

Newcastle Elementary School District

Newcastle Charter School Amended Charter

Initial Approval: May 19, 2005

5-Year Renewal Granted: February 21, 2007

Amended (Focus on 21st Century Skills and Project-Based Instruction): May 19, 2010

Amended (Added Independent Study/Home School curriculum): December 15, 2010

Submitted to the Board of Trustees on January 11, 2012

Requesting 5-Year Renewal

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**Charter of the
Newcastle Elementary School District
The Charter Schools Act of 1992
A California Public Elementary Charter School**

The Charter Schools Act of 1992 states that:

It is the intent of the Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

- *California Education Code Section 47601(a)-(g)*

As detailed in this Charter, Newcastle Charter School will make important contributions to the legislative goals outlined above. By granting this Charter, Newcastle Elementary School District will help fulfill the intent of the Charter Schools Act while providing students with an additional quality 21st Century focused public school educational option.

The Charter Schools Act (or Act) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

Legal Affirmations and Assurances

As the authorized lead petitioner, I, Kathleen Daugherty, hereby certify that the information submitted in this charter revision for Newcastle Charter School , a school in good standing with the County of Placer and the State of California is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School :

- ◆ Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code 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)(i)]
- ◆ Shall be non-sectarian in its program, admissions policies, employment practices and all other operations. Shall adhere to applicable state and federal employment laws [Ref. Education Code 47605(d)(1)]
- ◆ Shall not charge tuition [Ref. 47605(d)(1)]
- ◆ Shall admit all students who wish to attend the Newcastle Charter School. Admission to the Charter School shall initially be given to district residents and thereafter shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian. However, if the number of students who wish to attend the charter school exceeds the School's capacity in any given grade, attendance except for existing students of the school, shall be determined by a public random drawing. If a drawing is necessary, preference will be given to siblings of students currently attending NCS or residing within the and as approved within this charter in accordance with 47605(d)(2)(b) and 47605.3. [Ref. Education Code 47605(d)(2)(A)-(B)]
- ◆ Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code 47605(d)(1)]
- ◆ Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004
- ◆ Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations 11967.5.1(f)(5)(c)]
- ◆ Shall ensure that all certificated teaching staff in the Charter School hold a certificate from the California Commission on Teacher Credentialing, permit, or other documents equivalent to that which a teacher in other public schools are required to hold and shall have achieved the status of Highly Qualified. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code 47605(l)]
- ◆ Shall at all times maintain all necessary and appropriate insurance coverage
- ◆ If a pupil leaves the Newcastle Charter School without graduating or completing the school year for any reason, Newcastle Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code 47605(d)(3)]

- ◆ Will follow any and all other federal, state and local laws and regulations that apply to the Newcastle Charter School including but not limited to:
 - Newcastle Charter School shall maintain accurate and contemporaneous written and/or digital records that document all pupils' attendance and make these records available for audit and inspection
 - Newcastle Charter School shall comply with any jurisdictional limitations to the locations of its facilities
 - Newcastle Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment
 - Newcastle Charter School shall comply with all applicable portions of the No Child Left Behind Act and if applicable Race to the Top (RTTT)
 - Newcastle Charter School Site Council shall comply with the Brown Act and the Public Records Act
 - Newcastle Charter School shall comply with the Family Educational Rights and Privacy Act (FERPA)
 - Newcastle Charter School shall meet or exceed the legally required minimum of school days

**Kathleen Daugherty, Superintendent/Principal
Newcastle Elementary School District
Principal of NES and NCS**

I. Introduction

This proposal modifies and updates an existing charter school called Newcastle Charter School (“Charter School” or “NCS”). Newcastle Charter School seeks to operate as a K-8 Classroom/SITE-based school and a K-12 Independent Study /Home School Charter School of the Newcastle Elementary School District. The need to offer an alternative high-quality educational choice is vitally important in the Newcastle area. Newcastle Elementary School (“NESD”), currently operates only one site with classroom based instruction and one site for a hybrid model for all families in the Newcastle area. Although these are excellent programs, one of which currently enjoys the status of a California Distinguished School, they do not meet the needs of all students and families. As a result, the need to open an alternative program in the Newcastle community has become imperative. The ability of Newcastle Charter School to offer a variety of unique and personalized services to its students within a framework of high academic standards will ensure that the school is locally supported especially by parents of students in K-12 who choose to have a more individualized independent study model utilizing current and future technology and geared to the 21st Century Skills. Newcastle Charter School will provide high quality educational instruction and guidance, curricular support and access to technology and virtual instruction in partnership with selected resource equipment and materials including Apple computers to ensure that students progress toward achievement of the school-wide and student-level outcomes as laid out in this charter document.

The Charter School is located in the Newcastle Elementary School District (“School District” or “NESD”) with support services designated and delineated through a mutually agreed upon Memorandum of Understanding (“MOU”). NCS will provide a voluntary public educational choice classroom-based program for parents with students in grades K-8 who choose to provide their children with a standards-

based education in the Newcastle Elementary School (an alternative learning environment for some) with a focus on the 21st Century Skills as outline and defined within the 21st Century Skills Framework, with special emphasis in fine arts in grades K-5 and multi-media, literacy and technology in grades 6-8. and an Independent Study/Home School program for parents of students in grades K-12 who choose to have a more individualized program utilizing current and future technology and virtual instruction geared to the 21st century skills within an Independent Study/Home School program

The Charter School, when fully implemented will provide high quality educational instruction and guidance, curricular support and selected resources materials to strive to ensure that students make appropriate progress toward the school-wide and student-level outcomes of the California Standards and 21st Century Skills Framework as specifically addressed in this charter petition.

The Charter School's objective is to provide a vehicle for the delivery of the Newcastle Elementary School District's academically rigorous and challenging educational experiences to students whose families have chosen to have their children master the skills, knowledge and expertise students need to succeed in work and life in the 21st century, within the Newcastle Elementary School District, and to prepare all students enrolled in NCS to excel in the information-based, technologically advanced society of the 21st century when fully implemented. The marriage of problem-based learning, student teamwork, and technology is a highly productive way for students to connect with their school and be well prepared for a multitude of post-secondary job and educational opportunities. This is best achieved when the core curriculum is integrated and standards-based; current technology is used as an integral tool in the learning process; students work individually or in small groups on authentic projects; and strategies are employed to encourage students to become life-long learners as well as responsible, competent, and self-motivated citizens with a strong sense of community. Additionally, an "educated person" in the 21st century is able to find appropriate information, synthesize, evaluate, and analyze that information for relevancy and accuracy, and report that information to a variety of audiences across a range of formats while working meaningfully with their peers.

Newcastle Charter School will offer an additional educational opportunity and choice for students and families in the Newcastle and surrounding area by providing a school that:

- ◆ Is open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements and honors the uniqueness of each individual, seeking students from diverse backgrounds in order to build a strong, inclusive community and prepare all students for lives in a multicultural society
- ◆ Offers a classroom/SITE-based K-8 program which is a rigorous and standards-based academic curriculum for all its students with Inquiry (Projects-Based) learning, differentiated curriculum promoting: original and creative outcomes, effective sequencing of tasks and time management, increased ability to collaborate, student involvement in decision-making

- ◆ Offers Independent Study/Home School through individualized instruction and personal computing; technology and virtual instruction combined with an innovative enrichment program
- ◆ Offers individualized computing
- ◆ Operates in a partnership with Apple Computers and Microsoft Cooperation
- ◆ Is committed to maintaining high expectations for academic, social and personal performance
- ◆ Has a small and supportive school environment

Vision: Newcastle Charter School is the cornerstone of a lifelong community of learners where students, staff, families and community work together to encourage each student to achieve academic, social and personal excellence, become a lifelong learner with an enthusiasm for learning and become a responsible citizen of the world; students are capable of using all learning experiences to contribute to their school / community and global environment

Mission The mission of the Newcastle Charter School is a commitment to work in partnership with the home and community to develop an educational program and 21st century learning agenda interwoven and integrated in thematic standards-based curriculum that prepares our students well for what comes after their K-8 years with the NCS. We believe that each student can be successful and achieve in a dynamic 21st century teaching and learning environment with highly competent professionals who are held accountable for learning results, by engaging all students in meaningful programs and blending of specific skills, content knowledge, expertise and literacy) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century within a caring, collaborative learning community.

<p>Students Served</p>	<p>For the K-8 Classroom/SITE Based Program: Any student qualified to be in grades kindergarten through 8th grade For the K-12 Independent Study Program: Students residing in Placer, Nevada, Sacramento, Sutter, Yuba and El Dorado Counties in grades Kindergarten through 12 (twelve) as needs are identified</p>
<p>Flexible Instruction</p>	<p>All students in K-8 will be provided with integrated curriculum that meets the California Standards for their grade level enhanced with an experiential and interest driven focus in either a classroom-based instruction or an individualized independent study program combining virtual learning with standards-based instruction. The independent study program will operate within the parameters of SB 740 for Independent Study Charter Schools. Independent Study students in grades K-12 will be provided with an integrated curriculum that meets the California Standards for their grade level with integrated, technologically advanced curriculum at each grade level, when all grades are fully implemented, to allow students to connect with their school and be well prepared for a multitude of post-secondary job and educational opportunities while working meaningfully with peers and NCS Supervising Teachers</p>

INDEPENDENT STUDY TARGETED SCHOOL POPULATION

Newcastle Charter School Independent Study/Home School Program will accept all students with supportive parents/guardians in the grades it serves who have completed the requisite paperwork, including but not limited to the Student Master Agreement, allowing individuals a unique, focused learning experience. Independent study students of Newcastle Charter School will be those who seek an alternative to the other traditional site-based education, flexibility in scheduling and personalization in educational offerings, focus on 21st century skills, and will reflect the diversity of the Newcastle region, Placer, Nevada and El Dorado Counties, and the State of California.

The Charter School shall meet all statewide standards and conduct pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. The Charter School shall, on regular basis, consult with the parents of enrolled students and the Charter School teachers regarding the school's educational programs.

The revised Charter will open initially with a five- year term from July 1- 2010 to June 30, 2015. It shall have a renewable five-year term beginning July 1, 2015 and ending on June 30, 2020.

II. Required Charter Elements (Education Code Section 47605(b)(5))

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A)-(P). These sections of law and the required descriptions are discussed below.

