

*Charter Renewal Petition*

**Children's Community Charter  
School**



21<sup>st</sup> Century Learners

*Submitted to Paradise Unified School District*

Charter Renewal Term: July 1, 2020 – June 30, 2025

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## **I. Introduction**

### **Background**

Established in 1996, Children’s Community Charter (“CCCS” or the “Charter School”), commonly known as Children’s Community Charter School, is a direct-funded California public charter school. CCCS has established itself as one of the leading TK-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 75 students, with approximately 320 openings.

### **Mission, Vision, and Values**

**Our Mission:** To ensure high levels of learning for ALL students. We are committed to academic, behavioral, and social/emotional learning to benefit the whole child.

**Our Vision:** Fostering a deep partnership with families, every student will be college or career ready through a rigorous academic program delivered in an environment of support, understanding, and emotional safety. Our students are and will continue to be resilient, empathetic, and prepared for life.

Core Values:

- Collaboration
- Growth Mindset
- Life-long learning
- Interdependency
- Accountability
- Empathy

### **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 the “District”) for renewal of the CCCS charter for a term of five years from July 1, 2020 to June 30, 2025.

Education Code Section 47601 codifies 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, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (a) *Improve pupil learning.*
- (b) *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) *Encourage the use of different and innovative teaching methods.*
- (d) *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.*
- (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 21<sup>st</sup> 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)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

**AND**

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

**OR**

3. Education Code Section 47607(b)(4) states: “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.”

This determination, which requires a comparison to other public schools, is documented below.

**AND**

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see Appendix A: CDE DataQuest/CAASPP Reports):

**Analysis of Children’s Community Charter School Alternative Measures Data (Education Code Section 52052(f))**

Children’s Community Charter School California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards

<b>Demographic</b>	<b>Assessment</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Schoolwide	ELA	34%	40%	47.44%	56.25%	64.70%
	Math	21%	26%	31.61%	40.00%	52.94%
Economically Disadvantaged	ELA	33%	38%	48.53%	56.35%	65.15%
	Math	17%	22%	22.06%	35.42%	53.03%

CCCS is proud that our schoolwide and subgroup CAASPP scores show improvement each year.

**Analysis of Comparison Schools Data (Education Code Section 47607(b)(4))**

Comparison Schools That Children’s Community Charter School Students Would Otherwise Be Required to Attend

<b>School</b>	<b>Schoolwide Assessment</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
CCCS	ELA	34%	40%	47.44%	56.25%	64.70%
	Math	21%	26%	31.61%	40.00%	52.94%

Cedarwood Elementary	ELA	23%	22%	31.48%	47.93%	NA
	Math	17%	18%	24.77%	40.32%	NA
Paradise Elementary	ELA	34%	37%	37.59%	32.17%	NA
	Math	20%	21%	27.59%	30.62%	NA
Pine Ridge	ELA	29%	29%	28.71%	25.71%	NA
	Math	18%	18%	22.40%	22.47%	NA

Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017	2018	2019
CCCS	ELA	34%	40%	47.44%	56.25%	64.70%
	Math	21%	26%	31.61%	40.00%	52.94%
Cedarwood Elementary	ELA	23%	22%	31.48%	47.93%	NA
	Math	17%	18%	24.77%	40.32%	NA
Paradise Elementary	ELA	34%	37%	37.59%	32.17%	NA
	Math	20%	21%	27.59%	30.62%	NA
Pine Ridge	ELA	29%	29%	28.71%	25.71%	NA
	Math	34%	40%	47.44%	56.25%	64.70%

