.ca.gov/HTML/FS_DATA/profiles/kings.xls)). The education attainment for persons 25 years and over living in these communities is high school graduates 58%, bachelor degree or higher 5%.

### ***Modes and methods of instruction***

Our educationally disadvantaged students will become active participants in their own learning and assume responsibility for developing skills to be active citizens who advocate for themselves, their families, and their community. The district believes that all students can achieve the established goals, successfully master the curriculum and state standards when given the opportunity to experience, inquire and discover the curriculum in a variety of ways including:

- Multiage and self-contained classrooms (site based – grades K-8) with low student-teacher ratios will significantly provide an educationally powerful alternative to options currently available. It will provide an educational

setting using proven approaches, which are known to enhance academic engagement, achievement, and graduation rates; particularly for academic at-risk, low-income, minority students who have been historically ill served by the educational system.

- Independent study (K-12<sup>th</sup>) and a combination of site based and independent study in a closely monitored and supervised educational program. School to work opportunities will be provided where appropriate.

### ***Broad overall program goals***

Our charter school shall strive to:

- Provide quality and effective educational and academic leadership.
- Develop self-respect, respect for their community, respect for others, self-sufficiency, civic responsibility, respect for cultural diversity, and critical thinking in all students.
- Provide students with an educational program to attain the skills, knowledge and attitudes specific in the California State Content Standards in English-Language Arts, Mathematics, Science, and Social Science.
- Provide students with skills to meet and/or exceed grade level expectations as measured by grade level expectations and benchmarks, California State Standards tests, CELDT, and High School Exit Exam.
- Maintain a safe, orderly and efficient campus that encourages positive attitudes in all students and high moral and quality teaching from teachers.
- Embrace high expectations for all staff members, students and parents.
- Provide frequent and relevant evaluations of student performance, instructional quality and the overall effectiveness of our educational program.
- Focus on individual student achievement.
- Provide a variety of classroom/educational settings and instructional styles that have been shown to be effective (research based).
- Encourage all students to achieve academic proficiency in essential areas of skills and knowledge.
- Advocate that all students meet or exceed grade level standards as well as identify and provide intervention for students not succeeding, as early as possible.
- Identify and respond to the individual needs of all students, each of whom is a unique human being who can ultimately become a responsible and contributing member of society.
- Involve parents/guardians, staff and community members in a broad range of activities, recognizing the vital role of parental attitudes and values in education.

### ***Educational objectives that will be accomplished through the school***

The CCA will work diligently to:

- Offer a challenging curriculum that will enable students to make connections with curriculum, community and their personal life.

- Use technology as a tool to enhance the learning process.
- Teach students how to communicate effectively in both written and verbal form.
- Have students participate in service-learning with an emphasis on community awareness and civic awareness, promoting social and ethical development.
- Prepare students to meet or exceed state standards and high school exit exam by demonstration of knowledge
- Focus on teaching, learning and organization of time.
- Enable pupils to become self-motivated, competent, and lifelong learners.

### **Expected School-wide Learning Results**

Through mastery of District and State Content Standards, Crossroads Charter Academy will prepare all students to:

#### **Be Critical and Creative Thinkers**

- Identify, locate, acquire, organize, comprehend and use information or data.
- Apply, analyze, synthesize, and evaluate information.
- Apply acquired skills to solve complex problems.
- Use methods, concepts and theories in new situations.
- Generalize from given facts, predict outcomes, and draw conclusions.
- Compare and discriminate between ideas and make choices based on a reasoned argument.
- Demonstrate an appreciation of originality and aesthetics.

#### **Be Effective Workers**

- Use independent learning strategies and skills to complete assignments.
- Demonstrate a strong work ethic by completing assignments and tasks as assigned.
- Use time management skills to develop timelines and meet established deadlines.
- Use teamwork and leadership skills to work cooperatively in groups.
- Demonstrate the ability to use appropriate strategies to resolve differences and conflicts.

#### **Be Effective Communicators**

- Use basic communication skills: reading, writing, speaking, listening to effectively communicate and understand information, ideas and feelings.
- Demonstrate effective interpersonal communication skills including an understanding and appreciation of audience, context, and cultural differences.
- Follow verbal and written instructions.

