

Charter Renewal Petition
for
**Children's Community
Charter School**



21st Century Learners

Submitted to Paradise Unified School District

Charter Renewal Term: July 1, 2015 – June 30, 2020



Table of Contents

I.	Introduction	p3
II.	Affirmations and Assurances	p7
III.	<i>Element 1: Educational Philosophy and Program</i>	p9
IV.	<i>Element 2: Measurable Student Outcomes and Other Uses of Data</i>	p22
V.	<i>Element 3: Assessment of Measurable Student Outcomes</i>	p26
VI.	<i>Element 4: Legal Issues, Governance, and Parental Involvement</i>	p28
VII.	<i>Element 5: Employee Qualifications</i>	p33
VIII.	<i>Element 6: Health and Safety Procedures</i>	p38
IX.	<i>Element 7: Racial and Ethnic Balance</i>	p42
X.	<i>Element 8: Admission Requirements</i>	p43
XI.	<i>Element 9: Financial Audits</i>	p45
XII.	<i>Element 10: Pupil Suspension and Expulsion</i>	p46
XIII.	<i>Element 11: Retirement System</i>	p47
XIV.	<i>Element 12: Attendance Alternatives</i>	p48
XV.	<i>Element 13: Employee Return Rights</i>	p49
XVI.	<i>Element 14: Dispute Resolution Procedures</i>	p50
XVII.	<i>Element 15: Employer Status</i>	p52
XVIII.	<i>Element 16: School Closure</i>	p53
XIX.	Miscellaneous Charter Provisions	p55
XX.	<i>Appendices</i>	
	Appendix A: CCCS Articles of Incorporation and Governing Board Bylaws	
	Appendix B: Memorandum of Understanding	
	Appendix C: 3-Year Budget	
	Appendix D: 2014-2015 LCAP	
	Appendix E: STEAM Rubric	
	Appendix F: CDE DataQuest Reports, 2010-2014	
	Appendix G: Pupil Suspension & Expulsion Policy	

I. Introduction

Background

Established in 1996, Children’s Community Charter School (“CCCS”) is a direct-funded California public charter school. CCCS has established itself as one of the leading K-8 schools in Northern California and statewide. CCCS was founded as a partnership between staff and parents. The current academic program, one that stresses exploration and hands-on learning coupled with parent participation, has resulted in a school culture with elevated academic, social, and professional expectations. Our stakeholder family of students, staff, parents, and community supporters has allowed CCCS to achieve sustainability and continuity despite uncertain budget times.

Our current enrollment is now 226, with approximately 150 students on the waiting list.

Mission, Vision, and Values

The mission of Children’s Community Charter School is to inspire lifelong learning through a rigorous academic program that challenges each student in order to inspire his or her personal best.

To meet the challenge of the above, CCCS believes:

1. Each student learns best through a safe, nurturing, positive environment created through a strong partnership between staff, parents, and the community.
2. Each student must be held to clearly articulated, high academic standards, with staff and parents providing the means for unwavering support in attaining one’s personal best.
3. Staff and students must be engaged in a reflective and collaborative environment which focuses on desired academic outcomes.
4. Relationships built on trust are at the forefront of a positive educational environment.

To achieve this mission, we, the staff and parents at CCCS, pledge to actively support our human, financial, and community resources in support of the creation of a 21st Century Learning environment.

We value:

- Creativity
- Perseverance
- Confidence to take risks with regards to academic challenges
- Critical thinking
- Innovation
- Individualism

- A strong character
- Collaboration
- Communication
- STEAM skills (Science, Technology, Engineering, Arts, Math)
- Civic learning
- Literacy and cultural awareness
- A joyful learning experience

Charter Renewal: Intent of the Charter Schools Act of 1992

In accordance with Education Code Section 47600 et. seq., CCCS petitions the Paradise Unified School District (“PUSD” or “District”) for renewal of the CCCS charter for a term of five years from July 1, 2015 to June 30, 2020.

Education Code Section 47601 outlines the legislative intent behind the Charter Schools Act of 1992. It states as follows:

“It is the intent of the Legislature in enacting this Part to provide opportunities for teachers, administration, staff, 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 and administration, 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.”*

By offering a small school option centered on 21st Century Learning skills and parent participation, CCCS makes important contributions to the legislative goals outlined above. Thus, by approving this charter school renewal petition, PUSD will help to fulfill the intent of the legislature.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following shall serve as documentation confirming that CCCS meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix F: CDE DataQuest Reports, 2010-2014):

- CCCS has achieved a statewide API rank of 4 or higher in the last three years, meeting and exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Over the prior charter term, CCCS had the following API scores:

2010-2014 API Scores				
Year	API Statewide Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2013-2014 and 2014-15	State-mandated testing suspended in 2013-14; API data not calculated or reported (see Note below). 3-Year Average API: 806 2013 Statewide Rank: 4			

	2013 Similar Schools Rank: 1			
2012-2013	5	781	A (-26)	No
2011-2012	7	806	A (-29)	Yes
2010-2011	9	830	A (-52)	Yes
<p>“A” means the school or student groups scored at or above the statewide performance target of 800. (Source: CDE DataQuest, accessed September 24, 2014.)</p>				

Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: <http://www.cde.ca.gov/ta/ac/ap/>.)

Analysis of Charter Renewal Criteria

For the last four years, CCCS has achieved a statewide API rank of 4 or higher; in 2013, the API statewide rank was 4, while in years past, the statewide rank was as high as 9 in 2010. Therefore, CCCS has met the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

II. Affirmations and Assurances

As the authorized lead petitioner, I, Emily Mullins, hereby certify that the information submitted in this petition for the renewal of Children's Community Charter School, a California public charter school located within the boundaries of PUSD, is true to the best of my knowledge and belief; I also certify that this petition for renewal does not constitute the conversion of a public charter school to the status of a private school; and further, I understand that if awarded a renewed charter, CCCS:

- 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 student assessments applicable to students in non-public charter schools. (Education Code Section 47605(c)(1))
- Shall be deemed the exclusive public school employer of the employees of CCCS for purposes of the Educational Employment Relations Act. (Education Code Section 47605(b)(5)(O))
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. (Education Code Section 47605(b)(5)(o))
- Shall not charge tuition. (Education Code Section 47605(d)(1))
- 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 a public random lottery process shall occur. Element 8 outlines the admission process and admission preferences in the case of a public random drawing. Except as required by Education Code Section 47605(d)(2), admission to CCCS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CCCS in accordance with Education Code Section 47605(d)(2)(C). (Education Code Section 47605(d)(2))
- Will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). (Education Code Section 47605(d)(1))
- Will adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall ensure that all core teachers in the charter school hold a Commission on Teacher Credentialing certificate, permit, or document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. (Education Code Section 47605(1))
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. (Education Code Section 47605(d)(3))
- Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. (Education Code Section 47612.5(a))
- Shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. (Education Code Section 47605(c))
- Shall comply with any jurisdictional limitations to locations of its facilities. (Education Code Sections 47605 and 47605.1)
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. (Education Code Sections 47612(b), 47610)
- Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.
- Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Will work collaboratively in a joint partnership with the Paradise Unified School District.

III. Element 1: Educational Philosophy and 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 the program must include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

- *California Education Code Section 47605(b)(5)(A)(i)*

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

- *California Education Code Section 47605(b)(5)(A)(ii)*

Overview of Program

Children’s Community Charter School serves its students and community to support a ‘21st Century Learners’ model of education. We will provide a positive, student-centered environment in which all students will actively demonstrate the skills and attitudes gained while at CCCS. Our goal is for students to be productive, globally aware, life-long responsible learners with the ability to flourish in an increasingly diverse society.

As is the strong case with all facets of our 21st Century model, staff development, collaboration, and a strong sense of collegiality with educational professionals is central to our success. The ‘gift of time’ built into our weekly schedule is unassailable, and serves as the bedrock for our students’ ultimate successes.

In addition, we strive to entrust children as authorities of their own education and to develop a passion for learning. A fundamental goal is to provide a strong foundation in basic academic skills and content knowledge. It is also our goal to develop students’ abilities to gather, analyze and use information, solve problems, work cooperatively, think creatively, initiate action and participate in and contribute to a global society. Our school has adopted a STEAM (Science, Technology, Engineering, Arts, Math) rubric to ensure that we are addressing these areas in all grade levels. It is our belief that a solid background in STEAM skills, in addition to literacy and cultural awareness, will enable our students to be college and career ready in the 21st century. We teach comprehension in all subject matters through Reciprocal Teaching, a research based teaching strategy endorsed by the International Reading Association that allows students to access grade level material and read for deeper meaning.