A. Primary Purposes of the Newcastle Charter School

Newcastle Charter School maintains a clear vision of educating all students as they come to the school by improving their learning skills, academic knowledge, and civic and environmental awareness in either the classroom/SITE-based program or Independent Study/Home School program. In addition, Newcastle Charter School will be working in partnership with Apple computer mentors and Microsoft, who are experts in educational technology, virtual learning, and 21st century skills, to provide enhanced learning opportunities for all students. To further support the vision of Newcastle Charter School, the core components of Family Tree Learning Center and Helen Hunt Jackson Independent Study School models will be studied and implemented as appropriate within the K-12 NISCS component (Newcastle Independent Study/Charter School). NEWCASTLE Charter School supports the fluidity and adaptability of an independent study program to personalize the educational experience and meet the individual needs of each student. The flexibility of independent study/home school program enables students to seek additional educational and enrichment opportunities outside the classroom or their individualized programs. Students can take advantage of community based opportunities such as visual and performing arts performances, sports competition, experiencing different cultures through travel, and other activities based upon the interests of the students as supported by their families.

The Newcastle Charter School has a standards-based core curriculum, which has been fully aligned with the California State Content Standards. It incorporates the 21st Century Skills Framework that develops positive student identity with lifelong learning skills enhanced by family and community interaction. The Charter School shall serve students in kindergarten through eighth grade in a classroom/site-based program, and K-12 in an Independent Study/Home School program. Instruction in each of the K-8 classrooms will be guided by the Newcastle Elementary School District, State Standards and 21st Century Skills Framework, using instructional materials that have been reviewed and/or adopted by the Charter Council and approved by NESD Board of Trustees. The Charter School shall admit all pupils regardless of county of residence and regardless of the application of interdistrict attendance regulations. The Charter School will attempt to accommodate all interested pupils, however, not all grade levels of instruction may be offered each year depending upon, among other things, enrollment levels.

Parents may enroll their children in the Newcastle Charter School Classroom/Site Based program for the following primary purposes:

- Small Supportive K-8 Classroom-based School Environment “where everyone knows your name.”
- Focusing on a rigorous standards-based academic curriculum and 21st Century Skills Framework
- Special Emphasis on Fine Arts for K-5 Multi-Media/Literacy/Technology for 6 -8, Attention to differences in learning styles
- Student-driven participation in developing the learning process
- Shared learning experiences with local, national and global communities
- Opportunities for individualized virtual learning experiences and collaboration
- Committed to maintaining high expectations for academic, social and personal performance
- Operating in partnership with parents
- Project Based Instruction
- Open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements
- Safe Place where students are nurtured and supported
- High Quality Staff
- Multiple Opportunities for student involvement
- Consistent school schedules for family
- Individualized and Differentiated Instruction to support individual student learning within the school day and through extended day activities/opportunities
- Provide a vehicle for ensuring continued parental choice of the desired educational environment for their children.

Parents may enroll their children in the Newcastle Charter School Independent Study/Home School program for the following primary purposes:

- Focusing on a rigorous standards-based academic curriculum and 21st Century Skills Framework
- Student-driven participation in developing the learning process
- Shared learning experiences with local, national and global communities
- Opportunities for individualized virtual learning experiences and collaboration
- Committed to maintaining high expectations for academic, social and personal performance
- Operating in partnership with parents
- Open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements
- High Quality Staff
- Multiple Opportunities for student involvement
- Independent school schedules for family
- Individualized instruction to support individual student learning
- Opportunities for participation in specialized activities and sports
- Provide a vehicle for ensuring continued parental choice of the desired educational environment for their children.
- Requirements for graduation from the Placer Union High School (PUHSD) with the opportunity to meet admission requirements to the UC/CSU systems or other institutions of higher education if desired.
- K-12 Independent Study Field studies and service learning – partnerships with local businesses, county, state and national organizations and other community organizations bring students’ emerging knowledge and skills into the community
- Inter and Intra-school shared experiences, athletics, clubs and activities as available

Basic Learning Environment

A: 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)(i) and (ii)

An Educated Person in the 21st Century

An educated person in the 21st century will have a combination of the ability to think critically, apply knowledge at high levels, and use technology and tools to access, evaluate, and communicate information along with the life skills of practical application, and a strong sense of civic and environmental

stewardship for their local, regional, national and global communities. In order to be considered an educated person in the 21st century, students must have:

- The ability to read, write, speak and problem solve with clarity and precision (Solid, fundamental academic skills
- The ability to collaborate/communicate effectively using a range of media, technology, and environments.
- The ability to access, evaluate and use information from a variety of sources.
- The ability to identify and use historical, current and emerging resources around them, including digital technology and communication tools
- The ability to have effective use of real-world tools (e.g., hardware, software, networking, and peripheral devices to accomplish 21st century work) to communicate, collaborate, solve problems, and accomplish tasks, an essential component of job readiness, citizenry, and life skills.
- The Ability to prioritize, plan, and manage for efficient and effective results through the use of real-world tools.
- The ability to concentrate on the main goals of a project, carefully manage work, and to anticipate unforeseen events or possibilities.
- The ability to be adaptable, possess wide intellectual curiosity, and be lifelong learners and to see value in different perspectives; be comfortable with uncertainty, and look globally for solutions and challenges.
- The ability to do critical & creative thinking, data analysis, scientific inquiry, and systems thinking. (ability for analyzing and interpreting knowledge)
- The ability to evaluate data across a range of media; recognize when data are needed; locate, analyze, and represent data effectively; and accomplish these functions using technology, communication networks, and electronic resources
- The ability for scientific inquiry(making observations; posing scientific questions; examining various sources of information to discover what is already known; planning investigations; using tools to gather, analyze, and interpret evidence; proposing answers, explanations and predictions; connecting experimental evidence with existing scientific knowledge; and communicating and justifying the explanations.
- The ability to be a Systems Thinker (see a whole, a web of relationships, rather than focusing only on the detail of any particular piece. See events are seen in the larger context of a pattern that is unfolding over time. Interpreting the complexities of the world in which they live—a world that is increasingly dynamic, global, and complex.)
- The ability to set goals related to learning, plan for the achievement of those goals, independently manage time and effort, and assess the quality of learning and any products that result from the learning experience.
- A highly developed self-esteem and the self-confidence to celebrate his or her strengths, set goals and succeed
- The awareness that each individual is interdependent with others including family and community. (The ability to cooperate as a member of a highly successful group, to interact smoothly with others, and to work together with one or more people to achieve a goal such as: solve problems, create novel products, learn and master content)
- The willingness to take risks as a learner.
- Personal integrity, self-motivation and pride.
- Appreciation for the diversity of all people.(Ability to be culturally competent value diversity, exhibit an informed sensitivity, and actively engage with/in other cultures. In order to work cooperatively with individuals from vastly different backgrounds.
- The ability to develop global awareness and the strategies and skills to communicate

- technologies in a digital world. (Recognition and understanding of interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe.)
- A willingness and ability to be a responsible citizen.

How Learning Best Occurs:

Newcastle Charter School believes learning best occurs when a variety of modes and methods of instruction are implemented, holding all students to high academic and behavioral standards. Through California adopted standards, 21st Century Framework instructional strategies, inquiry based and experiential core curriculum, students are received at their current level and nurtured through mastery of concepts and skills. Parents/guardians enroll their students at Newcastle Charter School for its foundational beliefs that learning best occurs when the support systems that organize the condition in which humans learn best – systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning are organized so that the structures, tools, and communities will inspire students and educators to attain the knowledge and skills the 21st century demands of us all. Learning must take place in contexts that promote interaction and a sense of community enabling formal and informal learning, which take into account that technology, space, time, culture, is cumulative. Therefore we believe that learning for Newcastle Charter Students occurs best when:

- Each student's diverse learning styles, backgrounds, and needs are considered in the curriculum selection and instruction process.
- Students experience tasks that challenge them and require perseverance, fitness, craftsmanship, imagination, self-discipline, and achievement.
- Students are actively engaged in learning experiences that are integrated across curriculum areas and are meaningful within the context of their present and future lives.
- Students are engaged in real-life studies, exposed to experts and work on authentic projects.
- Learning opportunities provide information to ponder, experiment with, and time to assimilate.
- Learning opportunities include a variety of environments including classroom, outdoor, home, and global/virtual and in the community.
- Classroom management practices align with the Positive Discipline tenant fostering kindness and respect for all while holding each student to a high standard of integrity and ethics.
- Parents/guardians and family are an integral part of a pupil's education (Projects and performance).
- Learning and real-life experiences are considered teaching and learning tools (Projects, Communication and performance).
- Technology serves to further the inquiry and knowledge of content area studies rather than as an end objective itself
- There is a close tie between current coursework and future goals

Classroom Program for Students

21st Century Skills and the 21st Century Learning environment will be emphasized as we develop strategies to ensure every child's success as citizens, communicators, collaborators and workers in the 21st century. Academic achievement, as research from the Association for Supervision and Curriculum Development (ASCD) shows, is inextricably intertwined with social, emotional, and physical health. Thus, the NCS 21st century learning environments and classrooms will address the multiple and interconnected learning needs of the whole child and will support and create: learning practices, staff/district support and physical environments that will encourage and enhance the teaching and learning of 21st century skill outcomes; professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice; students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work; allows equitable access to quality learning tools, technologies, and resources; provides 21st century designs for group, team, and individual learning; supports expanded community and international involvement in learning, both face-to-face and online. Staff will be trained to use a variety of tools to enable students to achieve mastery in core subjects, be creative and critical thinkers (inquiry) problem solvers, good communicators, good collaborators, information and technology literate, flexible and adaptable, innovative and creative, and nationally/globally competent, and environmentally literate. They will engage in guided and independent student chosen activities which imbed the academic core listed below with the application of the arts, literacy, sciences, mathematics, history and technology. Cooperative classes and classroom instruction will provide opportunities for collaborative learning experiences and student mentoring to reinforce academic and social development. Teachers will use 21st Century Themes and the 21st Century Skills Framework coupled with Datawise to design instruction and analyze student work. Intervention materials are research-based proven strategies and materials (i.e. Accelerated Math, Accelerated Reading, Core Curriculum, Read Naturally, SRA content kits, etc.). Teacher developed inquiry based projects, acceleration of existing programs, and virtual/digital learning experiences will address individualized needs and collaborative skills. Technology based activities also form the curriculum and materials for core instruction and enrichment. Students will receive specific instruction in each of the following areas:

Core Subject areas:

Reading and Language Arts (including Spelling instruction)

Mathematics

Science – including Health

Social Studies/History

Physical Education

Global Languages

Visual and Performing Arts

Technology

The high quality curriculum based upon the California State Content Standards is used for all students in the areas of Reading/Language Arts, mathematics, Science/Health, Social Studies/History and Physical Education. State Frameworks and State/District adopted content standards are the foundation at each grade level, guided by State adopted/approved textbooks. Teachers use their extensive professional knowledge to appropriately adapt texts to be accessible to all students and allow them to meet or exceed the state standards. The 21st Century themes will be imbedded and taught within the core standards-based instruction.