#### **Demonstrate Essential Technological Skills**

- Use current technology including Internet, e-mail communication, word processing programs, Power Point presentations, and other applications to access, process, communicate, store, and present information.
- Demonstrate an understanding of legal and ethical issues involving Internet computer use.
- Recognize the increasing need for technology skills as students pursue career pathways.

#### **Be Community Contributors**

- Demonstrate civic, social, and environmental responsibility by performing public service, volunteering and being informed about civic issues.
- Participate actively as citizens in the American democratic system by registering to vote, participating in elections, paying taxes, registering for the Selective Service system, serving as a juror and fulfilling other civic responsibilities.

**Special Education Student/Section 504/ADA:**

The Charter Academy shall comply with the IDEA, Section 504 and the ADA. The Armona Union Elementary School District shall be solely responsible for compliance with Section 504 and the ADA. With regard to serving special education students, Armona Union Elementary School District Crossroads Charter Academy shall be considered a public school of the Local Educational Agency (“LEA”) that granted the charter pursuant to Education Code Section 47641 and shall work jointly with the District to ensure full compliance with the IDEA. The Charter Academy shall seek out an agreement with the District regarding the flow of special education services to Charter Academy students in accordance with Education Code Section 47646. In accordance with Education Code Section 51745(c), no student with special needs shall be allowed to participate in independent study unless it is written into his or her Individual Educational Plan.

**Summary of what the charter hopes to achieve and how it will better serve students than what is available currently**

We believe that student learning and academic success can best begin and endure when the school environment is small and based on the educational, emotional and social needs of the at-risk student and/or students not demonstrating academic success in their current school environment and/or students not suited to a traditional school structure.

The proposed charter school will significantly expand the options available to Kings County students. It will provide an educationally powerful alternative to the existing elementary, middle and high school students, using proven approaches which are known to enhance academic engagement, achievement and graduation rates.

The CCA mission acknowledges that the school’s responsibility is to go beyond the academic curriculum. Success at CCA includes academic content, critical processes, vocational development and social and emotional development.

**B. Measurable Pupil Outcomes**

Students of Crossroads Charter School will demonstrate the following skills upon graduation:

**1. Core Academic Skills. Appropriate age or grade-level mastery of:**

- **Social Studies:** *Students will understand the implications of current events to their lives and their community; make connections between history and current events; analyze past and present events from multiple perspectives; critique what is presented as history; utilize history as a decision-making tool; use knowledge of*

*geography to make historical, political, and cultural connections; engage in activities that will increase physical and mental stamina; participate in habits that promote personal, social, emotional and physical wellness; and plan and execute outdoor exhibitions to surrounding environments.*

- **Mathematics:** *Students will understand and apply mathematical processes and concepts; articulate mathematical logic and processes in problem solving; organize and present data; analyze and critique data; and use data to make decisions.*

- **Language Arts:**

*-Reading: Students will develop multiple strategies for developing an understanding of texts and will make personal connections to events/themes in literature, music, newspapers and other written materials.*

*-Written Expression: Students will write for a variety of audiences and use written work effectively as a means for personal expression and communication.*

*-Oral Communication: Students will build on others' ideas and thought to advance collective understanding and will articulate information clearly and efficiently using a variety of mediums.*

- **Science:** *Students will understand the use of the scientific process in problem solving and will integrate physical, earth, and life sciences into the understanding of natural phenomena. This includes the ability to hypothesize, evaluate data, and define and solve problems through observation, analysis, construction, testing and communication of findings using appropriate methods, materials and tools of technology*
- **Technology:** *Students will demonstrate skills from a variety of technological sources for the purposes of research, analysis, communication, organization and self-expression*
- **Art:** *Students will exhibit creative expression through various art forms such as music, visual/studio arts, drama, and dance by recognizing and applying the relationship between the arts and society and the connection to one's own culture*
- **Health/Physical Fitness:** *Students will recognize and pursue healthy habits of fitness, hygiene and safety and will develop*

*physical fitness skills through regular participation in individual and team activities*