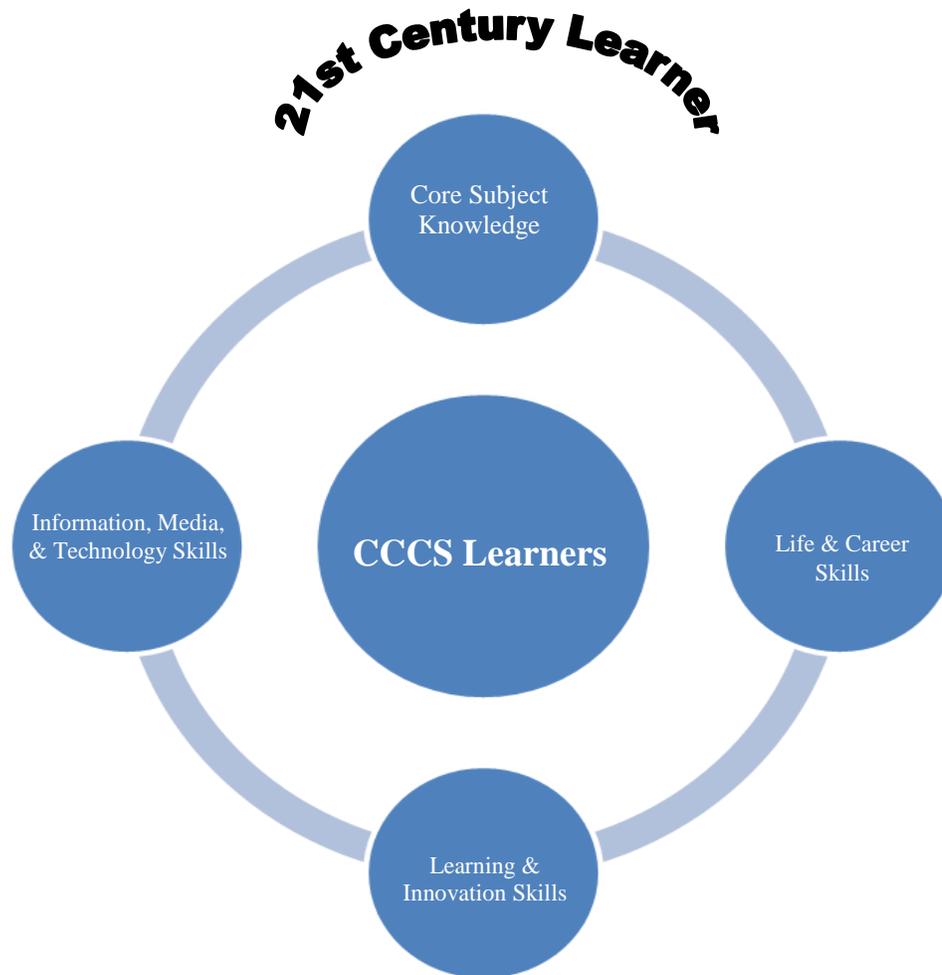
Every effort is made to maintain small class sizes. Flexible learning groups are used to meet students’ academic needs.

The school year calendar follows the traditional calendar. Changes may be made to suit student, facility, and/or teacher and parent needs.

The school day consists of at least the minimum required annual instructional minutes pursuant to Education Code Section 47612. This may increase according to student, teacher, parent, and facility needs.

Who We Will Educate

Children’s Community Charter School serves all students who desire a quality, comprehensive academic program based on a 21st Century Learners model. All students, regardless of ability, socio-economic status, race, creed, color, disability, or sexual orientation are given equal opportunity to attend CCCS. Further, CCCS encourages and welcomes academically ‘at risk’ students to apply for our program.



21st Century Learner

The further development and emphasis on all CCCS students’ as 21st Century Learners is reflected through the following overarching themes that are articulated throughout all K-8 grade levels:

A. Core Subjects serve as the main academic tenets of our instructional program. These

primary areas of focus include the following:

1. **Language Arts** –The language arts program at CCCS provides a rich, meaning-centered curriculum that allows students the ability to critically reflect, problem solve, and to bridge the gap from the abstract to the real within the context of their own lives. With the increased emphasis on global communications, students are required to take a more active role as effective communicators. Digital media are among the many vehicles available for our students to enhance their skills.
2. **Mathematics** – Rather than emphasizing rote memorization, mathematics instruction focuses on mathematical reasoning and problem-solving. The use of realia, current events, real-world math situations, performance-on-demand, and problem-based learning promotes student interest, motivation, and greater subsequent achievement. These serve as the foundational components of CCCS’ mathematics program.
3. **Science and Engineering** –The scientific method and inquiry-based teaching practices that allow students to act as independent learners are key components of our program. The wealth of computer-based relevant and timely information, coupled with scientific modeling and simulations, provide 21st Century Learners with a robust and challenging content area; a critical need for our nation to develop the next generation of scientists and researchers must begin to be addressed at the K-8 level of education. Engineering concepts are introduced as early as kindergarten in conjunction with science in order to instill innovation and creativity.
4. **Global Awareness and Social Science** – With the dynamic nature of media and technology, nations and cultures across the planet are able to correspond with, and better understand, one another. Each nation’s actions has a potential impact on any number of others’, lending rise to the imperative that our future leaders develop cultural literacy and a global awareness along with the requisite training in the more traditional aspects of social science.
5. **Financial & Entrepreneurial Literacy** – 21st Century Learners must be able to grapple with the new reality of a more global economy. Supply and demand, competition from other nations, and a world-wide pool of qualified applicants for professional employment positions requires a deeper understanding of the forces involved with our economy and the global marketplace.
6. **The Arts** – The goal of our arts education program is to help children achieve a better understanding of themselves and their world through the visual, musical, and dramatic arts. At CCCS, we collaborate to provide qualitative art experiences which are sequential in nature and developmentally challenging. While the emphasis is on the creative process, lessons are woven with ideas from curricular studies and multi-cultural explorations. The arts allow our children to express themselves in cognitive ways beyond the limits of language. They foster broad dispositions and habits of mind-especially the capacity to think creatively, build aesthetic awareness and observational skills, make connections, and provide a venue for self-expression and

self-exploration helping them grow as individuals in wholesome, positive ways. In our world's ever increasing reliance on visual imagery and technology, building visual literacy is imperative for the 21st century learner.

- 7. Health and Physical Education** - The health and physical education curriculum helps students know and practice good health habits. A foundation of movement experiences through physical education leads to an active and healthy lifestyle. The curriculum is designed to meet the individual physical needs of all students. The curriculum is used to build social skills, self-esteem, cardiovascular development and physical co-ordination.

B. Learning and Innovation Skills that are an expected outcome of all students include the following:

- 1. Creativity** – Project-based learning maintains a focus on thinking creatively both ‘inside the box’ given established parameters, as well as ‘outside the box’ when given full creative license. Students will feel safe when attempting to go beyond the ‘easily imagined’ and develop a product or process that pushes their creative imagination to new heights. Elementary students shall receive at least one hour each week of Art and Music enrichment. Middle school students will be offered Art and Music elective choices each trimester.
- 2. Innovation** –CCCS creates an academic environment that establishes our educators as being patient, open to new ideas, nurturing, and wholly supportive of students so that students will feel encouraged and empowered in taking academic risks. Students are encouraged to demonstrate their own innovative thinking while authenticating their mastery of the curriculum presented.
- 3. Critical Thinking** – High-order thinking skills are maintained as a fundamental aspect of classroom instruction. Staff seek to consciously address content by going ‘beyond the basics’ of a knowledge and comprehension level. Students are expected to apply new-found knowledge, as well as to potentially restructure, analyze, and evaluate the result. Inquiry-based lessons through science shift the locus of control onto the students, as it requires students to formulate a hypothesis, accurately analyze baseline data, synthesize additional data, and to evaluate their initial hypothesis versus quantified results.
- 4. Critical Reflection and Analysis** – Students are educated through a comprehensive program steeped in inquiry-based methods that span the entire curricular spectrum. Science content sees students develop hypotheses, analyze results, and critically examine their initial assumptions and relevant data. Journals are used across the curriculum for free-form ‘mindmapping’ of the individual’s cognitive processes.
- 5. Metacognition** – Students are expected to continually reflect on their own learning. “How did I just learn that?” and “What works best for me in order to learn best?” are the key focus questions students are expected to reflect on.