Independent Study/Home School For the 9-12:

NCS is committed to offering both a general education and a challenging, college preparatory curriculum that engages and meets student needs. As a member of the Apple Educational Foundation Network utilizing the Apple Education Learning System, NCS offers academic core and required elective courses. All course and transferability information will be available to students and parents in a course catalog. NCS offers a selection of class sections that fulfill all Placer Union High School Graduation requirements. In addition, University A-G requirements, including but not limited to: English, Math, Science, Social Science, Other/Elective, English 9, Algebra I, Health, Geography, Spanish I,II,III,IV,V, English 10, Geometry, Biology, World History, Drawing & Painting, English 11, Algebra II/Trig, Chemistry, US History, Photography, English 12, Intro. Analysis, Physics, US Govt/Econ, Video Film, Calculus A/B, Art History, Statistics, Psychology will be offered as the need arises.

NCSIS reserves the right to modify, add to or delete these courses in order to serve their students more effectively, share common elements of instruction with other Apple Foundation or Microsoft partnership schools and comply with state and university requirements.

Newcastle Charter curriculum can be differentiated based on student need to meet demands for increased rigor or remediation of skills or content. Students are identified for targeted intervention based on a variety of information including but not limited to I.E.P, standardized testing results (CELDT, STAR, CAHSEE, etc.), past academic performance, parent reports, teacher observation and classroom/instructional assessments. Once a student is identified to receive additional support, either with remediation or advanced skill development, the appropriate academic team will be assembled to create the most effective solution for the student.

Technology:

Newcastle Charter School is partnering with Apple Education and Microsoft to offer full technology integration into all subject areas. A variety of computers/platforms and other emerging technologies will be used to provide access to information, a means of organizing and storing information, a means of communication and presentation, and tool for creativity and design, and to give students the tools to research, create, produce and publish their works. Technology resources and tools are integrated into core curriculum and inquiry based projects. Students develop their technology skills, based upon the National Educational Technology Standards with the help of their peers, parents/guardians, community volunteers, teachers and technology staff. Teachers use the National technology standards (NETS) to supplement and support the core instructional program. This includes teacher-developed inquiry-based projects, acceleration of existing programs, and technology-based activities from the basic curriculum and materials for differentiation/enrichment. Technology will provide access to Core Subjects and 21st Century Themes, Learning and Innovation Skills, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information, Media and Technology Skills, Information Literacy, Media Literacy ICT Literacy , Life and Career Skills.

Visual and Performing Arts:

Visual and performing arts will be integrated into the curriculum in all classrooms through the core curriculum, and, to the extent possible, as discrete learning opportunities through the educational day. Teachers will integrate visual and performing arts, based upon the state VAPA framework, into the curriculum with both teacher developed units and publisher related materials. The volunteer Art Docent Program (K-8) teaches a variety of visual arts using a well-developed set of instructional lessons featuring portfolios of artist prints to detail art history, theory, composition and development. Students participate in hands-on lessons using art concepts and components. The Arts Attack program will supplement core instruction. Instrumental Music instruction is available to students beginning in grade 4 continuing through grade 8 and will be offered as part of the enrichment extended ay program. Fine Arts will be an area of emphasis in grades K-5. Classroom Music (vocal music) is a part of each student's program in grades K-5. Students in grades 6-8 may elect to participate in vocal music, dance, and theater arts which include a variety of performance opportunities through the enrichment and extended day programs. All students are encouraged and given an opportunity to participate in visual and performing classes offered through the extended day program. Teachers will also incorporate visual and performing arts experiences into the regular core curriculum to the extent possible.

Students in grades K-8 will be offered an opportunity to actively participate in a “performance before a live audience” at least once annually.

Global Languages (Foreign Language):

Site based instructors and Rosetta Stone focus on foreign language for students, who will engage in conversational elements and be supported through classroom instruction supplemented with online programs to maximize technology as a venue for learning. At full implementation, upon graduation from NCS, students will be proficient in Spanish or another language of choice as a tool to engage the global community, allowing students’ exposure to cultures other than their own, and in some cases, augmenting their current understanding of the language. Students may meet in small groups with the instructor to learn the in-depth fundamentals of the language and culture, including history, cultural practices, visual arts, and idioms. Digital lab opportunities via the internet will be made available to students at school and at home.

Leadership, Social, Life skills and Study Skills Development:

Underlying, emphasized and utilized throughout the instruction in each of the subject areas will be other 21st Century lifelong learning skills such as communication/collaboration, critical thinking and problem solving, creativity and innovation, study skills, life skills, global awareness, economic literacy, planning, initiating and completing a project, and the ability to evaluate one’s own learning. Citizenship and leadership will be demonstrated by the planning and implementation of required and voluntary community service, participation in Student Council activities, and the ability to work effectively with cooperative groups. Interpersonal skills will be developed through the Physical Education VAPA program, as well as within the regular daily curricular classroom expectations and instructional program for students.

Interaction:

Enhancement/enrichment of the state content standards and 21st Century Skills is provided for students through year-long interactions with their community and others. Field trips, assemblies, Character Education/Second Steps, cross grade level “buddies”, Art Docent Program, Student Government activities (grades 6-8), are a few examples of the immediate and extended community interactions currently in place. The Newcastle Elementary School campus is well regarded and works in partnerships with community groups wishing to use school facilities to enhance the out-of-school activities for students, including sports, Boy Scouts, Girl Scouts, performance theater arts and other civic activities, to further extend the learning days of our students. It is a hub for youth groups, sports activities and civic organizations.

The Independent Study program's structure begins with the Student Master Agreement, which outlines the personalization, expectations and responsibilities of each arm of the teacher/parent/student team (TPS). Student progress is documented throughout the year via the Student Learning and Attendance Report and Student Portfolios. The school year is divided into two semesters, each having five learning record periods. The TPS team is responsible for completing the Student Learning and Attendance Reports for each learning record period and Student Portfolios for each semester, as specified in the student's Master Agreement, constituting a record of the student's attendance.

A typical 20-day learning record for a K-12 independent study student will look like:

- A project or set of problem assignments based upon California Academic Content Standards
- A selection of resources, experts and necessary skills
- Scaffolding assignments to assist students accessing content and learning skills
- Public demonstration of solutions or products
- Performance Based Assessment by teacher, student, peers and guests using a system of Standards Based Rubrics
- Student assessment of self, their process and their product
- A process which encourages student driven inquiry

Special Needs

Interventions:

It is the full intention of the school to serve the academic needs of all of its students. The ultimate goal of the school is to have 100% of the student body performing at or above the statewide target (proficient and advanced) as measured by the STAR testing program annually as well as demonstrating proficiency in 21st Century Skills and Grade Level NETS as measured by assessment rubrics and the "Mile High" guide. Therefore, establishing an effective intervention system is a critical component to a sound educational program.

Academically Low Achieving Students

NCS's project-based curriculum can be differentiated based on student need to meet demands for increased rigor or remediation of skills or content. Students in both components of the Charter program are identified for targeted intervention based on a variety of information including but not limited to I.E.P, standardized testing results (CELDT, STAR, CAHSEE, etc.), past academic performance, parent reports, teacher observation and classroom/instructional assessments. Once a student is identified to receive additional support, either with remediation or advanced skill development, the appropriate academic team will be assembled to create the most effective solution for the student.

Students at academic risk will be identified and targeted for additional resources, and traced for progress through the use of weekly and monthly performance indicators developed by grade level PLC teams or the parent/teacher team for the Independent Study/Home School student.. Students

through RtI and trigger the Student Study Team (SST) process in order to ensure a systematic, problem-solving approach to assist students with concerns that are interfering with success. All students can benefit from the RtI process and a formal SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues or language issues. After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for additional specialized support through an IEP or Section 504 assessment and plan as deemed necessary by the SST. All student with identified special needs undergo regular assessment and are supported through a variety of onsite processes and programs in a personalized manner.

Newcastle Charter School recognizes the importance of the home/school connection in implementing academic interventions. It is Newcastle Charter School's goal that families understand benchmarks for the identified at-risk student as well as the due process before a student is considered for retention. The Newcastle Charter School standards, including student levels of achievement as may be measured by monthly student learning goals, 20-day learning record goals, trimester assessments, STAR test results, CELDT testing, CAHSEE, grade level trimester and end-of-year assessments aligned with the curriculum, and unit or themes assessments will form the core of these indicators. Datawise will be used as the database for storing and retrieving the immediate as well as longitudinal data.

Student intervention services, targeted to the individual student's identified needs, may include:

- Small flexible group classroom-based instruction support individualized instruction (as needed and as available) from specialists on the school campus (Title I and Special Education program staff)
- Targeted Intervention/Enrichment periods imbedded into the daily schedule
- Differentiated Instruction
- Instructional aides/assistants (as available)
- Extended day/ extended year
- Cross-age tutorial services
- Core Elective Workshops and specialized student-based tutorial services
- Extended day programs

Newcastle Charter School recognizes the importance of the home/school connection in implementing academic interventions. It is the Charter's goal that families understand benchmarks

retention or other alternative programs. Students, teachers and their parents will be partners in designing the required academic intervention services for each student.

English Language Learners:

Newcastle Charter School will be committed to all students, including English Language Learners (ELL) and will meet all applicable legal requirements for ELL as it pertains to annual notification to parents, student identification, placement program options, ELL and core content instruction, teacher qualifications, and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Newcastle Charter School will work with all its schools to implement policies and procedures to assure proper placement, evaluation, and communication regarding the rights of ELL students and parents.

Home Language Survey:

All Newcastle Elementary School District schools will administer the home language survey at the student's initial enrollment.

California English Language Development Test (CELDT) Testing:

All students who indicate that their home language is other than English will be CELDT tested within thirty days of the initial enrollment, if entering a California public school for the first time, or never having taken a CELDT test for another reason, and at least annually thereafter between July 1 and October 31 until re-designation as fluent English proficient. Newcastle Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT will be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Strategies for ELL Instruction and Intervention:

All Newcastle Charter School certificated teachers are highly qualified and CLAD certified. As such, the collaborative learning model they use places emphasis on differentiated instruction, meeting the needs of the ELL population based on academic language readiness. Through a professional development plan that accompanies the collaborative learning model, education specialists will be trained on a variety of instructional strategies to be used specifically with ELL students, including SDAIE, support materials from state adopted materials, scaffolding and individualized student support. The cooperative learning model also offers students at the school the opportunity to learn and teach strategies regarding the curriculum to each other. This powerful

tool enables students the opportunity to increase their academic skills in a safe environment, while also building learning skills. Beyond that, the ELL students are provided with supplementary materials to create extensions and scaffolding to the curriculum for better understanding of the materials.