## II. Affirmations and Declaration

As the authorized lead petitioner, I, Michelle Farrer, hereby certify that the information submitted in this petition for the renewal of a California public charter school named Children's Community Charter, located within the boundaries of Paradise Unified School District, 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 private school to the status of a public charter school; and, further, I understand that if awarded a renewal of the charter, CCCS will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. (Ref. Education Code Section 47605(d)(1))
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of CCCS for purposes of the Educational Employment Relations Act. (Ref. Education Code Section 47605(c)(6))
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. (Ref. Education Code Section 47605(e)(1))
- The Charter School shall not charge tuition. (Ref. Education Code Section 47605(e)(1))
- The Charter School will admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to CCCS shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). 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(e)(2)(C). (Ref. Education Code Section 47605(e)(2)(A)-(C))
- The Charter School shall 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). (Ref. Education Code Section 47605(e)(1))
- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C))
- The Charter School shall ensure that all core teachers in the charter school hold the Commission on Teacher Credentialing certificate, permit, or document required for the teachers certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment (Ref. Education Code Sections 47605(l) and 47605.4(a))
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. (Ref. Education Code Section 47605(e)(3))
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. (Ref. Education Code Section 47612.5(a)(2))
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. (Ref. Education Code Section 47605(d))
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. (Ref. Education Code Sections 47605 and 47605.1)
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. (Ref. Education Code Sections 47612(b) and 47610)



- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

### **III. Element 1: Educational Program**

*The educational program of the charter school, designed, among other things, to identify those whom the charter 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.*

*Education Code Section 47605(c)(5)(A)(i)*

*The annual goals for the charter school 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 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.*

*Education Code Section 47605(c)(5)(A)(ii)*

#### **Overview of Program**

Children’s Community Charter School serves its students and community to support a ‘21<sup>st</sup> Century Learners’ model of education. The Charter School provides a positive, student-centered environment in which all students are actively demonstrating the skills and attitudes gained while at CCCS. The Charter School’s 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 the 21<sup>st</sup> Century model, staff development, collaboration, and a strong sense of collegiality with educational professionals is central to CCCS’ success. The ‘gift of time’ built into our weekly schedule is unassailable and serves as the bedrock for our students’ ultimate successes.

In addition, CCCS strives 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 the Charter School’s 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. It is CCCS’ belief that a solid background in STEAM skills, in addition to literacy and cultural awareness, will enable its students to be college and career ready in the 21st century.

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 calendar consists of at least the minimum required annual instructional minutes pursuant to Education Code Section 47612.5. 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 21<sup>st</sup> Century Learners model. All students, regardless of ability, socio-economic status, race, creed, color, disability, or sexual orientation and all legally protected classes, are given equal opportunity to attend CCCS. Further, CCCS encourages and welcomes academically ‘at promise’ students to apply for the program.

## 21<sup>st</sup> Century Learner

CCCS implements the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as the “State Standards”). The further development and emphasis on all CCCS students’ as 21<sup>st</sup> Century Learners are reflected through the following overarching themes that are articulated throughout all TK-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 Charter School utilizes instruction based on the Common Core State Standards. 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** – The Charter School utilizes instruction based on the Common Core State Standards. 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 Charter School has fully implemented NGSS standards in all K-8 classrooms. The scientific method and inquiry-based teaching practices that allow students to act as independent learners are key components of the program. The wealth of computer-based relevant and timely information, coupled with scientific modeling and simulations, provide 21<sup>st</sup> 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 TK-8 level of education. Engineering concepts are introduced as early as transitional 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 have 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** – 21<sup>st</sup> 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** – In schools with strong climates, both teachers and students benefit. Teachers have found students who had received high levels of arts training to be more cooperative and more willing to share what they had learned than students with low levels of arts training. “High-arts” students are better able to express their ideas, use their imaginations and take risks in learning, as reported by teachers (Fiske, 1999). The Charter School proudly supports Visual and Performing Arts (“VAPA”) as an integral part of educating students.
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 coordination.

**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.
2. **Innovation** –CCCS creates an academic environment that establishes its 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.
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. **Community Service** – Students are active participants in the Paradise community and are service oriented. All students are expected to participate in some sort of community service project each year to give back to the community.

**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 its instructional program, CCCS will strive to offer students the following 21<sup>st</sup> 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 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

### **D. Life and Career Skills** focus on the following ‘**Great 8**’ skills required of all 21<sup>st</sup> 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 21<sup>st</sup> 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 proposed 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** – CCCS 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. The CCCS character education program addresses the following areas on a school-wide level:

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

***CCCS' Expectation: Each student engaged as a 21<sup>st</sup> 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.***

***The State 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 the established learning community will establish best practices with teachers acting as life-long learners, which reflects the following activities/focus areas:***