2. **Life-Long Learning Skills.** Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including
  - **Study skills and habits:** *Students will become proficient in note taking, library research, and study skills. They will be able to plan, initiate, and complete a project. Students will reflect on and evaluate personal learning progress and goals*
3. **Social/Interpersonal Skills.** Students will demonstrate:
  - **Strong citizenship and leadership skills:** *Students will plan and implement a project in service to the school and greater community.*
  - **Conflict resolution:** *Students will have the ability to engage in responsible, compassionate peer relationships by participating in conflict resolution training.*
  - **Cooperative groups:** *Students will be able to collaborate and work effectively with others.*
4. **Life skills.** Students will develop skills necessary for a healthy adult life, including: Personal financial management skills, job readiness and career development skills, and higher education continuance skills.

These student exit outcomes will be further subdivided into a list of specific "classroom-level" skills required in each of the above areas at different grade and skill levels. These specific grade and skill-level standards will incorporate those included in (the Armona Unified School District standards), the California state content and performance standards, and the Education Round Table's math and language arts standards. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of "benchmark" performances at various points throughout their experience at the Crossroads Charter School. These benchmark and classroom-level skills will be developed prior to the school commencing instructional operations.

In order to best serve our students and community, the Crossroads Charter 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 Crossroads Charter School will submit to the district board at any time prior to expiration a description of any changes to the above student outcomes as an amendment of the charter. The district board agrees to

hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).

At least 75% of all Crossroads students enrolled in the program for at least one semester will show appropriate academic growth in core subjects based on: Performance standards and assessments, students with special needs or limited English proficiency will have adapted assessments as directed by their Individualized Education Plans or English proficiency levels.

**5. Non-Academic Goals:** Our primary non-academic goal is to develop those qualities of mind and character that will help our students develop into active, thoughtful, and responsible citizens. Our choice of materials and approach are designed to communicate and build commonly shared Character Counts values such as trustworthiness, respect, responsibility, fairness, caring, citizenship, and appreciation of the work ethic. While children are learning the basics of computation, decoding, and analysis, they will also be wrestling with moral dilemmas, writing about courage and justice, and learning about times when history was shaped by moral surrender and heroic deeds.

- **Students will be responsible for the improvement of their school and local community:**

- *Students will participate in school activities and events (whether electronically or physically).*
- *Students will exercise a voice in school affairs and will work to improve the educational and social life of their school.*
- *Students will be encouraged to volunteer in their communities on various school-related or civic projects.*
- *Students will learn about individuals who have contributed their talents and efforts to improve our country and our world.*

- **Students will develop important personal traits such as trustworthiness, respect, responsibility, fairness, caring, and citizenship:**

- *Students will take responsibility for their actions and will be asked and encouraged to learn from their mistakes.*
- *Students will demonstrate an ability to work in teams and will work toward personal, team, and school goals.*

- *Students will understand and be able to explain the value of our country's vibrant diversity and common civic heritage.*
- *Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups.*
- **Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs:**
  - *Students will learn to work effectively with technology and become proficient users of software, e-mail, and the Internet.*
  - *Students will develop an understanding of the dynamics and importance of entrepreneurship.*
  - *Students will learn to collaborate effectively with other students.*
  - *Students will be expected to meet deadlines and make clear and compelling multimedia presentations.*
- **Students will rise to meet high expectations of behavior and performance:**
  - *Students will be expected to give their best effort in their schoolwork and their active participation in school events.*
  - *Students will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules.*
  - *Students will learn to interact maturely with peers and adults.*
  - *Students will conduct themselves with integrity at all times.*
- **Students will learn habits of healthy living:**
  - *Students will attend to their social, emotional, and physical well-being.*
  - *Students will learn to balance school responsibilities (on- and off-line) with the other demands of their lives (personal, family, social, athletic, artistic).*
  - *Students will engage in social activities and school events to enrich their academic work with real-world experiences.*

### **C. Methods to Assess Pupil Progress towards Meeting Outcomes**

#### ***Plans for a comprehensive student assessment program with the school's educational mission and student outcomes:***

In addition to traditional tests, state standardized tests (CELDT, CAT, CST Assessment of Applied Academic Skills), the school may also use alternative assessments, including portfolios and public exhibitions. Students are expected to demonstrate competence in both academic and citizenship skills as they progress towards graduation.