Academically High Achieving/Ability Students:

Differentiated instruction and 21st Century instructional strategies will create opportunities for all students to be engaged at their individual ability levels within a classroom. Teachers will use project-based instruction, cooperative groups, enrichment activities and individual contracts (as appropriate) to continually strive to meet the academically high achievers' needs within the classroom. The Newcastle Elementary School District G.A.T.E. (Gifted and Talented) Program is available to eligible Students with additional extended learning opportunities for interested students and families through participation in outside enrichment activities including school day field trips, after school opportunities and early morning classes.

Special Education:

The Newcastle Charter School will comply with all applicable provisions of the Individuals with Disabilities Act (IDEA) and other federal and state laws concerning children with disabilities. The School will work to ensure that each student's special education needs are being met as outlined in the student's IEP (Individualized Education Program), and in accordance with applicable laws. The school will work with appropriate staff to provide special education services to students, and to identify and refer students as needed for such services, using current district staff and protocols already in place within the district. More information on Special Education is found in Section D

Section 504 of the Rehabilitation Act:

Newcastle Charter School will comply with Section 504 and the ADA. All facilities of the school will be accessible for all students with disabilities in accordance with the ADA. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability that substantially limits a major life activity such as learning, is eligible for accommodation by Newcastle Charter School, and shall be accommodated in accord with the policies and procedures of the State of California.

Services for Students Under the IDEA:

Newcastle Charter School is committed to high levels of academic success for all students, including students with disabilities, and will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504) the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEA). Newcastle Charter School will follow the Placer County SELPA policies and procedures and will use Placer County SEPLA forms in seeking out, identifying and serving students who may qualify for special education programs and services, for responding to record requests and maintaining confidentiality of pupil records. Newcastle Charter School shall remain in compliance with the IDEA, Section 504, and the ADA. The facilities to be utilized by Newcastle Charter School shall be accessible for all students with disabilities.

Instructional Time and Standards:

◆ Students enrolled in the Newcastle Charter School will meet and work the same number of instructional minutes as required by the state of California. Students in both the classroom/site-based program and Independent Study/Home School program will be provided, as a minimum, with the same instructional materials and access to resources as all other students in the 's schools. Facilities and equipment, currently available in the District, will be scheduled to be used by NCS Classroom/Site-Based programs, students and staff. Independent Study/Home School students will be provided with appropriate equipment and supplies as identified by the Supervising Teacher.

Partnership for Success:

◆ Parents who enroll their children in the school accept responsibility for their children's education and become partners with the staff in the students' achievement of academic goals. Parents, students and teachers will sign an annual agreement which ensures this partnership, which is required to meet the content standards, NETS and 21st Century Skills at each grade level within the school.

B: Measurable Student Outcomes

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

Measurable student outcomes (goals and objectives) for each student will be commensurate with student outcomes for all other California like school's . Students in Newcastle Charter School will demonstrate

proficiency within the core academic skills which are appropriate to age and grade level mastery and which have been developed to align with the California State Content Standards for Language Arts, Math, Social Science, and Science embedded with appropriate 21st Century Skills/Standards. Grade level performance, corresponding to the level of proficiency expected of all students in the District will be expected. In addition, teachers will receive staff development and training to enable them to teach to: *Standards for Curriculum Focal Points for kindergarten through Grade 8 Mathematics and Principles and Standards for School Mathematics (National Council of Teachers of Mathematics); Science Education Standards and Taking Science to School: Learning and Teaching Science in Grades K-8 (National Research Council); Standards for the English Language Arts (National Council of Teachers of English); 21st Century Skills Framework; Standards for the Assessment of Reading and Writing (International Reading Association and National Council of Teachers of English); Expectations of Excellence: Curriculum Standards for Social Studies (Council for the Social Studies); Information Power: Nine Information Literacy Standards for Student Learning (American Association of School Librarians)*

The schools , by teaching a challenging and clearly defined core of shared content, grade by grade, will raise students' academic achievements and abilities across a wide range of subject matters and skills.

Newcastle Charter School outcomes are aligned with the mission, curriculum and assessment of the District and are designed to help all students achieve a high level of academic success appropriate to grade level and proficiency, and become contributing citizens within their respective neighborhood and global communities.

Objectively, students attending Newcastle Charter School will demonstrate proficiency in core academic, organizational, and 21st Century learning skills as identified by the 21st Century Partnership, which are appropriate to age and grade level mastery and which have been developed to align with the California State Content Standards for: Language Arts, Math, Social Science, Physical Education, Science and Visual and Performing Arts.

Newcastle Charter School will meet all statewide standards and conduct all required state mandated student assessments as required by the charter school legislation. This includes STAR, CEDLT, for 9-12 Independent Study, CHSEE, and any other requirements of NCLB and RTTT if appropriate. Classroom teachers also measure progress in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams. Progress will be discussed on a regular basis with parents and students. Datawise will be used as the database for

GOAL 1 - PROFICIENCY IN ENGLISH/LANGUAGE ARTS

Students meet or exceed grade level state content standards K-8, the measures of which are set forth in Element C, below. Students will demonstrate their ability to communicate effectively through reading, writing, listening, speaking and presentation using multiple forms of expression (i.e., written, oral, and multimedia). Communication skills will be appropriate to the setting and audience. Students will read and interpret information from a variety of sources to gain useful and applicable knowledge as measured by CST and education specialist assessments including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams. .

GOAL 2 - PROFICIENCY IN MATHEMATICS

Students will meet or exceed grade level state content standards K-8, the measures of which are set forth in Element C, below, demonstrating their ability to reason logically, calculate and solve problems with clarity and precision by applying mathematical principles and operations, as measured by CST and teacher assessments including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams. Skill areas will include those within arithmetic, algebra, geometry, personal finance, and/or other mathematical subjects and will be aligned with the state content standards.

GOAL 3 - PROFICIENCY IN HISTORY-SOCIAL SCIENCE

Students will meet or exceed grade level state content standards K-8, the measures of which are set forth in Element C, below. Student's skills, measured by CST, performance, portfolio, project rubrics and teacher assessments, will include an understanding of civic, historical and geographical knowledge and how it relates to their roles as meaningful citizens in the national/global community by:

- ◆ Identifying relationships between past and present events, situations, diverse peoples, governments, finances and world politics.
- ◆ Drawing conclusions about the future using evidence from the past.
- ◆ Applying physical and cultural geography to his/her understanding of diverse societies.
- ◆ Identifying the founding principles, structures, operations, and relationships of the government of the United States. Identifying community and community relationships

GOAL 4 - PROFICIENCY IN SCIENCE

Students will meet or exceed grade level content standards K-8. Students will utilize scientific research inquiry, communication, collaboration, creativity and innovation and critical thinking, the scientific method and problem solving , appropriate to grade level, to understand and apply the major concepts underlying various branches of science, including physics, chemistry, biology, astronomy, and earth

portfolios, exhibitions, tests, benchmark assessments and exams.

GOAL 5 - LIFE SKILLS ,

Students will demonstrate their ability to sufficiently understand and function in the world around them and knowledge of the following with:

- ◆ Their personal involvement/interaction in the local and greater community
- ◆ Their personal consciousness to the environment
- ◆ Their personal role as a selective (environmental and material) consumer
- ◆ The importance of physical fitness and healthy lifestyles
- ◆ Their competent use of technology in the pursuits of life
- ◆ Their participation in the modern world and appreciation for the diversity of all people.
- ◆ Their willingness and ability to be a responsible citizen.

GOAL 6 - VISUAL & PERFORMING ARTS, COMMUNITY SERVICE AND SPECIAL INTERESTS

Visual and Performing Arts (VAPA) will be an avenue for students to engage art in a variety of mediums, coupling the application of art with practical and historical perspectives. Students will engage in VAPA activities integrated as a complement to core curriculum instruction and may also participate in fine arts enrichment activities through differentiated instruction and the extended day program. K-5 will also have classroom music, and rhythm and movement classes as a part of their core curriculum. 6-8 grade students will have opportunities through their multi-media instruction, special programs and differentiated instruction. Students will have opportunities to participate in small classes and local and global competitions, with access to music, art and drama instruction, and attend professional performances in a variety of venues to develop an appreciation for the arts. At all grade levels, assessments are based on effort, willingness to take creative risks, and active participation in the artistic process. The process of creating is given priority over the product. Students will cultivate their special interests, talents and abilities by integrating opportunities within the community.

GOAL 7 - PHYSICAL EDUCATION

Students will be physically fit, nutritionally aware and develop healthy habits that will last a lifetime, making healthy and active lifestyle choices as guided by the California Physical Education and Health Frameworks. Instruction will utilize Project Fit America and The President's Challenge, incorporating elements into on site instruction, recesses Newcastle Enrichment Program classes and students' personal endeavors. Students in grades 5 and 7 will complete the physical fitness assessment through the State of California in the spring of each year. The charter school and Newcastle Enrichment Program use elements outlined in the California standards for physical education to instill a positive self-image to the students with an internal motivation for fitness and a healthy lifestyle. Additionally, the curriculum and education program will meet state standards and

GOAL 8 – 21ST CENTURY SKILLS

This is a District-wide area of emphasis as we develop strategies to ensure every child's success as citizens, communicators, collaborators and workers in the 21st century. Schools will use a variety of tools to enable students to achieve mastery in core subjects, be critical thinkers (inquire), problem solvers, good communicators, good collaborators, information and technology literate, flexible and adaptable, innovative and creative, and nationally/globally competent, and environmentally literate. They will engage in guided and independent student chosen activities, which embed the academic core with the application of the arts, literacy, sciences, mathematics, and technology. Students will engage teacher directed activities integrated as a complement to core curriculum instruction and will also participate in independent study and enrichment activities. At all grade levels, assessments will be imbedded into all projects, and activities and will be based upon the National Technology Standards and performance skills identified in the areas of 21st Century Themes, Learning and Innovation, Information-Media-Technology, and Life and Career Skills.