- **Collaboration time (Professional Learning Communities)**
- **Collaboration with other school sites**
- **Collaboration through web-based resources**
- **Professional development**
- **Vertical articulation**

*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 the Charter School. The Charter School has an expectation that parents volunteer 1 ½-2 hours per week in their child’s classroom. However, parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.
- **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 each student the opportunity to learn at his or her current level. A comprehensive intervention support system assists at-risk students at the TK-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 (“SST”) 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**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s

Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including all numerically significant student subgroups. The metrics associated with these goals help the Charter School ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available [on our website <https://paradisecccs.org/mission-vision-2> and in Appendix B. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

### **At-Promise Students**

Students are identified as “at-promise” if they are in danger of not reaching grade-level benchmarks. Support for at-promise students includes a comprehensive assessment system that pinpoints the areas of need for all at-promise students. Teacher collaboration meetings include a focus on methods of working effectively with at-promise students to promote greater achievement and examine student data toward this end. Classroom teachers are the primary sources of assessment feedback as at-promise 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.

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 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 Education Improvement Act (“IDEA”).

The Charter School intends to be categorized as a public school of the District in accordance with Education Code Section 47641(b). The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all District policies and procedures; and shall utilize appropriate District forms.

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 IDEA***

The specific manner in which special education and related services is provided and funded is set forth in a separate Memorandum of Understanding (“MOU”) between CCCS and the District, which delineates the respective responsibilities of the Parties. The MOU contains a reasonably comprehensive description of how special education and related services will be provided for CCCS students. 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 met in compliance with all applicable law.
- No student shall be denied admission to CCCS due to the nature, extent, or severity of the student’s disability or due to the student’s request for, or actual need for, special education services.
- CCCS utilizes a Student Study Team (“SST”) process to help identify appropriate interventions and service.
- CCCS will provide for delivery of on-site services unless the student’s Individualized Education Program (“IEP”) team recommends an alternative placement.
- CCCS will notify PUSD when it enrolls and disenrolls 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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 IDEA, a referral for assessment under the IDEA 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 or services 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 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.

### **English Learners**

The Charter School will meet all applicable legal requirements for English Learners (“EL”), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### **Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

### **English Language Proficiency Assessment**

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K,

1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

## **Strategies for English Learner Instruction and Intervention**

The California ELD Standards are designed to be used in tandem with the CA CCSS for ELA/Literacy and other California content standards in order to provide a robust and comprehensive instructional program for our ELs. CCCS teachers strategically use both CCCS and ELD standards with ELs in their classrooms during content instruction (e.g., English language arts, science, history, mathematics). CCCS teachers also include both designated and an integrated ELD approach teaching all EL students.

## **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

#### **IV. Element 2: Measurable Student Outcomes**

*The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all students of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.*

*Education Code Section 47605(c)(5)(B)*

#### **Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <https://paradisecccs.org> and in Appendix B. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

#### **Standards-Based Curriculum**

All curricular materials are approved by the CCCS Governing Board prior to distribution to students. Any concerns regarding the appropriateness of curricular material shall be communicated to the Governing Board in a manner to be determined by the Principal.

#### **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 from 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-aligned report cards reflect the 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. The Charter School's hands-on, student-centered and experiential curriculum is developed to reach all learning styles.

## **V. Element 3: Method of Assessment**

*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.*

*Education Code Section 47605(c)(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. CCCS students span the entire spectrum of learners; from kinesthetic to aural to visual. Hence, the Charter School’s 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 the instructional program and meet identified student outcomes, the Charter School shall regularly assess students in growth toward attaining mastery of the State Standards through the observation of student’s personal productivity and activity in the following areas:

- Standardized Tests (California Assessment of Student Performance and Progress assessment system, including but not limited to the SBAC, California Science Test (“CAST”), ELPAC, California Alternate Assessments (“CAA”) and Physical Fitness Test (“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 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(d)(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(c)(5)(C).

### **Reporting and Other Uses of Data**

The School Accountability Report Card (“SARC”) 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 Professional Learning Team (“PLT”) time apportioned for such. Staff will identify those areas with potential for growth, using corresponding SMART goals (i.e. **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 the CCCS 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 and Accountability Plan**

Pursuant to Education Code Section 47606.5, the CCCS Governing Board of will hold a public hearing to adopt a Local Control and 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.