In 2007-08 Crossroads will implement NorthWest Evaluation Association which will:

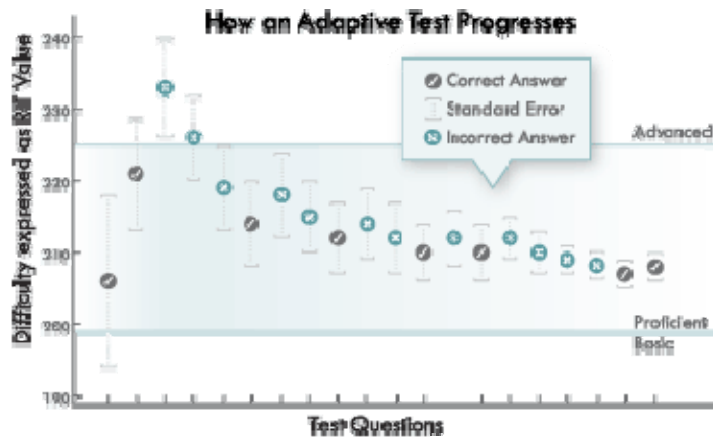
Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

NWEA believes in an assessment that:

- Gives a child the chance for success.
- Students find engaging.
- Respects classroom time.
- Provides useful information.

MAP tests provide highly accurate results that can be used to:

- Identify the skills and concepts individual students have learned.
- Diagnose instructional needs.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Place new students into appropriate instructional programs.



Test items dynamically adjust to a student's performance level, and as a result, test scores are more accurate.

The assessment itself is unique in that it adapts to the student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, the results educators receive have practical application to teaching and learning.

In addition, Crossroads Charter Academy will conduct regular weekly reporting in the form of a parent, teacher, and student conference that provides information on student performance and meeting of benchmark and grade level standards. Teachers will be responsible for assessing student progress and providing regular feedback to students outside of the conference.

***Plan for student interaction with teachers***

The CCA is intended to be a school of choice where students, parents, teachers and other staff work together to create a caring, nurturing environment. Small class size and individual parent meetings, will provide an educational setting where close interaction and positive and rewarding interpersonal relationships can flourish. Hiring a qualified, motivated and creative staff, in addition to providing professional development on communication skills, positive self-esteem development and interactive skills, will promote self and mutual respect throughout the school.

All Crossroads Charter Academy students participate in 5 hours of community service per semester to earn .5 units/credits each semester.

All Crossroads Charter Academy students will demonstrate "academic mastery" in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, "mastery" will be defined as scoring 75% or above on grade level appropriate curriculum and grades of C or better on all year-end academic portfolios and exhibitions. Portfolios and exhibitions will be assessed according to school wide rubrics with input from teachers across all content areas

and outside community members. "Mastery" for special needs and LEP students will be defined appropriately according to their Individualized Education Plans and English proficiency levels.

#### **D. Governance Structure of School**

The Armona Union Board of Trustees is the governing board for Crossroads Charter Academy. The governing board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget and overseeing the school's fiscal affairs, selecting and evaluating the top administrative staff, and other duties as dictated by the Armona Union Elementary School District Board policies. One representative of the governing board of the Armona Union Elementary School District will serve on the school's Advisory Council as an "ex-officio" member and will be responsible for facilitating communications and mutual understanding between the charter school and district.

The Crossroads Charter School will form a five member Advisory Council to the Armona Union Board of Trustees. The council will include three parents a district administrator, a teacher, and an "ex-officio" school board member. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies. The school will maintain in effect general liability and board errors and omissions insurance policies.

The Crossroads Charter Academy Advisory Council will act as an advisory board to the Armona Union Elementary School District Board of Trustees. The day-to-day operations will be the responsibility of the administrator in charge of Crossroads Charter Academy. The Advisory Council will also be responsible for: providing input for charter accountability and modifications, assisting with the budget development, addressing program concerns regarding effective procedures and regulations and evaluation of the effectiveness of the charter school.

The Crossroads Charter Academy 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.