For Grade K-12 Independent Study, students will meet the following outcomes overall outcomes:

1. Proficiency in the school's Expected School-wide Learning Results (E.S.L.R.'s)

- K-12: *Technology Literacy* – Students will acquire computer skills, technical knowledge and the ability to learn and adapt to new technologies, as well as using technology to complete tasks and to improve job performance.
- K-12: *Citizenship and Work Ethic* - Students will purposely contribute to their community and conscientiously do what they know is right, even when it is not the easiest choice.
- K-12: *Critical Thinking* - Students will employ critical thinking and problem-solving skills, which will aid in creating solutions on the job. Students will be able to think analytically and creatively, use logical reasoning and interpret information. Students will apply skills such as numerical estimation, measurement, calculation, and evaluation to solve problems.
- 9-12: *Career Preparation* - In order to prepare for a career, students will learn responsibility, self-discipline and time management. Honesty and personal integrity are also expected on any job. In addition, it is important to have a good understanding of career paths and how to find jobs in a chosen field. Students will develop a career plan that describes your goals and plan of action. In order to develop a career plan, students will need to compile information about themselves, information about requirements for education or training and information about the job market.
- K-12: *Collaboration* – Students will be able to work as part of a team. They will be able to work cooperatively with people of different ages and cultural backgrounds. When working with others, students will understand how to resolve conflicts, negotiate, share responsibilities, accept supervision and assume leadership roles.
- K-12: *Written Communication* - Strong written communication skills are important in school, in the job search, and finally in most jobs. Students will be able to read and write effectively. Effective writing means that a student can organize information, clearly present their own ideas, write with their audience in mind and use correct grammar and spelling.

- K-12: *Oral Communication*- Oral communication skills are very useful in school and are of particular importance when entering and advancing in a career. Students will present information and ideas effectively.
- K-12: *Curricular Literacy* - In addition to the life skills outlined above, the State of California and NCS have identified key knowledge that students should have when they graduate from high school. Academic coursework is designed to provide the educational foundations that will foster informed perspectives and a level of cultural literacy sufficient for success beyond high school.

2. Mastery of California Academic Core Content Standards in the four core academic subjects as measured by CST and academic grades.

- K-12: *Core Area 1 - English Language Arts*—Students will demonstrate a “extension” of their reading, writing, written and oral English language conventions, speaking and listening skills as outlined in the English/Language Arts Core Content Standards for California Public Schools.
- K-12: *Core Area 2 - History/Social Science*—Students will understand the foundation of democratic principles, historical, cultural, and economic knowledge in order to serve as citizens in today’s diverse world as outlined in the History/Social Science Core Content Standards for California Public Schools.
- K-12: *Core Area 3 - Mathematics*—Students will demonstrate their knowledge of basic skills, conceptual understanding, problem-solving, and logical reasoning as these concepts apply to the mathematical strands in the NCTM Curriculum and evaluation Standards and the Core Mathematics Content Standards for California Public Schools.
- K-12: *Core Area 4 - Science*—Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physical, life, earth, and environmental sciences as outlined in the Science Core Content Standards for California Public Schools.

Outcomes # 3, 4, 7 and the CAHSEE expectations listed below apply only to 9-12 grade students. # 5 applies to all K-12 students.

3. CAHSEE Passage: A minimum of 95 percent of students will pass CAHSEE by the end of their senior year.

4. Graduation Rate: A minimum graduation rate of 90 percent based on Definition by Placer High School Union School standards.

5. API & AYP Goals: Meeting or surpassing API and AYP goals set by state.

6. Attendance Goal: A minimum average student attendance rate of 98 percent.

7. Graduation Requirements: Meeting or surpassing the NCS Charter Graduation Requirements.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE): All students must pass the CAHSEE to receive a diploma. The purpose of the requirement, authorized by state law, is to promote achievement and ensure that graduates meet rigorous state standards in reading, writing, and mathematics.

Students will have opportunities each year to retake that part of the exam not passed. The school and will provide additional instruction for students who need it,

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

To support academic goals of Newcastle Charter School, students’ performance will be measured through the following means:

Using a comprehensive assessment program, the school will assess student performance using a diverse array of appropriate, valid, and reliable assessment tools. In general, all students served will be expected to achieve grade level mastery as identified by the CST benchmark standards, CAHSEE and District benchmark standards. The School will use multiple measures of formative and summative assessment strategies to evaluate student performance based upon the guidelines stated above and to modify and improve curriculum and instructional practices to insure that each student achieves masters of the content standards, NETS, and skills identified in the 21st Century Skills Framework.

Curricular Focus	Measurable Outcomes	District/School Benchmark assessment tool
Language Arts	<p>Students will progress toward grade level state core content standards K-12.</p> <p>Students will develop strong reading, writing, speaking and presentation skills, with communication and skills appropriate to the setting and the audience. They will comprehend and critically interpret multiple forms of expression.</p>	<ul style="list-style-type: none"> - Accelerated Reader - FRY’s List - Read Naturally - Curriculum embedded assessments - Trimester Writing prompts and grade level assessments - CST, CELDT, CAHSEE - Portfolio - Successmaker - Grade level Formative/Summative assessments - Standards Based Report Cards - Trimester Demonstration/Performance - Grade Level Project rubrics - Individual and/or collaborative project assignments (e.g., a play) - Assessments (i.e., writing prompts, publisher themed units, projects and appropriate DATAWISE assessment samples)
Mathematics	<p>Students will progress toward grade level core content standards K-12</p>	<ul style="list-style-type: none"> - Accelerated Math - Standards based assessments - Curriculum embedded assessments - CST, CELDT, CAHSEE

	<p>abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state content standards.</p>	<ul style="list-style-type: none"> - Portfolio - Grade level Formative/Summative assessments - Successmaker - Trimester Project Rubrics - Standards Based Report Cards - Demonstration/Performance - Trimester Individual or collaborative project assignments - Assessments (i.e., writing prompts, publisher themed units, projects and appropriate DATAWISE assessment samples) - Statewide standardized assessment (CST, CELDT, Direct Writing assessment)
Science	<p>Students will progress toward grade level core content standards K-12</p> <p>Students will utilize scientific research and inquiry methods, appropriate to grade level, to understand and apply major concepts underlying various branches of science which may include physics, chemistry, biology, astronomy, and earth sciences</p>	<ul style="list-style-type: none"> - Grade level Formative/Summative assessments - CST (5th & 8th) - Standards based assessments - Standards based report cards - Curriculum embedded assessments - Grade Level Project Rubrics - Trimester Project/Performance - Publisher Assessments - Portfolio
Social Science/History	<p>Students will develop understanding of civic, historical, and geographical knowledge and how it relates to their roles as meaningful citizens in the global community</p>	<ul style="list-style-type: none"> - Constitution test (8th) - Student projects - CST (8th) - CAHSEE - Grade level Formative/Summative assessments - Curriculum embedded assessments - Report cards - Trimester Project/Performance - Trimester Project Rubrics - Writing

Visual and Performing Arts	At all grade levels, assessments are based on effort, willingness to take creative risks, and active participation in the artistic process. The process of creating is given priority over the product.	<ul style="list-style-type: none"> - Teacher observation - Student projects - Student performances
World Languages	Students will become proficient in Spanish or another language of choice. All assessments are individualized and based upon student effort and time	<ul style="list-style-type: none"> - Rosetta Stone measurements - Multi-cultural and grade level project rubrics
Life Skills	Students will develop life skills which promote teamwork, leadership, environmental and community stewardship and responsible behavior through a variety of activities and programs in both the core and enrichment aspects of our program which may include programs such as: Tribes, 2 nd Steps, DARE concepts, Destination Imagination, etc. Life skills development will be measured through teacher observation of students’	<ul style="list-style-type: none"> - Engaging in and reporting on at least one service learning activity each school year - Ability to organize and manage responsibilities and materials - Ability to work collaboratively to solve problems - Technology skills as identified by NETS appropriate for each grade level - Grade Appropriate theme skills as identified in 21st Century Skills Framework
Technology	<p>Students will use technology tools to master California Content Standards in core curriculum</p> <p>Information Literacy Skills will allow students to use safe and relevant technological learning resources.</p> <p>Students will be proficient in essential computer skills and applications at each grade level as outlined by the</p>	<ul style="list-style-type: none"> - Demonstration - Portfolios - Projects - Teacher observations - Grade Level NETS measures

	technology standards.	
21st Century Skills	<p>Students will be active collaborators in the teaching and learning process (e.g., students act as co-creators of knowledge along with other students, teachers and education leaders; students help identify, craft and complete meaningful capstone projects and other inquiry-based learning experiences). Every student will be encouraged to create and manage his/her progress in an age appropriate personal learning plan that includes his/her goals for content knowledge and skill acquisition inside school (classes and class work) and outside school (afterschool, extracurricular).</p>	<p>Grade level NETS Grade Level 21st Century Skills Framework Assessments Mile High assessments Report Cards Projects and presentations Portfolio Teacher observation Grade level core standards assessments Parent/Guardian conferences Rubrics Student Goals</p>
Physical Education	<p>Students will be physically fit, nutritionally aware and develop healthy habits that will last a lifetime</p>	<ul style="list-style-type: none"> - 5th and 7th grade physical fitness testing - Project Fit Testing - Teacher observation - Report Cards

In order to have a complete picture of a student's growth, multiple measures must be used. These should focus on a student's growth toward proficiency standard rather than comparing a student's performance against other students. There should be a close relationship between a desired student outcome and the means used to assess it. Assessing what students do with knowledge is as important as assessing what knowledge they have. Assessment should

Assessments should support continued academic improvement by individual students and continued instructional improvement. Multiple Measures may include:

- Monthly collection of student work for portfolio
- Monthly summaries of completed work
- Demonstration of student skills (oral reading, acting, presentations, performance etc.)
- Projects and project rubrics
- Observation by teacher
- Cognitive and achievement testing for Gifted and Talented students (grades 3-7)
- Required annual and triennial evaluations for students in Special Education programs
- Textbook or teacher-prepared assessments

Specific grade and skill level standards will incorporate those included in the California State Board of Education's content and performance standards. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress in each core area and in the acquisition of 21st Century Skills and grade level NETS. Annual locally (classroom) developed assessments in all core areas will be conducted for each student.

The K-12 Independent Study/Home School Program:

The independent study structure adopted by Newcastle Charter School Independent Study/Home School Program effectively incorporates periodic measures of pupil outcomes through its Student Master Agreement, Student Learning Records, Personalized Student Learning Plans and Attendance Report and Portfolios. Mandatory learning record conference attendance ensures that all arms of the education team (teacher, parent, student or TPS) are engaged, monitoring and actively supporting the student's academic goals.