6. **Participatory Learning Strategies** – Students are active learners and directly involved in the learning process both as recipients of teacher-directed instruction, but more importantly as self-directed learners who take the initiative, problem-solve and propose solutions. A direct involvement with peers, staff, and parent volunteers requires CCCS students to develop the meta-cognitive sense to accurately gauge one’s best manner of processing and mastering the addressed content.

C. **Information, Media, and Technology Skills** are critical for students to master in order to meet the changes inherent in an increasingly digital society. CCCS looks to increase its use of technology, and strives to establish itself as a learning environment that strongly emphasizes technology in all facets of teaching and learning. Through targeted, ongoing staff development and training, as well as through hard/software advancements, CCCS shall endeavor to advance to the next level over the course of this renewal term.

In order to actively engage students through all facets of our instructional program, CCCS will strive to offer students the following 21st Century Learning opportunities and activities in technology:

1. **Technology Standards** have been developed, with each student expected to show mastery of all identified technology standards prior to promoting to the high school. Corresponding benchmarks detail what specific skills are inherent within the particular standard, and will include rubrics aligned to success indicators for students to aspire to.
2. **Technology Portfolios** are a component of the middle-school program. Students keep electronic portfolios of their media-based work and are expected to demonstrate evidence of personal achievement through technological means.
3. **Media Literacy Skills** require students to distinguish between the correct use and selection of the appropriate media for a given purpose. Accurately choosing the proper medium for a given topic or project allows students the opportunity to gain knowledge and use of graphics, print medium, animations, audio, video, Web medium, and social networking sites.

As a result of a media literacy and technology focus, students should be able to:

Analyze Media

- Understanding both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors

- Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information in order to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

Please see Appendix E: STEAM rubric for the specific technology standards at each grade level.

D. Life and Career Skills focus on the following ‘**Great 8**’ skills required of all 21st Century Learners:

1. **Initiative** – Students are encouraged to be calculated risk-takers as students, whereby the expectation of all staff and students will be a positive ‘whatever it takes’ approach to being a successful 21st Century Learner. Students in the middle grades are trained to perform continual self-analysis and to make appropriate personal academic adjustments in order to achieve mastery.
2. **Self-Direction** - Students are refocused/redirected whenever appropriate in order to maintain the locus of control as being with the students themselves. Parent support is critical when maintaining a balance between maintenance of a nurturing, positive environment and the critical need for students to be autonomous, explorers of their academic surroundings.
3. **Ownership** – Students are an integral part of the planning and implementation of the program focus we propose in this charter. Students are asked to take the lead whenever appropriate and suitable, based on the specific desired outcome. A CCCS education must not be something that a student perceives as ‘happening to them’; rather, it is through and with the student that a powerful educational experience is created.

4. **Responsibility** – Students are expected, ultimately, to be responsible for their own academic behaviors. Time management, staying on-task, completing service hours, and being a meta-cognitively aware learner comprise some of the core values and expectations of CCCS students.
5. **Marketability** – Our students will soon be entering a globally competitive environment; this even beginning at the university level, as foreign students comprise an increasingly larger percentage of our domestic university population. In order to remain relevant and marketable, CCCS learners must achieve a well-balanced education, one that is earmarked by an open-mindedness, a willingness to learn and unlearn new and existing skills, and maintaining the outlook of being a life-long learner.
6. **Leadership** – Students function in a variety of leadership roles at CCCS, both in the classroom as well as in the greater school community. Project-based learning opportunities are structured to allow each student to take a leadership role in some capacity. Leadership outcomes are based on the premise that each student’s contribution is equally valid and critical toward the construction of the desired outcome objectives.
7. **Professionalism** – Students are expected to develop an appropriate level of professional demeanor when working with adult mentors as well as peers. Comportment, attention to detail when presenting oneself to prospective employers, adults, and mentors will be an assessed characteristic.
8. **Social/Cross-Cultural Interaction** – Students are expected to develop a strong global awareness and ‘flattened world’ mindset upon promotion from CCCS. Essentially, CCCS students are expected to possess an understanding and greater acceptance of other cultures and how to effectively interact with a global community.

Character Education is addressed through curriculum that sees students actively involved with the philosophy within the classroom as well as campus-wide. Our character education program addresses the following areas on a school-wide level:

- Positive attitude
- Respect
- Responsibility
- Self-Discipline
- Relationships
- Personal Goals
- Citizenship
- Conflict Resolution

Our Expectation: Each student engaged as a 21st Century Learner will demonstrate a well-rounded ability to critically examine information, to work collaboratively toward a common goal, and to be a confident, globally-aware, risk-taking individual.

Our Common Core standards-based academic program reflects the following practices:

- **Critical standards** have been identified in order to maintain a focus on an appropriate number of ‘enduring’ or critical standards. These same standards are both formatively and summatively assessed with students demonstrating mastery of these standards through a variety of assessment types.
- **Depth over breadth** has been maintained through identification of these same critical standards. Staff members delve deeply into the core content subject matter with all students expected to critically examine what is being learned. Higher-order thinking skills are stressed with a focus maintained on students being proficient with the analysis and critical evaluation of the specific concept learned.
- **Formative Assessment** guides staff teaching and student learning as CCCS teachers will use assessments primarily for shaping instruction. Frequent, ongoing formative assessment techniques such as performance-on-demand, quick checks for understanding, constructed response, selected response, peer response groups, ungraded quizzes, portfolio reviews, and other traditional forms of assessment may be effectively utilized in this manner. By examining the results of these assessments, CCCS educators will continue to ascertain the need for developing remediation activities, lesson review, whole-class re-learning, and pinpointed differentiated instruction.
- **Backwards Mapping Lesson Design** – CCCS educators will continue to utilize and further develop this manner of lesson design. By starting with the developed assessment serving as the desired endpoint, students are fully cognizant of how to ‘hit the mark’ and have a strong sense of both the identified target (learning outcomes) and what the quality indicators look like (rubric grading system).
- **Focus on Outcomes** – Standards-based report cards provide the means by which students are able to ascertain areas for growth along with strength areas. Based on specific measures, students have myriad opportunities to show a measured success in reaching a mastery level on a particular standard or benchmark.
- **Integrated/Inter-Disciplinary Curriculum** – CCCS will maintain a progressive outlook toward curricular integration which has served students well over the course of the charter’s existence. Teachers shall develop units of study that show multiple and varied content areas interacting to create a stronger context and immersive environment for students.

Staff development through our established learning community will establish best practices with teachers acting as life-long learners, which reflects the following activities/focus areas:

- **Collaboration time**
- **Collaboration with other school sites**
- **Collaboration through web-based resources**

- **Professional development**
- **Vertical articulation**
- **A ‘Trainer-of-Trainers’ model**

We will strive to minimize the achievement gap through:

- **Enrichment and Opportunity** – Each student is immersed in realia-based lessons, hands-on activities, experiential-learning based field trips, and extension activities that involve students as active learners. Students are encouraged to find, develop, and sustain their individual passion while at CCCS through involvement in clubs, electives, and athletics.
- **Parental Involvement** – Parents are expected to play an active role in supporting the mission, vision, and values of our school. We have an expectation that parents volunteer 1 ½-2 hours per week in their child’s classroom.
- **Personalized Learning Approach** – Teachers work with parents to develop a Personalized Learning Approach. Interventions and academic modifications are available for all students needing additional support in language arts or math. A variety of teaching strategies are used to accommodate various learning styles.
- **Differentiated instruction** affords the student the opportunity to learn at his or her current level. A comprehensive intervention support system assists at-risk students at the K-5 levels, with targeted math and language arts instruction offered through a small-group and/or one-on-one setting. Parent assistance in the classroom affords at-risk students extra support through increased personal attention and an opportunity to remediate classwork, homework, quizzes, etc. The Student Study Team process at CCCS involves a thorough examination of the cognitive, social-emotional, behavioral, and familial factors impacting a student’s achievement. SST plans are personalized and involve all stakeholders within the process. Advanced learners needs are met through extension activities within the classroom.

Annual Goals and Actions to be Achieved in the State Priorities

Attached as Appendix D, please find CCSS’s annual goals and actions in the State Priorities.

At-Risk Students

Students are identified as “at-risk” if they are in danger of not reaching grade-level benchmarks. Support for at-risk students includes a comprehensive assessment system that pinpoints the areas of need for all at-risk students. Teacher collaboration meetings include a focus on methods of working effectively with at-risk students to promote greater achievement and examine student data toward this end. Classroom teachers are the primary sources of assessment feedback as at-risk students are involved with one-on-one teacher or parent volunteer support, small group instruction, peer and cross-age tutoring, and extended day academic support. If a student is not

progressing satisfactorily from these initial interventions, students are placed in a more intense intervention program. Progress monitoring occurs at regular intervals. Math intervention is provided for students in grades 2-8 by a credentialed mathematics instructor and is aligned to the curriculum utilizing re-teaching and Tier 2 support.