#### **E. Employee Qualifications**

The Crossroads Charter School will retain or employ teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies.

The Crossroads Charter Academy may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will 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. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

#### **F. Health and Safety Procedures**

Prior to commencing instruction, the Crossroads Charter Academy will adopt and implement a comprehensive set of health, safety, and risk management policies (This is covered by current AUESD Board policy and CCA student handbook).

These policies at a minimum will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Policies relating to preventing contact with blood-borne pathogens.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237.

These policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies.

#### **G. Means to Achieve Racial/Ethnic Balance Reflective of District**

The Crossroads Charter Academy will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to 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. 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.
- Outreach meetings in several areas of the district to reach prospective students and parents.

**H. Admission Requirements**

The Crossroads Charter Academy will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Admission to the school shall be open to any resident of Kings County and any contingent county. Prospective students and their parents or guardians will be briefed regarding the school's instructional and operational philosophy and will be given a copy or summary of the school's student-related policies at the orientation prior to a student being officially enrolled. Students and parents must agree to the school's behavior and academic policies and procedures for enrollment.

**3-Strikes (Warnings) Discipline Policy**

Crossroads Charter Academy has a 3-strikes-warning discipline/drop policy. A warning will be issued each time a student/parent violates the Independent Study Master Agreement (ISMA) and or any of the following:

Missed Meeting/Conference	Warning
Missing Completed Assignments	Warning
Underperformance (Assignments scoring below 75%)	Warning
Plagiarism/Cheating	Warning
Internet Agreement Violation	Warning
Disruptive Behavior at Learning Centers	Warning/Loss of learning center privileges
Gang signs/writing or references	Warning/Possible withdrawal from program

Non-participation in the State mandated standardized testing	Warning/Possible withdrawal from program
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On the 3<sup>rd</sup> warning the student will be dropped from the Crossroads Charter Academy.

**Re-admission policy**

- *Students that are dropped from Crossroads Charter Academy for not fulfilling student/parent compact and ISMA issues will not be allowed to re-enroll in Crossroads again until the student has completed one full semester at an accredited school and has been successful in gaining credits toward graduation requirements.*

***Attendance Policy***

Students who are enrolled in the Armona Union Elementary School District at the time the District Charter is adopted have preference to attend Crossroads Charter Academy regardless of their place of residence.

Siblings who are enrolled in the Armona Union Elementary School District at the time the District Charter is adopted may also attend on the same basis as in the preceding paragraph, so long as the attending student is enrolled at the time the sibling applies for enrollment. If there is a break in enrollment, the siblings lose the preferential attendance status accorded to historical district residents.

Students who reside within the historical Armona Union Elementary School District boundaries and begin attending Armona District schools after the Charter is adopted shall have preference to attend Crossroads Charter Academy only so long as they continue to reside in the District's historical attendance area. Students who cease to reside within the District's historical attendance area will lose their preferential attendance status. They may, however, apply for and be admitted through the lottery process.

The purpose of this policy is to protect the preferential rights of current residents of the historical District in an era of growth in student population and limited capacity to serve that population.

Except as provided in this policy and District Regulation, attendance in Armona Union Elementary District schools will not be based upon the residence of the pupil or the pupil's family or guardian. However, if the number of pupils who wish to attend a District school will exceed the school's enrollment capacity, the District may limit attendance.

In the first year of operation, Crossroads Charter School will serve students in grades 3 – 6. The following year the school will expand to 4 – 8. After the third year of operation, Crossroads Charter School will be at K – 12.

District capacity is established by the governing board and is currently as set forth in schedule "A". Enrollment may be limited when the number of existing pupils exceeds 85% for grades 4 - 8 and 80% for grades K – 3 of District capacity in any grade or class. Selection of pupils will be determined by random lottery, if necessary, after accommodating pupils who reside within the District's historical residence boundaries. The District's governing board may grant other preferences that are consistent with the Charter School Law of 1989, as amended.

Notwithstanding any other paragraph of this section it is the policy of the Board to allow the dependent children of employees to attend Crossroads Charter Academy. It is understood, however, that residents of the historic attendance area will not be displaced by this policy.