- ◆ For the Independent study Program, we will comply with the requirement to inform parents about the transferability of our math and foreign language courses to other public high schools. We will accomplish this through parent orientation and/or meetings and through our school's accompanying student/parent handbook that will be given to each family.
- ◆ For 9-12 students, student achievement will be assessed in all curricular areas and required projects through NCS's expected school-wide learning results based grade book and a variety of traditional evaluative methods.
- ◆ In the core curricular classes, achievement will be assessed using a variety of methods.
- ◆ These methods will include performance on problem-based learning assignments that include presentations, and subject matter achievement assessments.
- ◆ Students will further demonstrate mastery in their core curricular classes by earning grades of C or better in all core curricular areas.
- ◆ Student performance on standardized tests including proficiency on the California Standards Test (CST), California High School Exit Exam (CAHSEE), the PSAT, the SAT, API, AYP, STAR, CELDT and the ACT will further validate student

assessed using the appropriate local, state and federal reporting measures. Staff, the NCS Advisory Board, the NCS WASC committee and staff will assess student achievement using these measures to determine areas for commendation and recommendations for improvement.

- ◆ NCS is a unique program, offering a rigorous, general education and college prep, collaborative, project based program for all students. All students take the same rigorous core curriculum, and everyone is expected to master the competencies resulting in a high-quality education. At minimum students will receive at least scores of “Basic” on the California Standards Tests and “Proficient” on school wide E.S.L.R. rubrics. Extra support, including tutoring assistance, will be provided for students with active I.E.P.’s and 504 plans, and based on individual need.

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 alignment to the California Common Core Standards.

Staff Development:

Staff in NCS will undergo intensive training in PBL and the 21st Century Skills as identified by the 21st century Partnership. New staff will undergo special training each summer in addition to trainings throughout the school year. An essential component of the ongoing development and culture of continuous learning is the “Peer Coaching” model at staff meetings where a project and problems are shared and suggestions for refinement are offered by the staff prior to being used with students. The Peer Coaching approach coupled with PLC’s will also be applied as a vehicle for assisting staff and students in matching work against the state standards. At full implementation, middle grades and Supervising Teachers (Independent Study staff) at NCS will have undergone intensive training in PBL, GLAD and the Apple Instructional Technology Integration model. As part of the Apple Education foundation partnership and mentoring program, all middle grades and independent study staff undergo ongoing training throughout the school year.

NECS staff development time will be used to improve instruction, student learning, collaboration, critical thinking/problem solving, creativity, communication, media literacy and technology use for all students.

USE AND REPORTING OF DATA

Student progress assessment will be available to students and parents through conferences, and will be reported and stored through electronic programs for ease of immediate and longitudinal retrieval and may include:

- ◆ Report cards
- ◆ Learning records
- ◆ Portfolios

- ◆ Electronic communication (web based)
- ◆ Transcripts

D: The Governance Structure of the Charter 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 Newcastle Charter School shall operate as a dependant, indirect (local) funded charter school under the jurisdiction and control of NESD. NCS will purchase all educational support and other services from the NESD including, but not limited to, Special Education services, Business services, Curriculum & Instruction services, and Human Resources services. NCS and NESD will execute a Memorandum of Understanding (MOU) establishing and governing the payment of fees for the services provided by NESD. NCS will follow the oversight, review and evaluation policies and procedures as established by school and District policies, which will be initiated by district staff and managed collaboratively between the school and district staff. Ultimate control over NCS shall be vested in by the Governing Board of the Newcastle Elementary School District and/or its designee. The NESD Governing Board or its designee retains the right and authority to review, approve, revise, modify, amend or revoke any action, decision or recommendation of the NCA School Advisory Board or NCA Principal.

The Newcastle Elementary School District Governing Board of Trustees, as the governing body of the Charter School, shall comply with all conflict of interest statutes governing public schools and nondiscrimination procedures in accordance with Board Policy 0410. The Board of Trustees will establish and approve all major educational and operational policies. The NESD Board will be responsible for, among other things, the following:

- The general policies of the charter school
- Approving and monitoring of the charter school's annual budget
- Receipt of funds for the operation of the charter school in accordance with the charter school laws
- Solicitation and receipt of grants and donations consistent with the mission of the charter school
- Approving the school's personnel policies and monitoring their implementation, including all hiring, dismissal and disciplinary procedures
- Ensure all provisions of Charter School Legislation will be adhered to and that the California Department of Education directives regarding Charter Schools will be followed.
- Request waivers under the Education Code.
- Monitoring audit trail process
- Provision of legal services and compliance with state and federal laws
- Provision of insurance
- All other responsibilities provided for in the Education Code, other statutes or regulations, or this charter necessary to ensure the proper operation of the charter school

The Board of Trustees will operate the Charter School with the goal of creating a school of choice for students whose parents choose an academically and socially enriched 21st Century environment for their children within the Newcastle Elementary School District.

The Board of Trustees may designate the current Superintendent/Principal of the Newcastle Elementary School District to serve as administrator of the Charter School to implement the policies of the Charter School as outlined herein and to work with the teachers to oversee the day-to-day activities of the Charter School. The NESD Board will set policy, approve budget, and assure that the school maintains high academic standards.

Newcastle School District Board Responsibilities

The NESD Board of Trustees, in consultation with the NESD Superintendent/Principal and the Governance Council, will also be responsible for the following activities:

1. Developing the annual goals for the school and long range plans with input from the NESD Superintendent/Principal, teachers, and Parent committee.
2. Receiving reports from, and providing recommendations to, the NESD Superintendent/Principal and staff.
3. Assessing NCS goals, objectives, academic achievements/student progress, financial status, and any need for redirection
4. The NESD Board is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the Charter itself. As a part of this responsibility, the board will prepare a yearly performance report of NCS, including assessment of the school's educational performance and its administrative and financial fitness.
5. This report will also assess how well the school is fulfilling the program outlined in the charter, specifically regarding student progress.

In accordance with Board Policy 0420, the Charter School Site Council will merge with the School Site Council serving the school on which campus the Charter School is located to allow for full and complete coordination and articulation. Every effort will be made to include Charter School representation on the Site Council. The Site Council will make all recommendations for additions, deletions or modifications to this charter based upon a majority vote of the Site Council. It will also be the responsibility of the Site Council to evaluate the charter school program to determine the effectiveness and to provide continual direction for the improvement of the program. Prior to implementation of any amendment to the Charter Petition, the Newcastle Elementary School District Board of Trustees must ratify the amendment in accordance with the Charter Schools Act of 1992.

Volunteers and Parent Committees:

Once a child is admitted to the Charter School, his or her family is encouraged to become actively involved in the school, including classroom volunteering, and participation in the Parents Teacher Club (PTC) and School Site Councils. Families are asked to give 20 hours of volunteer time per year. All school-site and field trip volunteers will obtain fingerprint clearance prior to working on campus or with students. The school is responsible for screening of volunteers for the protection of our students, including the completion of the Volunteer Handbook and related forms to ensure clearance of criminal background screenings. Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus or anywhere or at anytime students are present. All volunteers are subject to the requirements in the Volunteer Handbook.

Special Education Governance

The Newcastle Charter School pledges to work in cooperation to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

The Newcastle Charter School intends to function as a public school for the purposes of providing special education and related service pursuant to Education Code Section 47641(b). The Newcastle Charter School shall annually, and in good faith, negotiate and enter into a written agreement, via a memorandum of understanding or annual operational agreement, to clearly specify the desired mix of special education funding and services to be provided and to detail the specific terms of such services and funding. It shall remain an arm of the district for special education purposes as required by Education Code Section 4674 1(b), and shall continue to receive funding and services pursuant to the terms of this section and the annual agreement.

E: Employee Qualifications

The qualifications to be met by individuals to be employed by the school. - California Education Code Section 47605(b)(5)(E)

Each certificated Newcastle Charter School District employee will meet the state-licensing requirement for the position that she/he holds. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications and/or certificates required to perform the essential functions of the position, as determined by the NECSD Board and the NECSD Superintendent.

Teachers/Certificated

The Newcastle 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 be NCLB compliant, hold a CLAD or SDAIE certificate, and may teach the “core” academic classes of mathematics, language arts, science, 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 operation policies. Teachers working with English language learners must possess a Bilingual Cross-cultural Language Acquisition Development certificate (B-CLAD) or equivalent.

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), as of July 1, 2006, all NCS teachers teaching core subjects will be “highly qualified” as that term is defined under NCLB and further defined by California state regulations implementing the NCLB requirements.

The Newcastle Charter School 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 capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core or non-college preparatory courses and activities.

In addition to appropriate NCLB qualifications, the key qualifications of NCS teachers include:

- The requisite teaching credential and demonstrated expertise within the content area and grade-level taught
- In-depth knowledge of and successful application of current teaching/learning theory to improve the success of children
- Ability to plan instructional units using developmentally appropriate instructional materials and strategies
- Ability to work in PLC’s to collaboratively, plan instructional units with other teachers and specialists
- Willingness to work with parent, student, and community groups
- Belief in and have worked to implement an educational philosophy that supports success for all students
- Enthusiasm for teaching and continued professional growth and development
- Belief in and have worked to implement an educational philosophy that supports 21st Century core skills and success for all students

Teachers teaching within the Charter School will be subject to the Newcastle Elementary School District policies and the terms of the Newcastle Elementary School District Certificated Contract Agreement with the Newcastle Teachers Association (NTA).

Non-Certificated

Classified employees will possess the necessary qualifications and experience identified by job descriptions and No Child Left Behind (NCLB) and be subject to all applicable District policies and District personnel practices as well as the terms of the Newcastle Chapter CSEA Bargaining Unit # 653

Instructional Aides/Paraprofessional

The key qualifications of instructional aides and paraprofessionals include:

- High School Diploma or equivalent
- AA degree or 48 units
- Ability to read, write and speak English
(Ability to read, write and speak Spanish or other languages depending upon needs of the school)

Ability to perform the following functions:

- Assist students in reading, spelling, mathematics, and other content areas
- Perform a variety of routine clerical and recordkeeping activities
- Observe activities of children on the playground or in the cafeteria
- Prepare materials used in the classroom
- Explain lessons and activities in English and/or Spanish or other native language, depending on placement
- Qualifications suitable for other specialized duties required by placement

Key Administrative and Support Staff

The school will seek administrative and operational staff that has demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the schools as outlined in the school's staffing plan and the district's adopted personnel policies. The key qualifications of administrative and support staff are provided below:

Required

Knowledge of:

- public school clerical operations and functions;
- proper office methods and practices including filing systems, receptionist and telephone techniques, and letter and report writing;
- communication skills; general office procedures and correct use of English punctuation, spelling, and grammar.
- Electronic communications, Office software, equipment and programs related to position

- demonstrate proficiency in reading, writing, and mathematical skills sufficient to obtain a passing score on a standardized proficiency test;
- analyze situations and take appropriate action in a variety of procedural matters without immediate or direct supervision;
- perform mathematical calculations with speed and accuracy;
- learn and effectively use computer software programs and related word processing;
- understand and apply successfully a variety of complex directions to specific situations;
- proofread accurately;
- type accurately at a rate required for successful job performance;
- communicate effectively and tactfully in both oral and written forms;
- establish and maintain a variety of record keeping, reference, and data collection systems;
- operate a variety of office equipment such as calculator, transcriber, copy machine, and computer with speed and accuracy;
- prioritize, coordinate, and monitor the work of others in a positive, productive, and timely manner;
- establish and maintain effective work relationships with those contacted in the performance of required duties.