The following intervention programs are used to address the needs of at-risk students in language arts:

DECODING	
Word Recognition	Fluency
Phonemic Awareness SIPPS Beginning Level Phonics SIPPS Beginning Level SIPPS Extension Level SIPPS Challenge Level JumpStart Read Naturally Soar to Success Rewards	Sight Words Read Naturally SIPPS Extension Level SIPPS Challenge Level Quick Reads Rewards JumpStart Soar To Success Automaticity Read Naturally Quick Reads Rewards JumpStart Soar to Success SIPPS Beginning Level SIPPS Extension Level SIPPS Challenge Level

COMPREHENSION	
Vocabulary	Text Comprehension
Accelerated Reader Quick Reads Read Naturally Soar to Success Rewards	Accelerated Reader Read Naturally Quick Reads Soar to Success Rewards

All students who are actively involved in the pull-out/push-in intervention program are closely monitored through program assessments as well as in-class assessments. Students continuing to achieve at below grade level standards are referred for potential additional services.

High-Achieving Students

CCCS provides all of its students a challenging, rigorous curriculum; this is reflected in the assessment opportunities that address the needs of our high-achieving students. Desired student outcomes for academically high-achieving students stress higher-order thinking skills and place a premium on students demonstrating the ability to self-produce a viable solution, product, or process that reflects a deep understanding of the content area/material. Classroom teachers are attuned to the needs of each student and demonstrate the ability to effectively differentiate instruction as appropriate. Enrichment opportunities within the classroom are presented to engage and challenge higher level students in all curricular areas.

Students with Disabilities

CCCS complies 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 (“IDEIA”).

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students Under the IDEIA

The specific manner in which special education and related services is provided and funded is set forth in a separate Memorandum of Understanding (“MOU”), which delineates the respective responsibilities of CCCS and the District. An overview of these responsibilities includes, but is not limited to, the following:

- CCCS assures that every reasonable attempt is made to identify students with disabilities and that their needs are evaluated and served in compliance with all applicable laws.
- No student shall be denied admission to CCCS due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.
- CCCS utilizes an SST (Student Study Team) process to help identify appropriate interventions and service.
- CCCS will provide for delivery of on-site services unless the IEP team recommends an alternative solution and/or there is a legitimate educational reason for providing the services elsewhere.
- CCCS will notify PUSD when it enrolls and exits special education students.
- The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate PUSD/SELPA forms.

Section 504 of the Rehabilitation Act

CCCS 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 CCCS. Any student who has an objectively identified disability which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by CCCS.

A 504 team will be assembled and facilitated by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by CCCS's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's health file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

IV. Element 2: Measurable Student Outcomes and Other Uses of Data

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes", for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

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

Standards-Based Curriculum

CCCS' academic standards and curriculum content is consistent with the Common Core State Standards. Any amendments to the curriculum are to be made by our Principal and teaching staff with Governing Board approval.

The Principal and teaching staff select the required teaching materials needed to fulfill the academic requirements established for the curriculum of the CCCS.

It is our intent to keep parents fully informed as to each child's progress. Our role is to assist the parent, not supplant the parent in the educational process. The use of any and all controversial materials must have advanced CCCS Governing Board approval and written parental approval.

21st Century Learners Outcome Goals

In becoming self-motivated, competent, lifelong learners, CCCS students are given the opportunity to become:

Problem solvers	Independent and critical thinkers
Decision makers	Capable of resolving conflicts
Cooperative workers	Academically responsible
Resourceful	Morally reflective
Socially interactive	Articulate

In addition, we strive to instill in our students the personal qualities of:

- Confidence
- Motivation
- Effort
- Responsibility
- Initiative
- Caring
- Teamwork
- Common sense
- Problem solving & focus
- Perseverance

Goals for the Demonstration of Skills, Knowledge, and Attitudes

The goal of CCCS is to nurture the development of each child intellectually, physically, emotionally and morally to the fullest extent possible. It is intended that each child will profit by continued schooling and can ultimately lead a fulfilling life in our society as a productive worker, citizen and private individual.

The curriculum at CCCS is developed with high expectations derived from academic standards. CCCS report cards reflect the Common Core State Standards for each grade level and may include specific benchmarks. Report cards will be sent home at the end of each trimester.

CCCS shall endeavor to prepare students to be successful in a diverse society through their experiences which are integrated and thematic including multicultural and technological experiences. Our hands-on, student-centered and experiential curriculum is developed to reach all learning styles.

Student and School-Wide Performance Objectives

Academic Performance Index – As an overarching goal, CCCS shall strive to increase our API score after the baseline is established following the 2015 Smarter Balanced assessments.

Annual Yearly Progress – CCCS shall strive to meet the AYP goals for all groups as set by the state for the duration of this renewal period.

Attendance – CCCS will endeavor to maintain at least a 1% higher attendance rate than local schools and to increase our 2013-2014 attendance rate (94.63%) by 2% over the next five years.

Mastery of State and Locally-Developed Content Standards

Student achievement will be tracked through a standards-based reporting system that includes feedback in all areas specific to CCCS' established curriculum. The expectation is that each student will demonstrate mastery in each of the following content areas:

Pupil Outcome Goals	Assessment Tool(s)/Method(s)
All students will demonstrate grade level proficiency in <i>reading, writing, speaking, and listening</i> including but not limited to the following concepts: verbal reasoning skills, grammar, vocabulary, writing, spelling, reading fluency, word attack skills, and reading comprehension.	<ul style="list-style-type: none">• SBAC test data• NWEA Measures of Academic Progress data• Rigby reading assessments• CBM fluency assessments• Basic Phonics Skills Test (BPST)• Johnston Spelling Inventory• Directed Writing Assessments• Curriculum embedded benchmark assessments• ESGI• Informal classroom assessments

<p>All students will demonstrate grade level proficiency in <i>mathematics</i> including but not limited to the following concepts: skills and problem solving related to addition, subtraction, multiplication and division of whole numbers and fractions, ratios and proportional relationships, early algebraic expressions and equations, arithmetic of rational numbers. linear algebra and linear functions. The focus on mathematical instruction will be centered on the Common Core goals of conceptual understanding, procedural skills and fluency and application.</p>	<ul style="list-style-type: none"> • SBAC test data • NWEA Measures of Academic Progress data • Curriculum embedded benchmark assessments • Informal classroom assessments
<p>All students will demonstrate mastery of designated outcome goals in the areas of <i>science and engineering</i> as outlined in the STEAM rubric.</p>	<ul style="list-style-type: none"> • Curriculum embedded benchmark assessments • CST for Science in grades 5 and 8 • Project based assessments • Rubrics • Informal classroom assessments
<p>All students will demonstrate mastery of designated outcome goals in <i>social science</i> including but not limited to the following concepts: awareness and recollection of major events in World, National, State, and Local history and the effects of such events on current society, and awareness of geographic locations worldwide.</p>	<ul style="list-style-type: none"> • Curriculum embedded benchmark assessments • Project based assessments • Rubrics • Informal classroom assessments
<p>All students will demonstrate mastery in designated outcome goals in the area of <i>technology</i> as outlined in the STEAM rubric.</p>	<ul style="list-style-type: none"> • Project based assessments • Rubrics • Informal classroom assessments
<p>All students will demonstrate mastery in designated outcome goals in the areas of <i>visual and performing arts</i> as outlined in the STEAM rubric.</p>	<ul style="list-style-type: none"> • Project based assessments • Rubrics • Self-assessments • Performance assessments • Informal classroom assessments
<p>All students will demonstrate mastery in designated outcome goals in the area of <i>physical education</i> including but not limited to: aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body composition, trunk extensor strength and flexibility, and overall flexibility.</p>	<ul style="list-style-type: none"> • California Physical Fitness Test in grades 5 and 7 • Performance assessments • Self-assessments • Informal classroom assessments

A further expectation centers on the response to students not achieving mastery in the above areas. Remediation, targeted intervention, differentiation of instruction, parent-school contracts, and other forms of support will be provided to at-risk students.

Attached as Appendix D, please find documentation of the alignment of CCCS's pupil outcomes to the state priorities.