### **I. Financial (and Programmatic) Audit**

The Armona Union Elementary School District contracts with an independent auditor each year. Crossroads Charter Academy is a part of that audit. independent auditor and the completion of an annual audit of the school's

The Crossroads Charter Academy will compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element B from assessment instruments and techniques listed in Element C.
- An analysis of whether student performance is meeting the goals specified in Element B. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- Data regarding the number of staff working at the school and their qualifications.
- Information demonstrating whether the school implemented the means listed in charter Element G to achieve a racially and ethnically balanced student population.
- An overview of the school's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

The charter school and charter-granting agency will jointly develop the content, evaluation criteria, timelines, and process for the annual performance reports. The school and granting agency will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

#### **J. Pupil Suspension and Expulsion**

The Crossroads Charter School will develop and maintain a comprehensive set of student discipline policies. These policies will be printed and distributed as part of the school's student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. Any student who engages in repeated violations of the school's behavioral or academic expectations will be required to attend a meeting with the school's staff and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. The school director may, pursuant to the school's adopted policies, discipline, and ultimately suspend or expel students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the school's governing board upon recommendation of the director. The school's policies will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs. The school will notify the district of any expulsions and will include suspension and expulsion data in its annual performance report.

#### **K. Retirement System**

Certificated staff at the Crossroads Charter Academy will participate in the State Teachers Retirement System (STRS) and classified staff who work more than four hours per day will participate in the Public Employees Retirement System (PERS). The school shall pay the district a reasonable fee for the provision of such services.

#### **L. Attendance Alternatives**

Students who opt not to attend the charter school may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

#### **M. Description of Employees Rights**

Armona Union Elementary School District certificated staff who have left permanent status employment in the district to work at the Crossroads Charter Academy shall have the right to return to a comparable position in the district as

they occur and during their tenure at the Crossroads. Such staff shall also continue to earn service credit in the district.

## **N. Dispute Resolution Process, Oversight, Reporting, and Renewal**

### Intent:

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the district, (3) ensure a fair and timely resolution to disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

### Public Comments:

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

### Disputes Arising from within the School

Disputes arising from within the School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and advisory board members of the school, shall be resolved pursuant to policies and processes developed by the District.

The district shall not intervene in any such internal disputes without the consent of the advisory board of the school and shall refer any complaints or reports regarding such disputes to the principal of the school for resolution pursuant to the district's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the advisory board of the school has requested the district to intervene in the dispute.

### Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency has disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the grantor, the staff and governing board members of the school and district agree to first frame the issue in written format and refer the issue to the superintendent of the district and Principal of the school. In the event that the grantor believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The director and superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall deliver to the AUESD Governing

Board a written statement of their dispute which will then be decided by the AUESD Governing Board.

#### Oversight, Reporting, Revocation, and Renewal

The Armona Union Elementary School District may inspect or observe any part of the school at any time

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

The Armona Union Elementary School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report as specified in Element I. Within two months of the receipt of this annual review, the charter-granting agency must notify the advisory board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. This annual notification will include the specific reasons for the charter-granting agency's conclusions. If, in its review of the school's annual report, the charter-granting agency determines that the school is making satisfactory progress toward its goals, this charter, and any mutually agreeable amendments, is renewed for a term of no less than five years.

#### **O. Labor Relations**

The Armona Union Elementary School District shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Education Employment Relations Act.

#### **Optional Miscellaneous Clauses**

- Term of the Charter  
*The term of this charter shall begin on July 1, 2008 and expire 5 years thereafter.*
- Amendments  
*Any amendments to this charter shall be made by the mutual agreement of the and the advisory board of the charter school and the charter-granting agency, Armona Union Elementary School District Board of Trustees.. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.*
- Severability  
*The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect,*

*unless mutually agreed otherwise by the Armona Union Elementary School District and advisory board of the Charter School. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.*

- **Communications**

*All official communications between the Crossroads Charter Academy and Armona Union School District charter-granting agency will be sent via First Class Mail or other appropriate means to the following addresses:*

Armona Union Elementary School District	Crossroads Charter Academy
P.O. Box 368	P.O. Box 368
Armona, CA 93202	Armona, CA 93202