General Requirements, Hiring and Performance Review

All employees of the Newcastle Charter School will be able to demonstrate an understanding and ability to effectively perform services that contribute to the primary goals of the school. Employees will be able to operate within all learning programs and be willing to expand professionally. Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. NCS will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. NCS will comply with the provisions of the No Child Left Behind (NCLB) Act as they apply to certificated personnel and paraprofessionals. Prior to employment, each employee must furnish medical clearance, including proof of medical exam and tuberculosis (TB) testing, as well as documents establishing legal employment status. The NESD Superintendent and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

The NECSD Superintendent/Principal will have the authority to create formal job descriptions for each position, recruit and interview candidates. The NECSD Board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The NECSD Superintendent/Principal will have the responsibility of evaluating the performance of the teaching and administrative staff according to NECSD policies and standards. The NECSD Board of Trustees will conduct the performance review of the Superintendent/Principal.

F: 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 with a criminal record summary as described in Section 44237. - California Education Code Section 47605(b)(5)(F)

All procedures to ensure the health and safety of pupils and staff will be the same as those currently being used by the Newcastle Elementary School District. These policies at a minimum include:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students.
- Policies and procedures for school wide training to respond to natural disasters and emergencies, including fires and earthquakes (Disaster Plan).
- 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 Fire Marshal approval.
- Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. The school will comply with the provisions of the California Education Code, Section 44237.

Health and Safety issues will be dealt with in accordance with NECSD Board Policies. These policies will be incorporated as appropriate into the student and staff handbook and reviewed on a regular basis.

G: Means of Achieving Racial and Ethnic Balance

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

The School will maintain a racial and ethnic balance among its pupils that is reflective of the general population within the territorial jurisdiction of the District through an open enrollment policy, community outreach, and advertising. The School 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 that is

- a) An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- b) The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district
- c) 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
- d) A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur.

H: Admission Requirements

Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H)

The charter school will actively recruit a diverse student population. Students who understand and value the school's mission and are committed to the school's instructional and educational philosophy will be encouraged to apply.

Admission to NCS classroom/site-based program shall be open to any resident of California that is of legal age to attend public school (e.g., old enough to join kindergarten). Pupils will be considered for admission without regard to race, ethnicity, national origin, gender or disability. The charter school will strive through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the Newcastle Community.

Newcastle Charter School Independent Study Program will actively recruit from Placer, Nevada, Sutter, Sacramento, Yuba, and El Dorado counties, K-12th grade students who are interested in attending its independent study program from. NCSIS will also recruit K-12th grade students, as vacancies become available.

Newcastle Charter School has no requirement for admission and is committed to admitting any child that wishes to apply. We do, however, have a family-school agreement which all parents will be asked to sign and orientation meetings which parents will be asked to attend. A family cannot be turned away for refusing to sign this agreement or based on their inability to, attend an orientation; however, we will encourage family members to meet these objectives and work with them to develop viable options to demonstrate their commitment to the school's program. In no instance will a student be refused admission nor subjected to any form of discipline for failure of a parent to sign the family school agreement.

Family School Agreement

This agreement has two main components: 1) agreement to abide by the academic and behavioral rules of the school. Parents/legal guardians will be asked to sign a family school agreement stating that they understand the academic and behavior policies of Newcastle Elementary School District and will support those policies at home and will work to ensure that their children abide by the rules of the school. 2) An agreement to become involved in their child's educational process with an encouragement to donate time and/or services to support your child's education.

No Admission Testing

Post matriculation, Newcastle Charter School may hold a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or simply need a little extra help will be asked to attend a voluntary after-school or summer program designed to remediate any deficiencies.

Application and Enrollment Process:

Both the Classroom/Site-Based program and Independent Study/Home School Program of Newcastle Charter School will use an application form based upon the Newcastle Elementary School District's school enrollment forms. Included with the application form will be an information sheet detailing the educational philosophy, discipline policy, and parent participation plan of the Newcastle Charter School. Parents/legal guardians must sign the application form and will be encouraged to sign the information sheet signifying that they agree to sign a binding contract to abide by those policies should their child be admitted to the school.

Timeline for Application Submission:

Applications for admission will be made available in December of the previous year and will be due by the first Friday in March annually. The school will hold a parent information meeting between January

and March so that parents can learn more about the school before they apply for their children's admission.

The Lottery and Priority Applications:

Students to the classroom/site-based program are admitted based upon the priority scale listed below. If the number of applications for admission in any grade exceeds the capacity of the school for that grade, once the priority students are admitted, the spaces in that grade will be filled by lottery. The lottery drawing will be held in a public forum. The lottery will be conducted with the same priority and placed on a waiting list.

- ◆ Students residing within the boundary attendance area of the Newcastle Elementary School District (as required by Education Code Section 47605(d)(2)(b)(or students who have previously attended NCS and are currently attending HRCCS) Siblings of students currently enrolled in the District.
- ◆ Students currently enrolled in a District school.
- ◆ Children of staff/personnel who work in the Newcastle Elementary School District.
- ◆ Students residing within the Newcastle zip code of 95658 but not within the district boundaries.
- ◆ Students whose parent's place of employment is within the School District boundaries
- ◆ Students whose day care is within the District boundaries

All others

The Independent Study/Home School Program

The school will establish an annual recruiting and admissions cycle which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for parents and students (3) an admissions application period (4) an admissions lottery if necessary and (5) enrollment. The school may fill openings available after this process using either a waiting list or other non-discriminatory processes. Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy and are informed of the school's student related policies at an optional intake orientation. The student is then encouraged to "shadow" a student to ensure that they understand the program and its academic demands, or attends a "student connect" day at NCSIS. Other than county of residence, there are no other admission criteria for NCSIS. Students and parents are strongly urged to carefully consider the nature of the program, attendance and curriculum requirements prior to applying. NCSIS will not have organized interscholastic athletic teams. Efforts will be made to enable students wishing to attend NCSIS to also participate in extracurricular activities or athletics at the appropriate grade level through Placer Union High School and/or Newcastle Charter School

After the lottery, families will receive their official enrollment forms and will be informed of the enrollment process detailed above. If the number of applications to a grade does not exceed the number of spaces available in that grade, there will be no lottery for that grade, and all students for that grade who submitted qualified applications will be enrolled. In future years, currently enrolled Charter School students will not participate in the random drawing, as they are automatically reserved a space for the

I: Annual Independent Financial Audits

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

All Schools will be audited with the NECSD auditor. The auditor will have experience with audits of educational entities, preferably with charter schools. The scope of the audit will verify the accuracy of the school's financial statements, attendance and enrollment accountings practices, and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to NESS. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed by December 15th of each year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the Newcastle Elementary School District, the state Controller, the county superintendent of schools, and the California Department of Education. The annual financial audit shall be presented to the Newcastle Elementary School District Board of Trustees. The school agrees to the following and complies with any recommendations in practices or procedures necessary to remedy any noted audit exceptions or deficiencies.

Programming Audit

The Newcastle Elementary School District will annually publish its performance report. The performance report will include the following:

1. Summary data showing students' progress towards the goals and outcomes specified in Element C from assessment instruments and techniques listed in Element C.
2. 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 students' confidentiality.
3. A summary of major decisions and policies established by the NECSD Board during the year.
4. Data on the level of parent involvement in the school.
5. Data regarding the number of staff working at the school and their qualifications.
6. An overview of the school's admission practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspensions.
7. 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.

Business Services

Newcastle Elementary School District will run all the business needs of the charter school. Newcastle Charter School may apply for the Charter School Revolving Loan Fund. If it does so, Newcastle Charter

School understands that it must comply with Ed Code section 41365 if it receives funds. Newcastle Charter School District will be a locally funded charter school and anticipates keeping its funds located at the Placer County Treasurer's Office within the Newcastle designated fund for Newcastle Charter School

- ◆ Newcastle Charter School will may contract with any agency experienced in school finance, as determined by NECSD staff and/or the NECSD Board.

All financial operations will be conducted through the established procedures required by the Placer County and State of California. Expenditures will be approved by the District administration. The Newcastle Elementary School District business office will be responsible for purchasing, payroll, insurance, contracts, audits and all other fiscal matters. The Newcastle Elementary School District Governing Board shall remain solely responsible for ratification and approval of all contracts, long-term obligations, and employment decisions. Teachers and staff working within the charter school do not have the express or implied authority to bind the charter school or school district. Any contracts made in violation of this section shall be null and void, unless subsequently approved and ratified by the Board of Education.

Insurance Coverage

The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect NECSD from claims, which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect NCS from claims under Workers' Compensation Acts, which may arise from its operations.
2. Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name the Newcastle Elementary School District.
3. Fidelity Bond coverage shall be maintained by NESD to cover all District employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Optional Insurance

NECSD reserves the right to secure additional insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above.

J: Pupil Suspension/Expulsion Procedures

The procedures by which pupils can be suspended or expelled. - California Education Code Section 47605(b)(5)(J)

The school shall comply with and follow the rules and procedures for suspension and expulsion of charter school pupils as outlined in the Education Code (Education Code Sections 48900 et seq.) and any/all applicable Board Policies of the School District for non-charter school students. Charter students may be exited from the charter school for persistent non-compliance with the terms of the written agreement, or any material violations of the conditions, standards or procedures set forth in the Charter Petition, the school handbook or the district policies or procedures relating to discipline or academic progress. (Failure of the parent to sign the written agreement does not exclude the student and family from adherence to the agreement). Students who fail to demonstrate adequate and appropriate progress toward student standards as determined by the administration or a Student Study Team, may also be exited from the District School. In this event, non- of residence students may apply for enrollment in the other school within the District using standard application procedures. Failure to fully disclose any medical or special education needs at registration may result in revocation of eligibility to attend NCS for those residing outside of the District boundaries.