V. Element 3: Assessment of Measurable Student Outcomes

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

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

Overview

CCCS believes that assessments, both formative and summative, offer the classroom teacher, parent, CCCS Principal, and student a ‘snapshot’ of current skills and knowledge at any given point in time. In light of this, it is imperative that CCCS offer its students assessment measures that are addressed through a variety of modalities. Our students span the entire spectrum of learners; from kinesthetic to aural to visual. Hence, our mission is to develop and implement authentic assessments that effectively measure the intended outcome(s). Assessment of student progress will blend summative and formative assessment, these at the end of the units of study, after individual lessons, and ‘as-needed’ when students have had the opportunity to internalize a new concept. Finally, student assessments should promote reflection and self-evaluation on the part of students, staff, and parents.

Forms of Assessment

In order to support our instructional program and meet our identified student outcomes, students will be regularly assessed in their growth toward attaining mastery of the Common Core State Standards through the observation of their personal productivity and activity in the following areas:

- Standardized Tests (California Assessment of Student Performance and Progress (CAASPP) assessment system, including but not limited to the SBAC, CSTs, CELDT, and PFT)
- Authentic Assessments
- Classroom Level Assessments (examinations/quizzes)
- Performance Assessment
- Project Based Assessment
- Self-Assessment
- Formative assessments
- Summative assessments
- Rubric-graded assessments

CCCS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statutes, or student assessments applicable to students in non-charter public schools, as required by Education Code Section 47605(c)(1).

CCCS affirms that its methods for measuring pupil outcomes for the state priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Reporting and Other Uses of Data

The SARC (School Accountability Report Card) is developed and reviewed each year, with assessment results being a primary focus area. Among other relevant areas of focus, the SARC includes outcome objectives, grade-level improvements, and school-wide attendance goals. Survey results from parents are reviewed annually to determine the level of satisfaction parents have with the current educational program. Standardized testing data along with formative and additional summative results, is reviewed on an ongoing basis, with Friday PLT (Professional Learning Team) time apportioned for such. Staff will identify those areas with potential for growth, using corresponding SMART goals (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**imely). Written goals will focus primarily on academic outcomes; however, written goals may also include those to address social-emotional, behavioral needs of our students and campus.

Informing our parent group is a critical component of CCCS' success. Teachers meet with parents both informally as well as through regularly scheduled parent conferences held in November and on an as-needed basis throughout the year. A standards-based report card offers specific feedback in a comprehensive manner on the areas of strength and growth for each student. Each standards area report details corresponding benchmarks and provides a summative rubric score for each benchmark. In addition to academic performance outcomes, the trimester reports include a summative assessment of each student's social and study skills, and behavior. Newsletter, website, General Membership meetings, and Board meetings also provide ongoing feedback to CCCS' constituency.

Local Control Accountability Plan ("LCAP")

Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, CCCS will produce a Local Control Accountability Plan ("LCAP"), using the LCAP template adopted by the State Board of Education. CCCS shall submit the LCAP to the District and the Butte County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

VI. Element 4: Legal Issues, Governance, and Parental Involvement

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)

Overview

Children’s Community Charter School is an independent charter school. CCCS shall be accountable to the District for its outcomes in accordance with the California Charter Schools Act. CCCS complies with all provisions of the Brown Act and California Public Records Act.

CCCS is nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, disability, or upon any of the characteristics listed in Education Code Section 220.

CCCS and PUSD strive to work in conjunction with all local education agencies and Special Education Local Plan Areas (SELPA) to ensure that a free and appropriate public education is provided to all students with exceptional needs. For purposes of special education services, CCCS will operate under contract with the PUSD to provide student support personnel and delivery of all needed services.

Memorandum of Understanding

A Memorandum of Understanding (MOU) detailing the terms of the agreement between CCCS and PUSD are included in Appendix B of this document.

Non-Profit Public Benefit Corporation

CCCS is a directly funded independent charter school and is operated as a California non-profit public benefit corporation, pursuant to California law.

CCCS operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and CCCS. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of CCCS, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CCCS as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix A, please find the CCCS Articles of Incorporation and Governing Board Bylaws

Board of Directors (“Governing Board”)

The CCCS Governing Board is the decision making body for CCCS. The mandate of the Governing Board and stakeholders of CCCS is to promote the guiding mission of CCCS as articulated in this Charter. In order to do so, the Governing Board is empowered to operate as the

decision-making body in regard to school-wide policies. The governance structure is designed to foster participation by all stakeholders and ensure the effectiveness of local school control and accountability. As part of the school's mission, it is vital that pupils witness and participate in the school's collaborative process of policy development and decision making.

The CCCS Governing Board consists of nine (9) directors composed of the following:

- Two (2) community members with no current affiliation with CCCS as a parent, or as a spouse of a staff member. These positions will be filled through an application and interview process conducted by the seated Board members. It is the strong desire of CCCS to involve business and educational leaders who are experts within their respective fields. These community members greatly enhance the work of CCCS in creating a powerful 21st Century Learner model and provide an additional level of objectivity to all Board decisions.
 - Five (5) parents, grandparents, or guardians, who are also not current or former employees of CCCS or spouses of current or former employees, and who have had a student in the Charter School for at least six (6) calendar months and will also continue to have a student(s) in the Charter School during their tenure. Parent representatives shall be nominated by the CCCS parents to fill the following roles:
 - Community Public Relations Coordinator
 - Parent Volunteer Coordinator
 - Secretary to the Board
 - Student Programs Coordinator
 - Treasurer/Fundraising Coordinator
3. One (1) classroom teacher nominated by the staff
4. The CCCS Principal

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the CCCS Governing Board. If the District chooses to do so, CCCS shall ensure the Board is maintained with an odd number of directors.

All CCCS Board members will be asked to abide by the strong need to appropriately differentiate between their respective roles as board members and as parents. Toward this end, the expectation will be for all board members, whenever feasible, to conduct any on-site board business involving a personal contact with site administration and/or staff to take place before or after educational hours with students. The validation of the need for staff and administration to attend first-and-foremost to educational matters directly involving students speaks to the nature of CCCS' '**students first**' philosophy.

Each Board member shall serve a term of two (2) years, with exceptions as noted in the CCCS Bylaws. In order to ensure continuity of the school's governance structure, Board position terms will end on a staggering basis. Therefore, the CCCS Governing Board will have remaining Board

members each year to assist with the creation of an induction plan for new Board members, in addition to maintenance of proper Board form and function.

Additional details regarding Governing Board members' selection, removal and other governing laws are included in the Bylaws attached within Appendix A.

Board Meetings and Duties

The CCCS Governing Board meets regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Governing Board is fully responsible for the operation and fiscal affairs of CCCS. With all matters, the Board will attempt to achieve consensus in the determination of school-wide policy. When consensus cannot be reached, decisions will be determined by the vote of the Governing Board. With all decisions, the board will strongly consider the opinions of parents, staff, and administration when carrying out the governance of CCCS.

School-wide policies under the purview of the Governing Board include, but are not limited to the following:

- Annual budget development and approval
- Fiscal oversight
- Strategic planning
- Support in the selection, evaluation, and when necessary, a recommendation for the termination of Principal
- Appropriate input in the process of hiring of members of the staff
- Advise district on CCCS' desired school calendar
- Admission requirements
- Approval and adoption of curricular and extra-curricular programs
- Community service programs
- Promotion requirements
- School facilities and safety
- Pupil behavior and performance, including but not limited to academic achievement, attendance, dress and decorum, maintenance of a clean campus, participation in extra-curricular activities and discipline proceedings
- Community relations
- Establishment of ad hoc hiring committees composed of a variety of stakeholder representatives, depending on the position

Any modification to the CCCS Policies and Procedures will be approved by the CCCS Governing Board.

The Governing Board maintains a Conflict of Interest Code that complies with the Political Reform Act, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations.

Any material changes to the CCCS Charter Petition are submitted to the Governing Board and presented to the PUSD Board of Trustees for approval.

The Principal

The Principal is the leader of CCCS. The Principal ensures that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports directly to the CCCS Governing Board, and s/he is responsible for the orderly operation of CCCS and the supervision of all employees.

The Principal performs assigned tasks as directed by the CCCS Governing Board and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure CCCS enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the CCCS Governing Board
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of CCCS
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Governing Board
- Complete and submit required documents as requested or required by the charter and/or Governing Board and/or the District
- Identify the staffing needs of CCCS and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote CCCS in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the school annual performance report, the SARC, and the LCAP

- Present independent fiscal audit to the Governing Board and, after review, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, and as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

Parental Involvement

To ensure the continuance of strong parental involvement at CCCS, parents are encouraged to sign a Parent Participation Commitment that states they will make a ‘good-faith’ effort to provide volunteer time to the school. We believe that students are most successful when a community works together to meet the needs of students. Teachers, administration, staff, and families are all critical components of each student’s support network. As CCCS relies heavily on the cooperative relationship established with its families, a strong attempt is made to accommodate the schedules and abilities of parents. Parents unable to complete the hours they have committed to will receive support in an effort to find an alternative solution in lieu of regular school-day volunteer hours, and an alternate plan will be made available should the school-day hours prove infeasible.