### **LCFF Local Indicator Dashboard**

The new California School Dashboard and LCFF Evaluation Rubrics indicators are the foundation of the new accountability system for California districts and schools. They are in line with the eight state priorities that guide CCCS’s LCAP and the federal Every Student Succeeds Act accountability system.

The standards for the local performance indicators are based on whether CCCS did the following:

1. Measured their progress on the local performance indicator based on locally available information, and
2. Reported the results to the CCCS’s local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

CCCS determines its progress (1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability) for each applicable local performance indicator. CCCS makes this determination by using self-reflection tools included in the evaluation rubrics, which allow the Charter School to measure and report its progress through the California School Dashboard.

The local performance standards that are used to determine that are used are as follows:

**Priority 1** - Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)

The Charter School appropriately assigns teachers, there is access to curriculum-aligned instructional materials, and facilities are safe, clean and functional.

**Priority 2** - Implementation of State Academic Standards

The Charter School annually measures its progress in implementing state academic standards.

**Priority 3** - Parent and Family Engagement

The Charter School annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs.

**Priority 6** - School Climate

The Charter School administers a local school climate survey every year that provides a valid measure of perceptions of school safety and connectedness to ALL students. The Charter School summarizes the data by grade span and make it public.

**Priority 7** - Access to a Broad Course of Study

The Charter School measures the progress in the extent to which our students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code.

## **VI. Element 4: Governance Structure**

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

*Education Code Section 47605(c)(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 Charter Schools Act. CCCS complies with all provisions of the Brown Act, Education Code Section 47604.1(c), the California Public Records Act, the Political Reform Act, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

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 the characteristics listed in Education Code Section 220.

CCCS and PUSD strive to work in conjunction with the Butte County 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 as a school of 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 is included in Appendix C 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(d), 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 D, please find the CCCS Articles of Incorporation, Governing Board Bylaws, and Conflict of Interest Code.

### **Governing Board**

The CCCS Governing Board (the “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 control and accountability.

The CCCS Governing Board consists of five (5) directors composed of the following:

- Two (2) community members with no current affiliation with CCCS as a parent, a current or former employee or relative of a current or former employee. 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 21<sup>st</sup> Century Learner model and provide an additional level of objectivity to all Board decisions.
- Three (3) parents, grandparents, or guardians, who are also not current or former employees of CCCS or relatives 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

In accordance with Education Code Section 47604(c), 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. To 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 Charter School's governance structure, Board member 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 D.

### **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 and Education Code Section 47604.1(c). 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.

Duties 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 the Principal
- After Principal recommendation, approval in the process of hiring of members of the staff
- Advise the District on CCCS' desired school calendar
- Admission policies and procedures
- Approval and adoption of curricular and extra-curricular programs
- Community service programs
- Promotion requirements
- Charter 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, Government Code Section 1090 as set forth in Education Code Section 47604.1, Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflicts of interest laws or regulations.

Any material revisions 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 to the Governing Board 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 Charter 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 unwilling or unable to complete volunteer hours during the school day will receive support in an effort to find possible alternative opportunities outside of regular school-day hours, and alternate arrangements may be made available should the school-day hours prove infeasible. CCCS complies with Education Code Section 47605(n) regarding notifications to families.

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 volunteer.

## **VII. Element 5: Employee Qualifications**

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

*Education Code Section 47605(c)(5)(E)*

### **Overview**

All teachers and staff shall be employees of Children’s Community Charter School and report directly to the Principal.

The Principal reports 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.

Non-certificated employees are hired by the CCCS Principal 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 non-certificated staffing and staff changes. Non-certificated employees are report to the Principal.

Non-certificated 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 selection processes for certificated employees are contained in the Collective Bargaining Agreement.