K: Employees Retirement Coverage

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)

As Newcastle Elementary School District Employees, teachers and staff will be protected by all rights and guarantees provided by the Newcastle Elementary School District. All salary, health and welfare benefits, tenure, seniority protections and retirement benefits, which are contained in the Employment Contract with the Newcastle Teachers Association, the employment contract with CSEA Newcastle Chapter #653, the California Education Code, and District policies, will apply to all Charter staff. All eligible employees will participate in either the State Teachers Retirement System or the Public Employees Retirement System, as applicable. All provisions of the Newcastle Teachers Association Contract/Agreement and CSEA Newcastle Chapter #653 Contract Agreement with the district are fully preserved and protected under the terms of this Charter.

L: School Attendance Alternatives

- ◆ *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. - California Education Code Section 47605(b)(5)(L)*

No student is required to attend the Newcastle Charter School. All students who reside in the Newcastle Elementary School District and who do not wish to attend the Newcastle Charter School, may choose to attend the alternate designated public school or may apply for an interdistrict transfer to another school outside the District, in accordance with existing transfer policies of their district or county of residence.

M: School District 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)

The School District shall be considered the employer for all employees working in the charter school. As such, any Newcastle Charter School employee will be protected by all rights and guarantees provided by the Newcastle School District to all regular District employees. Moreover, the School District shall be deemed to be the public school employer for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of the Government Code.

All provisions of the Newcastle Teachers Association and the CSEA Newcastle Chapter # 653 agreements are fully preserved and protected under the terms of this Charter. The NECSO personnel policies and procedures set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The NECSO Superintendent/Principal will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the NECSO board when necessary, in accordance with these policies and agreements. Disputes over personnel discipline will be resolved through the current personnel policies and procedures.

Employees within the District retain the right to be assigned or request transfer as per agreements outlined within the NTA Collective Bargaining contract, however, the operational needs of the School and shall be considered in determining the timing of a transfer within the School .

N: Dispute Resolution Procedures

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)

Intent

the school's policies in an informal and collaborative process, (2) minimize the oversight burden on NECSD, (3) insure a fair and timely resolution of 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 Newcastle Charter School agrees to attempt to resolve all disputes pursuant to the terms of this section. Both sides shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within a School

Disputes arising from within a school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations of the school, shall be resolved by the charter school and the NESD Board designee pursuant to the established policies and procedures developed by the NESD Board.

Disputes Between the District and the Charter School

In the event that the charter school and the district have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below.

In the event of a dispute between the school and the , the NCS staff and NESD staff and Board members agree to first frame the issue in written format and refer the issue to the relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The charter school superintendent/principal and NCS representative shall informally meet and confer in a timely fashion to attempt to resolve the dispute. If this informal meeting fails to resolve the dispute, the NESD superintendent, shall, within three business days following the meeting, meet with the NCS staff to jointly identify a neutral, third party mediator from the Mediation and Conciliation Services. The format of the mediation session shall be developed jointly. The superintendent and the NCS staff shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the parties jointly agree to bind themselves.

If the parties do not come to resolution of the dispute following the mediation within five calendar days, the parties agree to refer the issue to the Newcastle Elementary School Governing Board for

final resolution. This dispute resolution procedure shall not be used to challenge any action by the Governing Board that is authorized by the Charter Schools Act (e.g., revocation or nonrenewal).

Oversight, Reporting, Revocation, and Renewal:

The Newcastle School District Board may inspect or observe any part of the charter school at any time, but shall provide reasonable notice to the charter school principal, if applicable, prior to any observation or inspection. If the Board of the Newcastle School District believes it has cause to revoke this charter, the board agrees to notify the charter school in writing, noting the specific reasonable time to respond to the notice and take corrective action. NCS understands and accepts that the Board of NESD may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that NESD has given NCS prior notice of any grounds for revocation and reasonable opportunity to cure such violation.

The board of the Newcastle School District agrees to receive and review the annual fiscal and programmatic audit and annual performance report. Within two months of the receipt of this review, the district must notify the charter school as to whether it considers the charter school to be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the district's conclusions.

A charter may be revoked by the School District if the School District finds that the Charter School did any of the following:

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

If, in its review of the school's annual report, the District determines that the Charter School is making satisfactory progress towards its goals, this charter, and any mutually agreeable amendments, is automatically renewed for a term of no less than 5 years.

O: EXCLUSIVE PUBLIC SCHOOL EMPLOYER DECLARATION (LABOR RELATIONS AND COLLECTIVE BARGAINING)

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

For the purposes of the Educational Employment Relations Act, Newcastle Elementary School District will be considered the exclusive public school employer. The Charter shall comply with Conflict of Interest Laws.

P: PROCESS FOR CHARTER 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 charter 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)

In the event that the Charter School closes, the assets and liabilities of the school will be disposed of by the Newcastle Elementary School District Board of Trustees. The Newcastle Elementary School District Board Members will attend to enumerating and disposing of the assets and liabilities as directed in the bylaws and shall ensure that final audit of the school's assets and liabilities is performed. Any assets remaining upon closure will first be used to satisfy the Charter School's outstanding liabilities and any remaining assets may then be distributed to Newcastle Elementary School District or a federal tax exempt 501©(3) organization unless such distribution is otherwise prescribed by law or district policy.

Upon matriculation, at the end of each school semester or term, and upon graduation, parents or guardians of students will be provided with a printed or electronic transcript of their students' academic progress at the school, along with other relevant information. Thus, in the event of school closure, parents and students will possess an independent copy of potentially necessary pupil records. School resources allowing, former Charter School staff may be retained for a period of designated weeks or months after school closure to ensure that student records are transferred to the appropriate agencies. In the event that no such willing repository is available, the records shall be maintained in the same manner for the same length of time as for district students, and then disposed of or destroyed in a fashion that will ensure confidentiality of the records.

Q: Miscellaneous Provisions and Optional Clauses

Term of Charter Petition

A charter may be granted pursuant to Sections 47605... for a period not to exceed five years. A charter granted by a school district governing board...may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

- California Education Code Section 47607(a)(1)
(5)

The term of the Charter shall be July 1, 2010 through June 30, 2015. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions:

Material revisions of the provisions contained in this Charter may be made in writing by the Newcastle Elementary School Board of Trustees upon the recommendation of the School Site Council. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided however that the Charter School shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability:

The terms of this charter 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. 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.

◆ *Memorandum of Understanding (MOU) with Newcastle Elementary School District:*

The Newcastle School District and the Charter School shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the district and the Charter School. The MOU shall include, but not be limited to the following:

Services to be purchased by the Charter School from the district; and the fee schedule for such services; transportation and food services to be provided by the district, if any; special education services and funding formulas, hold harmless indemnification, if required by the district, cash advances to handle cash flow issues, if necessary; Charter School's receipt of mandated cost reimbursement; fiscal reporting requirements to the state, either independently or through the district; conditions under which the Charter School can be terminated, and school district support for the Charter School in seeking additional funding.

The Charter School may procure administrative and instructional services from the district, including site

accounting, payroll and purchasing services and personnel support. Specific terms of most of these services should be covered in the MOU. The district will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

This MOU also will list the timing of the transfer of funding between the Charter School and the Newcastle Elementary School District (ie: the monthly timing of the Newcastle Elementary School District transferring to the Charter School its per-ADA share of local property taxes).

The Charter School reserves the rights to purchase additional administrative and other goods or services from any third party as needed.

APPENDIX A: ASSURANCES

It is hereby certified that the information submitted in this application for revisions to the Newcastle Elementary School District to be located at 8951 Valley View Drive on the campuses of Newcastle Elementary School, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public Charter School; and further I understand that if these revisions are approved and NES is combined/converted into NCS, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or students assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*
2. Will contract with the Newcastle Elementary School District, who will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of division 4 of Title 4 of Tile 1 of the Government Code.² *[Ref. California Education Code §47605(b)(5)(O)]*
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. *[Ref. California Education Code §47605(d)(1)]*
4. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
6. Will not discriminate against any students on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605(d)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 that are applicable to it.

8. Will meet all requirements for employment set forth in applicable provisions of the law, including, but not limited to credential, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
9. Will ensure that teachers in the 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 §47605(1)]*
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.
12. Will comply with all conflict of interest laws *[Ref: Government Code 1090 and 87000 et seq.]*

Authorized District Representative's Signature

Date

Authorized Charter School Representative's Signature

Date

Appendix A: IMPACT ON THE CHARTER AUTHORIZER

Potential Effects on the District

TBD

Appendix B – Agreement Between Student, Parent and Teacher

Newcastle Charter School Student—Parent—School Agreement

The Newcastle Elementary School District is committed to an instructional program consisting of high academic standards that are designed to prepare students for the 21st Century and to be among the nations best. That curriculum is dependent upon maintaining safe school environments and classrooms conducive to learning, which can only be achieved through the total cooperation of the student and a positive, supportive relationship between the home and the school. The purpose of this Agreement is to establish such a relationship—

Student responsibilities:

1. **Protect the rights of others to study and learn**
2. **Work to their full potential**
3. **Be on time for all classes**
4. **Follow school and classroom rules**
5. **Volunteer information and cooperate with school staff in disciplinary cases**
4. **Complete all in-class and homework assignments and meet deadlines**

- 8. Come to class with necessary books and materials
- 9. See that school correspondence to parents reaches home

Parent responsibilities:

- 1. Demonstrate positive interest, involvement and support of the education process of the District
- 2. Follow appropriate communication procedures and deal directly with the school and staff member involved in a respectful and courteous manner when expressing a concern over a class action, school action, program or policy
- 3. Provide supervision and a learning environment for the completion of homework assignments
- 4. Monitor and review all student assignments and classroom progress
- 5. Ensure that students are prepared and appropriately dressed for school
- 6. Cooperate with the school in resolving student academic or behavioral issues

School/responsibilities:

- 1. Provide an educational environment that is safe, orderly and challenging
- 2. Make meaningful assignments designed to further the educational goals of the program
- 4. Recognize learning variability by utilizing a variety of teaching strategies
- 5. Utilize educational technology as a means to enrich and further the curriculum
- 6. Recognize the key role parents play in the educational process. Maintain appropriate communication to include parents as partners in their child's education and behavior.
- 7. Respond in a timely manner to parent concerns and requests for information
- 8. Recognize and respect the values represented in the home of the student

Student (Signature)

Student (Printed Name)

Date

Parent (Signature)

Parent (Printed Name)

Date

Teacher (Signature)

Teacher (Printed Name)

Date

Newcastle Elementary School District
Student—Parent—School Agreement