CCCS teachers and administration plan lessons, small group instruction, field trips, and other activities based around the weekly calendar commitments of parent volunteer support. In light of this, parents are respectfully asked to honor their participation commitment at all times, unless extenuating circumstances arise, whereby the partner-teacher shall be notified in advance. No child will be excluded from CCCS or school activities due to the failure of his or her parent or legal guardian to fulfill the Parent Participation Commitment.

VII. Element 5: Employee Qualifications

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

Overview

All teachers and staff shall be employees of Children's Community Charter School and are responsible directly to the Principal and the Governing Board of CCCS. Non-certificated employees are employed by CCCS in an at-will capacity consistent with the personnel policies of CCCS.

The teachers are responsible to the Principal and the CCCS Governing Board for policies and procedures related to the daily operation of the CCCS. The Principal is responsible to the CCCS Governing Board. All teachers are evaluated by the Principal according to the Collective Bargaining Agreement.

Staff Member Selection

The selection committee for all new certificated staff includes, but is not limited to, one member from the CCCS Governing Board, the CCCS Principal, and one CCCS teacher.

Any classified employee is a non-certificated employee and hired by CCCS with the approval of the CCCS Governing Board. Conditions of employment are stated in the Employee Policy and Procedures adopted by the CCCS Governing Board. The CCCS Governing Board makes decisions about classified staffing and staff changes. Classified employees are responsible to the Principal and the CCCS Governing Board.

Classified employees of CCCS are protected by due process as defined in the staff handbook. Disciplinary matters involving CCCS employees will follow established CCCS procedures. Disciplinary matters involving employees are addressed by the Principal with review and appeal to the CCCS Governing Board. The details of the processes for certificated employees are contained in the Collective Bargaining Agreement.

General Staff Qualifications

All staff of the school, prior to employment by CCCS, must be cleared through the Department of Justice using the LiveScan process. See additional information in Element 6 regarding employee background check procedures.

All staff members of CCCS are expected to actively develop, support, implement, and sustain all facets of the school's vision as described in Elements 1-3.

Teacher Qualifications

CCCS hires the best qualified teachers available. CCCS adheres Education Code Section 47605 (l), which states:

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

CCCS teachers and paraprofessionals shall meet all applicable ‘highly qualified’ requirements under the Elementary and Secondary Education Act (“ESEA”). CCCS shall not discriminate against any applicant on the basis of ethnicity, national origin, gender, disability, or upon any of the characteristics listed in Education Code Section 220.

The most critical qualifications for CCCS teachers are:

- Critical constructive thinking
- A sense of high expectations for students and fellow staff
- A sense of open-mindedness and ability to evolve as educators individually and collectively
- Effective communication skills
- A “whatever it takes” attitude and corresponding action
- Productive use of technology
- The ability to work collaboratively
- A willingness to take calculated risks that benefit students

The minimum criteria for teacher candidates include the following:

- B.A. or equivalent (M.A. preferred)
- Passed CBEST and fully credentialed
- Evidence of continuing education beyond B.A. degree/Credential
- Evidence of successful classroom teaching experience
- Positive references from the most recent place of employment, college, or graduate school
- Meet applicable “highly qualified” requirements under the ESEA

Credentials will be monitored on an ongoing basis by the Principal. Reports will be generated to check for credential expiration status and reminder notifications will be sent to individuals three months prior to their credential expiration date.

Non-Instructional Staff

Non-teaching employees, including office staff, maintenance staff, and paraprofessionals serve in support roles to keep the whole school operating efficiently. The Principal, in consultation with the Governing Board and staff, has developed job descriptions and qualifications for all non-teaching positions. The following qualifications are required for all classified position candidates:

- High school diploma or equivalent

- Background/fingerprint/TB clearance

Administrative Qualifications

The CCCS Principal should ideally possess the following:

- Demonstrated leadership abilities
- A comprehensive educational vision that is consistent with the school's mission and educational program
- A global frame of reference
- Knowledge of current research-based teaching and learning practices
- Sound technological skills
- An entrepreneurial spirit and focus
- Evidence of successful grant writing
- Comprehensive knowledge of educational reform and
- Knowledge and effective use of student data systems
- Some legal and business experience

The minimum criteria for Principal candidates include the following:

- MA/MBA degree or equivalent (Ph.D./Ed.D. desired)
- Valid CA Teaching Credential (Multiple Subject or K-8 Certification preferred)
- A minimum of 3 years teaching experience
- Tier I/II Administrative Services Credential or in progress
- Positive references from past employers

Office Manager Qualifications

CCCS' Office Manager is responsible for overall front office activities, including the planning, organizing, and oversight associated with the front office. In addition, the Office Manager relieves the Principal of a variety of administrative details as is deemed appropriate.

The CCCS Principal's Secretary/Office Manager should ideally possess the following:

Skills: Required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including utilizing pertinent software applications; planning and managing projects; and preparing and maintaining accurate records.

Knowledge: Required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues, draw conclusions, and propose solutions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette; concepts of grammar and punctuation; and pertinent codes and regulations.

Ability: Required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: working independently; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working with constant interruptions; setting priorities; resolving conflict and building consensus, and establishing and maintaining effective working relationships.

Director of Maintenance Qualifications

The CCCS Director of Maintenance should ideally possess knowledge of the following:

- Building security systems, anti-intrusion, and theft prevention measures
- California Education Code and Building Health and Safety Code
- Construction processes, building trades, and physical plant maintenance procedures
- Custodial practices and procedures
- Energy management and utilities conservation measure
- Landscaping and field maintenance procedures
- Safety procedures

Salary Schedule

An effort will be made to ensure that CCCS employees' salary and benefit compensation are regionally competitive.

Performance Evaluation

Principal

The Principal establishes specific goals based on the "California Professional Standards for Education Leaders" at the beginning of the school year. The Governing Board will evaluate the Principal's accomplishment of all goals and make recommendations for the next school year as needed.

Certificated Staff

Evaluations shall adhere to the Collective Bargaining Agreement. All evaluations are conducted by the Principal or designee.

Non-Certificated Staff

The Principal evaluates all site personnel as deemed appropriate. Each will have a completed evaluation form by the end of the year and a conference to review the evaluation, though at the discretion of the Principal, evaluations may be issued every other year. Staff evaluation and

termination is conducted in accordance with applicable law and CCCS policy as enumerated in the CCCS Staff Handbook.

Due process for all employees, including the resolution of complaints and grievances, is provided pursuant to applicable legal requirements as stated in the Staff Handbooks and, when applicable, in the Collective Bargaining Agreement.

VIII. Element 6: Health and Safety Procedures

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

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

Overview

Children's Community Charter School shall comply with all applicable federal and state health and safety codes and requirements. CCCS meets all safety regulations, including adherence to local fire regulations, safety inspections, earthquake drills, visitor control, and the PUSD disaster plan. CCCS maintains a Safety Committee comprised of parents and staff members, which offers recommendations to the CCCS Governing Board regarding necessary changes that ensure a safe campus for all. CCCS will function as a drug-, alcohol-, tobacco-, and weapon-free workplace.

CCCS will maintains a comprehensive set of health, safety, and risk management policies to address the following areas:

Harassment, Intimidation, and Bullying Prevention Policy

The policy of the Board of Trustees of Children's Community Charter School is to provide students and staff with a school environment free from harassment, intimidation and bullying. CCCS will not tolerate harassment, intimidation or bullying in any form at school, school-related events, including off-campus events, school-sponsored activities, school buses or any event related to school business.

Harassment, Intimidation and Bullying include: Any gesture or written, verbal or physical act that is reasonably perceived as being motivated either by any actual or perceived attribute such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, culture, social origin or condition, political affiliation, mental, physical or sensory disability, or by any other characteristic, that a reasonable person knows or should have known:

- a. will have the effect of harming the person or damaging the person's property; or
- b. will place a person in reasonable fear of physical harm; or
- c. will demean any person or group of people in such a way as to disrupt or interfere with the school's educational mission, the education of any student, or the ability of a staff member to perform the essential functions of the staff member's job.

Inciting, aiding, coercing or directing others to commit acts of harassment, intimidation or bullying is also prohibited.

A more complete description of our Harrassment, Intimidation, and Bullying Prevention policy can be found in the Student and Family Handbook that is distributed at the beginning of each school year.