### **General Employee Qualifications**

All employees of the Charter 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 employees of CCCS are expected to actively develop, support, implement, and sustain all facets of the Charter School’s Educational Program 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 required for the teacher’s certificated assignment. These

documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

CCCS shall not discriminate against any applicant on the basis 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)
- Fully credentialed for the teacher’s certificated assignment.
- 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

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 Charter 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 Charter 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 (qualifications) for Principal candidates include the following:*

- MA/MBA degree or equivalent (Ph.D./Ed.D. desired)
- Valid 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 Office Manager should ideally possess the following:*

### **REPRESENTATIVE DUTIES**

- Perform a variety of clerical duties, including those of a confidential nature.
- Input and updating of our Student Information System including daily attendance. Greet and screen visitors, answer telephone calls. o Answer questions concerning school programs and activities.
- Prepare letters, reports, bulletins, memoranda, flyers, agendas and other documents, including confidential materials and documents.
- Collaborate and contribute to the functions of the school administration.
- Assist in making arrangements for and coordinating school and community activities held at the school site.
- Compile and maintain accurate and complete records or reports.
- Facilitating Independent Study arrangements with Parents, Teachers and Students.
- Minor first aid and discipline resolution for students in the main office.

- Distribution, collection, maintenance, retention and proper submission of wide variety of forms and reports, including applications from prospective students, enrollment forms, attendance, grade and test reports, employee time reporting, student files, etc.
- Other duties not included above, as directed by supervisor.

#### KNOWLEDGE & ABILITIES

- Confidentiality protocols.
- Record-keeping techniques.
- Health and safety regulations, first aid practices.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Basic office practices, procedures and equipment.

#### Ability to:

- Maintain confidential student records and databases.
- Assist with school administrative functions.
- Prepare correspondence, reports, bulletins, files, forms, and memorandums.
- Provide superior customer service to all visitors, parents, vendors, etc.
- Supervise and discipline students according to approved policies and procedures
- Understand and follow complex oral and written instructions.

**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
- Education Code and 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 evaluates 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. 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 charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include all of the following:*

*(i) That each employee of the charter school furnish the charter school with criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

*Education Code Section 47605(c)(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 Governing Board 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.

### ***Intimidation and Bullying including, but not limited to, bullying committed by means of an electronic act.***

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable student to experience substantial interference with his or her

academic performance.

- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

The Charter School has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children. The CCCS Harassment, 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 employees are mandated child abuse reporters and shall comply with all applicable reporting laws. 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 shall not be the sole point of contact. These policies are incorporated as appropriate into the Charter School's pupil and staff handbooks and are reviewed on an ongoing basis in the Charter 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 Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The CCCS Principal is responsible for monitoring compliance with this policy. The Board President shall monitor the fingerprinting and background clearance of the Principal. 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 have received 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 requirements, and other applicable fire, health and structural safety requirements. CCCS maintains on file readily accessible records documenting such compliance. The Charter School agrees to test sprinkler systems, fire



extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **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 CCCS 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.

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

### **Immunizations**

All enrolled students who receive classroom-based instruction are 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 7<sup>th</sup> 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 the 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 School Safety Plan , to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents.

CCCS will further 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 school safety policies and procedures:

- ✓ 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 Charter 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 Charter School

### **Tuberculosis Risk Assessment and Examination**

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, 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 must provide to the Charter School a written statement from the physician detailing the method, amount, and time

schedules by which the medication is to be taken; the parent/guardian must submit a written statement indicating his/her desire that the Charter School assist his/her child in taking the medication; and the parent/guardian must sign a release statement. All medications will be locked up. Parents are required to notify the Charter 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 Charter School for placement in the student's file. Students may also carry and use sunscreen without a doctor's note or prescription and may also wear sun-protective clothing.

### **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 7<sup>th</sup> 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 methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Bloodborne Pathogens**

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

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

### **Drug-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

## **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 as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. CCCS maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at CCSS (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. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

### **Suicide Prevention Policy**

The Charter School maintains a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

### **Prevention of Human Trafficking**

The Charter School implements the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

### **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

## **IX. Element 7: Student Population Balance**

*The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.*

*Education Code Section 47605(c)(5)(G)*

CCCS serves pupils of all racial and ethnic backgrounds, special education status, and English language proficiency. The diversity of the student population at CCCS is similar to that of the PUSD population. In order to support and further develop CCCS' 21<sup>st</sup> Century Learner academic philosophy, CCCS actively seeks to serve diverse students through the following recruitment strategies: CCCS actively recruits students from the Paradise area to attend the Charter School. Advertisements in local newspapers, electronic signs, periodicals, and town events allow us to reach the larger population. Each year, we offer advertising in another language besides English (Spanish) to recruit potential Paradise families.