Child Abuse Reporting

All CCCS staff members are mandated child abuse reporters and shall comply with California state law reporting procedures. Reports of suspected child abuse are to be made to an official child protective agency and local law enforcement agency. Paradise Police Department is not a child protective agency, and should not be the sole point of contact. These policies are incorporated as appropriate into the school's pupil and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and Governing Board policies.

Criminal Record Summary and Background Checks

Employees and contractors of CCCS are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The CCCS Principal is responsible for monitoring compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Facility Safety

CCCS is housed in facilities that receive Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. CCCS complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements. CCCS maintains on file readily accessible records documenting such compliance.

Food Services

CCCS will continue to strive for the best food services available that comply with state regulations. The flexibility to contract with outside vendors has provided our students and staff with a wider spectrum of healthier choices; thus lowering operating costs, and ultimately increasing on-site nutritional participation. All Food Service providers will be made aware of the correct procedures to ensure food safety.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Natural Disasters and Emergencies

CCCS will continue to follow the site-developed safety and emergency preparedness plan which was developed per the guidelines set forth by Education Code and PUSD, including but not

limited to responses to natural disasters and emergencies, including fires and earthquakes. This plan also includes:

- Staff training on emergency procedures
- Multiple emergency preparedness exercises each school year
- On-site storage of first aid supplies

School Safety

CCCS will continue to maintain a Safe School Plan. We will enhance school safety by providing a comprehensive and varied response to the safety needs of students, parents, and staff. Below are some components of our Safe School Plan:

- ✓ CCCS conducts regular Emergency Drills and disaster scenarios
- ✓ CCCS has a single school entrance and exit during school hours
- ✓ Visitors sign in and are in view of school personnel at all times
- ✓ CCCS is a closed campus
- ✓ A school wide Attendance Plan assists in keeping all students in class during instruction
- ✓ A school-wide Character Education program maintains a positive student outlook
- ✓ Supplemental counseling, and school wide assemblies support an anti-bullying message
- ✓ A Parent / Student Handbook has been developed to reinforce school rules and expectations
- ✓ A Progressive Discipline system is in place, providing proactive measures and contracts
- ✓ Aides are available to supervise students
- ✓ CCCS hosts parent and student evening support groups, as well as various community meetings
- ✓ Personnel attend emergency and safety seminars and emergency response trainings
- ✓ Staff is CPR and First Aid trained
- ✓ Staff carefully monitor traffic and new markers and signs are installed in front of the school

Tuberculosis Testing

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

Medication in School

CCCS adheres to Education Code Section 49423 regarding administration of medication in school. Students who must take medication during the course of school activities the school must receive a written statement from the physician detailing the method, amount, and time schedules by which the medication is to be taken; and the parent/guardian must submit a written statement indicating his/her desire that the school assist his/her child in taking the medication; and parents must sign a release statement. All medications will be locked up. Parents are required to notify the school of a continuing medication regimen for a non-episodic condition, detailing the medication being taken, the current dosage, and the name of the supervising physician.

State law now allows students with doctor authorization to carry and self-administer auto-injectable epinephrine medication. A copy of that authorization should be given to the school for placement in your student's file. Students may also carry and use sunscreen without a doctor's note or prescription, and may also wear sun-protective clothing. [E.C. §35183.5]

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. CCCS adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by CCCS.

Diabetes

CCCS provides an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Blood borne Pathogens

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

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

Comprehensive Discrimination and Harassment Policies and Procedures

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

IX. Element 7: 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)

CCCS serves pupils of all racial and ethnic backgrounds. The diversity of the student population at CCCS is similar to that of the PUSD population. In order to support and further develop CCCS' 21st Century Learner academic philosophy, CCCS actively seeks to serve racially and ethnically diverse students through the following recruitment strategies:

1. The development of program promotional material that appeals to all ethnic and racial groups existing within Butte County
2. Outreach efforts that afford all constituent groups the opportunity to gain additional first-hand program information

It is the belief of CCCS that pupils can achieve the goal of becoming productive citizens in a multicultural world if they are educated in an increasingly multicultural environment.

An open enrollment policy maintains a diversified balance among students of the CCCS. Any child, regardless of ethnicity, national origin, gender, disability, or socioeconomic profile is equally welcome and eligible to apply for enrollment.

Academically low achieving students are defined as students performing one to two years below grade level. It is the belief of the CCCS that these children benefit through the structure of the CCCS. Students to be enrolled with active IEPs will be reviewed by CCCS staff and PUSD and CCCS will make recommendations based on the review. English Learner students' needs are handled on an individual basis through an SST process similar to special needs programs; a review team assesses the needs and makes a recommendation based on the review.

X. Element 8: Admission Requirements

Admission requirements, if applicable.

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

CCCS uses an open enrollment admission policy for all California students, and does not discriminate on the basis of residency, gender, gender expression, gender identity, sexual preference, disability, national origin, immigration status, ethnic or racial background, native language, religion or political belief, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or any other characteristics described in Education Code Section 220. In addition, CCCS attempts to maintain a balanced grade level configuration. The number of classes per grade level depends on enrollment. Multi-grade classes may be used. CCCS will maintain its status as a tuition-free, nonsectarian public school.

The application process is comprised of the following:

1. Parent/guardian attendance at school orientation meeting with the Principal
2. Completion of Interest/Application Form

Applications will be accepted during a publicly advertised open enrollment period each Spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, CCCS will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment the following year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Children of CCCS staff members
2. Siblings of CCCS students
3. Children of CCCS Alumni
4. Residents of the District

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. The waiting list will allow students the option of enrollment in the case of an opening during the school year. Waiting lists will not carry over to the following school year.

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form
- Proof of Immunization
- Home Language Survey

- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

XI. Element 9: 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)*

The CCCS community and its partners will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program. Our business philosophy is evolving into one of entrepreneurship and community outreach. As a main tenet of this same philosophy, CCCS will attempt to maximize revenue from all sources, including Mandated Costs, all-the-while finding internal solutions to make us more efficient and better able to earmark additional funds toward support of our 21st Century Learners model. With regard to state charter school funding, CCCS will remain a direct-funded charter.

An annual independent financial audit of the books and records of CCCS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CCCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

CCCS will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the Butte County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the CCCS Governing Board with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of CCCS is a public record to be provided to the public upon request.

XII. Element 10: Pupil Suspension and Expulsions

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

Overview

Comprehensive policies for pupil conduct and discipline have been established in collaboration with parents, pupils, and staff in order to promote learning and protect the safety and well-being of all members of our school community. Pupils and their parents/guardians are notified in writing upon enrollment of all policies and procedures for pupil conduct and discipline. The comprehensive policies for pupil conduct and discipline are printed and distributed as part of the CCCS Student and Family Handbook and clearly detail expectations regarding academic habits, attendance, bullying behaviors, mutual respect, sexual harassment, violence, and safety. Pupil conduct and discipline policies are subject to review and revision by the Governing Board.

The policies and procedures for suspending, dismissing, or expelling a student provide due process for students and are administered by the CCCS Governing Board. The Principal or his/her designee may, pursuant to the school's adopted policies, discipline and suspend students. Except for an expulsion appeal, the Principal or designee's decision to suspend or discipline a student is final, and not appealable. The CCCS Board shall make the final determination on an recommendation of an expulsion.

The board-adopted Pupil Suspension and Expulsion Policy is attached as Appendix G.

XIII. Element 11: Retirement System

The manner by which staff members of the charter schools will be covered by the State Teachers' retirement, the Public Employees' retirement system, or the Federal Social Security program
- California Education Code Section 47605(b)(5)(K)

Mandatory Benefits for all Full-Time Staff Members

CCCS will continue to provide mandatory benefits under the current contract with California's Valued Trust or by other means in accordance with the law. These include:

- Workers' Compensation Insurance
- Unemployment Insurance
- Medicare
- Social Security, if applicable

Health Benefits

CCCS will provide eligible employees with a comprehensive health benefits package under the current contract with California's Valued Trust or by other means.

Eligibility for health benefits will be referenced in the CCCS Staff Handbook.

Retirement Benefits

The Business Manager is responsible for ensuring that retirement reporting is completed for all employees.

STRS

All full-time, certificated employees at CCCS will continue to be with STRS. Employees will contribute the required percentage and CCCS will contribute the employer's portion. All withholdings from employees and from CCCS will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through the appropriate STRS-approved agency.

PERS

All current classified employees at CCCS will continue with PERS. Employees and CCCS will contribute the required rate as designated by PERS. All withholdings will be forwarded to the PERS fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members. PERS contributions will be reported through the appropriate PERS approved-agency.