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
3. CCCS proactively affirms to Special Education students that they will have their individual needs met at CCCS. CCCS partners with Paradise Unified School District to offer all SPED services to CCCS students.

## **X. Element 8: Admission Policies and Procedures**

*Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).*

*Education Code Section 47605(c)(5)(H)*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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.

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, CCSS will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrolment 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 students admitted to or attending CCCS
3. Children of CCCS Alumni
4. Residents of the District

The Governing Board will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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
- Release of records<sup>1</sup>

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<sup>1</sup> The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

## **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.*

*Education Code Section 47605(c)(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. The CCCS 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 the Charter School more efficient and better able to prioritize funds toward support of our 21<sup>st</sup> 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(c)(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.

The Governing Board 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 Expulsion Procedures**

*The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:  
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.  
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*Education Code Section 47605(c)(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 suspension, expulsion and involuntary removal of 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 Charter School's adopted policies, discipline and suspend students. Except for an expulsion or involuntary removal 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 any recommendation for expulsion or involuntary removal.

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

### **XIII. Element 11: Employee Retirement Systems**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.*

*California Education Code Section 47605(c)(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 continue to 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 eligible employees at CCCS will continue to be covered by the State Teachers' Retirement System ("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 eligible employees at CCCS will continue with the Public Employees' Retirement System ("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: Public School Attendance Alternatives**

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

*Education Code Section 47605(c)(5)(L)*

No student may be required to attend CCCS. Pupils who reside within the District 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 rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.*

*Education Code Section 47605(c)(5)(M)*

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.

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 chartering authority to resolve disputes relating to provisions of the charter.*

*Education Code Section 47605(c)(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 Element. This includes all disputes between students, staff, parents, volunteers, advisors, partner organizations, and Governing Board members of the Charter 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 Chair, 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**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

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.

## **XVII. Element 15: School Closure**

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

*Education Code Section 47605(c)(5)(O)*

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

CCCS 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.

CCCS 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 it 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 nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. with the exception of the Academic 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 Academic 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.



## **XVIII. Miscellaneous Charter Provisions**

### **Budgets and Financial Reporting**

*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(h).*

Attached, as Appendix F, please find a budget narrative and CCCS's budget and cash flow documents for the next five 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 to the 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**

*[T]he manner in which administrative services of the charter school are to be provided.*

*Education Code Section 47605(h).*

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 Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter material revision 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**

*[T]he facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.*

*Education Code Section 47605(h).*

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**

*Potential civil liability effects, if any, upon the charter school and upon the school district.*

*Education Code Section 47605(h).*

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(d), 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 have entered 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.



Paradise Unified School District  
6696 Clark Road  
Paradise, California  
Telephone: (530) 872-6400  
Fax: (530) 872-6409  
Website: [www.pusdk12.org](http://www.pusdk12.org)

**Tom Taylor**  
Superintendent

David McCready  
Assistant Superintendent  
Business Services

April 9, 2020

**VIA ELECTRONIC MAIL** -- SFarland@cde.ca.gov

Stephanie Farland, Director  
Charter Schools Division  
California Department of Education  
1430 N Street  
Sacramento, CA 95814-5901

Re: Paradise Unified School District  
Renewal of Children's Community Charter School  
CDE Charter Number 0094  
CDS Number 04-61531-6113765

Dear Ms. Farland:

We are writing under Education Code section 47604.32(a)(5)(A), which calls for a charter authorizer to “[p]rovide timely notification to the department if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority: ... [a] renewal of the charter is granted or denied.”

The Governing Board of the Paradise Unified School District voted 5-0 on March 17, 2020 to grant the renewal of the charter of the Children's Community Charter School, CDS Number 04-61531-6113765, for a term of July 1, 2020 – June 30, 2025.

Please contact me if you need any additional information.

Sincerely,

Tom Taylor  
Superintendent

cc: Michelle Farrer, Principal, Children's Community Charter School

**Board of Trustees**

Melissa Crick, President

Michael Greer, Vice President

Richard Gingery, Jr., Clerk

Bill Sharrett

Emily Vail