XIV. Element 12: Attendance Alternatives

The public school attendance alternative for pupils residing within the school district who choose not to attend charter schools.

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

No student may be required to attend CCCS. Pupils who choose not to attend CCCS may choose another public school in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district. Parents and guardians of each student enrolled in CCCS will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CCCS, except to the extent that such a right is extended by the local education agency.

XV. Element 13: Employee Return Rights

The public school attendance alternative for pupils residing within the school district who choose not to attend charter schools.

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

No public school district employee shall be required to work at CCCS. Employees of the District who choose to leave the employment of the District to work at CCCS will have no automatic rights of return to the District after employment by CCCS unless specifically granted by the District through a leave of absence or other agreement. CCCS employees shall have any right upon leaving the District to work in CCCS that the District may specify, any rights of return to employment in a school district after employment in CCCS that the District may specify, and any other rights upon leaving employment to work in CCCS that the District determines to be reasonable and not in conflict with any law.

All employees of CCCS are the exclusive employees of CCCS and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CCCS. Employment by CCCS provides no rights of employment at any other entity, including any rights in the case of closure of CCCS.

XVI. Element 14: 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)

Overview

The staff and governing board members of CCCS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. This includes all disputes between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school.

Intent

The intent of such a process is to: (1) minimize the oversight burden on the district, and (2) ensure a fair and timely resolution to disputes.

Procedures

The CCCS/PUSD Dispute Resolution Process shall solely address disputes **between** PUSD and CCCS.

In the event a dispute arises that is not properly addressed within the dispute resolution process, the CCCS Governing Board shall discuss the proper procedure to be followed with a PUSD Representative, which may be further memorialized if necessary as an amendment to this charter.

The parties will attempt in good faith to adjust time limit problems which occur due to unforeseen circumstances or summer recess.

Informal Procedure

The process for resolving disputes informally is as follows:

- Any complaint must be made in writing to the CCCS Board Chair. In the absence of a Board Chairperson, the remaining Board members will appoint a Board representative to facilitate the dispute resolution process.
- The CCCS Board Chair or alternate and the PUSD Superintendent or designee, upon the occurrence of a dispute, will investigate the disputed issue and try to resolve the issue through discussions and meetings inviting any other involved parties if necessary. If able to reach a resolution, the CCCS Board Chair or alternate and the PUSD Superintendent shall report the dispute and resolution back to their respective Boards.
- If unable to reach an adequate resolution the CCCS Board Chair or alternate and the PUSD Superintendent shall summarize the dispute to their respective Boards through a written report and subsequently the dispute will be handled by the formal procedure. The written report shall include:
 1. A detailed account of the disputed issue
 2. A description of steps taken to attempt to resolve the dispute

3. A proposed resolution of the issue

Formal Procedure

In the event that informal meetings fail to resolve the dispute the following formal procedure will be followed:

A committee consisting of two members of the CCCS Board and the CCCS Board Chair, and a committee consisting of the PUSD Superintendent and two members of the PUSD Board of Trustees shall meet together to attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the PUSD Superintendent and CCCS Board Chair shall meet to jointly identify a neutral third party mediator.

The format of the mediation session shall be developed jointly by the PUSD Superintendent and CCCS Board Chair and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise.

The finding or recommendations of the mediator shall be non-binding, unless the CCCS Governing Board and PUSD Board of Trustees agree to bind themselves.

The costs of the mediator shall be split equally between the District and CCSS. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and CCSS.

Internal Disputes

Disputes related to CCCS' internal operations shall be resolved through District support only with the consent of the CCCS governing board or Principal. The District agrees to allow CCCS autonomy in addressing internal matters, intervening only in the event that the dispute raises justifiable concern that the current charter has been violated, or in the event of a formal request for intervention by the CCCS Governing Board and/or Principal.

Charter Reviews

CCCS conducts an annual review process in order to address any concerns which may have arisen throughout the year. This review is not limited to just academic standards but may include minor changes to the Charter itself. All proposed material revisions to the Charter will be presented to the PUSD Board of Trustees prior to potential adoption by CCCS.

The report is completed by the CCCS Governing Board, Principal and teachers covering achievements, academic standards, policies and procedures, scheduling and Charter provisions. Any changes are reported to the PUSD Board of Trustees in our annual report on or before July 30. This report also establishes our goals for the next school year.

XVII. Element 15: Employer Status

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.
- *California Education Code Section 47605(b)(5)(O)*

Children’s Community Charter School shall be deemed the exclusive public school employer of the employees of CCCS for the purposes of the Education Employment Relations Act as specified in Chapter 10.7 of Division 4 of Title 1 of the California State Education Code (47611.5b) and shall adhere to the EERA and any other applicable laws.

XVIII. Element 16: School Closure

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

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

The decision to close the charter school, for any reason, will be documented by an official action of the PUSD Board. The action will identify the reason for the school's closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The CCCS Governing Board will promptly notify parents and students of CCCS, the District, the Butte County Office of Education, CCCS's SELPA, the retirement systems in which CCCS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The CCCS Governing Board will ensure that the notification to the parents and students of CCCS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CCCS.

The CCCS Governing Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, CCCS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. CCCS will ask the District to store original records of CCCS students. All student records of CCCS shall be transferred to the District upon closure. If the District will not or cannot store the records, CCCS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CCCS will prepare final financial records. CCCS will also have an independent audit completed within six months after closure. CCCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CCCS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of

property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CCCS.

CCCS will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of CCCS, all assets of CCCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CCCS, remain the sole property of CCCS and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation, with the exception of the [Building] and Science building that CCCS built and that were financed through loans from the District. In the event of closure of CCCS, CCCS agrees that it will convey all right, title and interest in the [Building] and Science building to the District, free of any encumbrances in favor of any party other than the District that exist at the time of transfer. CCCS agrees that the District may impose any liens or other encumbrances to title to these two structures that are necessary to carry out this provision, and not to seek to expunge or otherwise remove or impair said liens or other encumbrances. Any assets acquired from the District or District property will be promptly returned upon CCCS closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CCCS shall remain solely responsible for all liabilities arising from the operation of CCCS.

As CCCS is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of CCCS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the Appendix, CCCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XIX. Miscellaneous Charter Provisions

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix C, please find CCCS's budget and cash flow documents for the next three years of operation. These documents are based upon the best data available to CCSS at this time, including the most recent projections under the Local Control Funding Formula.

CCCS shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget and cash flow statement for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report and cash flow statement for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report and cash flow statement for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

Insurance

CCCS maintains and finances general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the District and CCCS's insurer. The District Board of Education shall be named as an additional insured on all policies of CCCS.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

CCCS provides or procures most of its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements. CCCS utilizes effective business practices which result in the best quality and inherently safest facilities and materials at the best price. Contracts for service, equipment and alterations/improvements are submitted to multiple bidders. All things being equal, preference will be given to local bidders.

Pursuant to California law, the District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of CCCS not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if CCCS is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

School Location and Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

This charter authorizes the operation of Children's Community Charter School of Paradise, a public charter school, which shall operate at one site within the geographic boundaries of PUSD, as authorized pursuant to Education Code Section 47605. CCCS occupies the school site at 6830 Pentz Road, Paradise, California.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

CCCS is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. CCCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of CCCS.

Further, CCCS and the District shall enter into a memorandum of understanding, wherein CCSS shall indemnify the District for the actions of CCCS under this charter.

The corporate bylaws of CCCS provide for indemnification of CCCS's Board, officers, agents, and employees, and CCCS purchases and maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the District and CCCS's insurance company for schools of similar size, location, and student population. The District is named an additional insured on the general liability insurance of CCCS.

The CCCS Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Indemnification

To the fullest extent permitted by law CCCS does hereby agree, at its own expense, to indemnify, defend and hold harmless the PUSD and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement, except for any such claims, damages, losses and expenses including but not limited to attorney's fees, which result from the actions or omission of actions of PUSD. CCCS further agrees to the fullest extent permitted by law at its own expense, to indemnify, defend, and hold harmless the PUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the CCCS, and their officers, directors, employees or volunteers, except for any such claims, damages, losses and expenses including but not limited to attorney's fees, which result from the actions or omission of actions of PUSD. Moreover, CCCS agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts between CCCS and CCCS vendors, contractors, partners or sponsors.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of California State Charter

Schools Act or other relevant state and/or federal statutes, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by PUSD and the Governing Board of CCCS. 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 in accordance with the dispute resolution procedures set forth in the charter.