



CHARTER RENEWAL PETITION

Children's Community Charter School:
A California Public School

Children's Community Charter School
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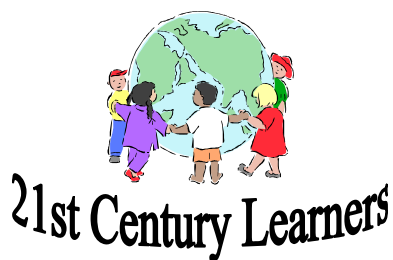


Table of Contents

I.	Charter School Intent and Requirements	p3
II.	School Location	p4
III.	Affirmations and Assurances	p5
IV.	Introduction	p6
V.	Mission, Vision, and Values	p7
VI.	<i>Element 1: Educational Philosophy and Program</i>	p8
VII.	<i>Element 2: Measurable Student Outcomes</i>	p28
VIII.	<i>Element 3: Assessment of Measurable Student Outcomes</i>	p34
IX.	<i>Element 4: Legal Issues, Governance, and Parental Involvement</i>	p40
X.	<i>Element 5: Employee Qualifications</i>	p47
XI.	<i>Element 6: Health and Safety Procedures</i>	p55
XII.	<i>Element 7: Means to Achieve Racial and Ethnic Balance of the District</i>	p58
XIII.	<i>Element 8: Enrollment Requirements</i>	p59
XIV.	<i>Element 9: Financial Audits</i>	p60
XV.	<i>Element 10: Pupil Suspension and Expulsion</i>	p61
XVI.	<i>Element 11: Retirement System</i>	p66
XVII.	<i>Element 12: Attendance Alternatives</i>	p68
XVIII.	<i>Element 13: Employee Rights</i>	p69
XIX.	<i>Element 14: Dispute Resolution Procedures</i>	p70
XX.	<i>Element 15: Employer Status</i>	p73
XXI.	<i>Element 16: School Closure</i>	p74
XXII.	Special Needs Students	p75
XXIII.	Bibliography	p76
XXIV.	<i>Exhibits</i>	
	Exhibit A: Program Vignettes	p77
	Exhibit B: Governing Board Bylaws	p82
	Exhibit C: Memorandum of Understanding	p101
	Exhibit D: 3-Year Budget	p117



I. Charter School Intent and Requirements

CHARTER PETITION

In accordance with Education Code Section 47600 et. seq., Children's Community Charter School petitions the Paradise Unified School District (hereafter referred to as "PUSD" or "District") for a K-8 charter renewal for CCCS for a term of up to 5 school years.

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

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

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

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



II. SCHOOL LOCATION

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.



III. Affirmations and Assurances

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

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-public charter schools. (Education Code Section 47605(c)(1))
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. (Education Code Section 47605(b)(5)(o))
- Shall not charge tuition. (Education Code Section 47605(d)(1))
- Will admit all students who wish to attend the school and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a random lottery process. (Education Code Section 47605(d)(2))
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. (Education Code Section 47605(b)(5)(g))
- Will adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall ensure that all core teachers in the charter school hold a Commission on Teacher Credentialing certificate, permit, or document equivalent to that which a teacher in other public schools are required to hold. (Education Code Section 47605(1))
- Will adhere to all open meeting laws as defined in the Ralph Brown Act.
- Will work collaboratively in a joint partnership with the Paradise Unified School District.



IV. Introduction

Term of Charter

The renewal of the charter must be for five (5) years. Education Code Section 47607(b) states that a charter school must meet at least one of three (3) criteria prior to receiving a charter renewal. CCCS has met all three criteria:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years,
2. A ranking in deciles 4-10, inclusive, on the API in the prior year or in two of the last three years, and
3. The similar schools API ranking is a 4 or better in the prior year, or in two of the last three years.

	2006-2007	2007-2008	2008-2009
API Score	876	893	886
Statewide Rank	9	10	9
Met All AYP Goals	Yes	Yes	Yes

Who We Are

Now in its fourteenth (14th) year of operation as a indirect-funded California public charter school, Children’s Community Charter School has established itself as one of the leading K-8 schools in Northern California and statewide. Originally founded as a partnership between staff and parents, CCCS has recently added a ‘best practices’ middle school program based on Taking Center Stage (California Department of Education). 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 222, with approximately 125 students on our waiting list.



V. Mission, Vision, and Values

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

To meet the challenge of the above, CCCS believes:

1. Each student learns best through a nurturing, positive environment created through a strong partnership between staff, parents, and our authorizing agency
2. Each student must be held to clearly articulated, high academic standards, with staff and parents providing the means for unwavering support in attaining one’s personal best.
3. Staff must be engaged in a ‘Professional Learning Community’ structure whereby a reflective and collaborative environment exists to promote ongoing staff development that focuses on desired academic outcomes.

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

We value:

- Creativity
- Perseverance
- Risk-taking behaviors with regard to academic challenges
- Critical thinkers
- Collegial discussion amongst staff, and amongst student groups
- The use and understanding of modern technologies
- Literacy and cultural awareness
- A joyful learning experience

**Key questions: 1) What will Children’s Community Charter School do to adapt to a changing world?
2) Given that we have been very successful in our past, why is it imperative that we continue to ‘reinvent’ our school?
3) How can we further develop our partnership with parents in order to achieve the next level?**

“Without better curriculum, better teaching, and better tests, the emphasis on “21st century skills” will be a superficial one that will sacrifice long-term gains for the appearance of short-term progress.”(ASCD, September 2009, p7)



VI. Element 1: Educational Philosophy and Program

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in the program must include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

CA Education Code 47605(b)(5)(A)

Overview of Program

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

It is an often heard statement that the majority of the jobs that will require skilled employees in 2020 don’t yet exist in 2010. Further, Elaine Chao, Secretary of Labor, estimates that two-thirds (2/3^{rds}) of these newly created jobs will require a college degree.¹ In short, the world today for our graduates is far different than the world in which CCCS staff members and our parent group grew up.

To meet these needs, educational practices need to calibrate their design around the development of **globally competent graduates** who possess knowledge of other world regions, cultures, economies, and global/international issues. **Critical thinking skills** and the ability to apply them flexibly to local and global problems and scientific challenges is a key aspect of an appropriate academic design. **Communication skills**, including the ability to effectively channel rapidly evolving information and digital technology, will allow our students to harness information from sources around the globe in a manner that allows them to create solutions to the inherent issues our planet now faces. The “valuing and respect for other cultures and of civic engagement is of paramount importance in developing students able to adapt to a changing world”² and requires the CCCS staff to go beyond our classroom walls in order to create a resource rich environment.

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

In addition, we strive to entrust children as authorities of their own education and to develop a passion for learning. A fundamental goal is to provide a strong foundation in basic academic skills and content knowledge. It is also our goal to develop students’ abilities to gather, analyze and use information, solve problems, work cooperatively, think creatively, initiate action and participate in and contribute to a global society.

Every effort is made to maintain small class sizes. Flexible learning groups are used, based upon the child's ability, not necessarily upon age or grade level. In addition, placement tests and other academic assessments are used to appropriately place students.

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

The school day consists of at least the minimum required instructional minutes per day. This may increase according to student, teacher, parent, and facility needs.

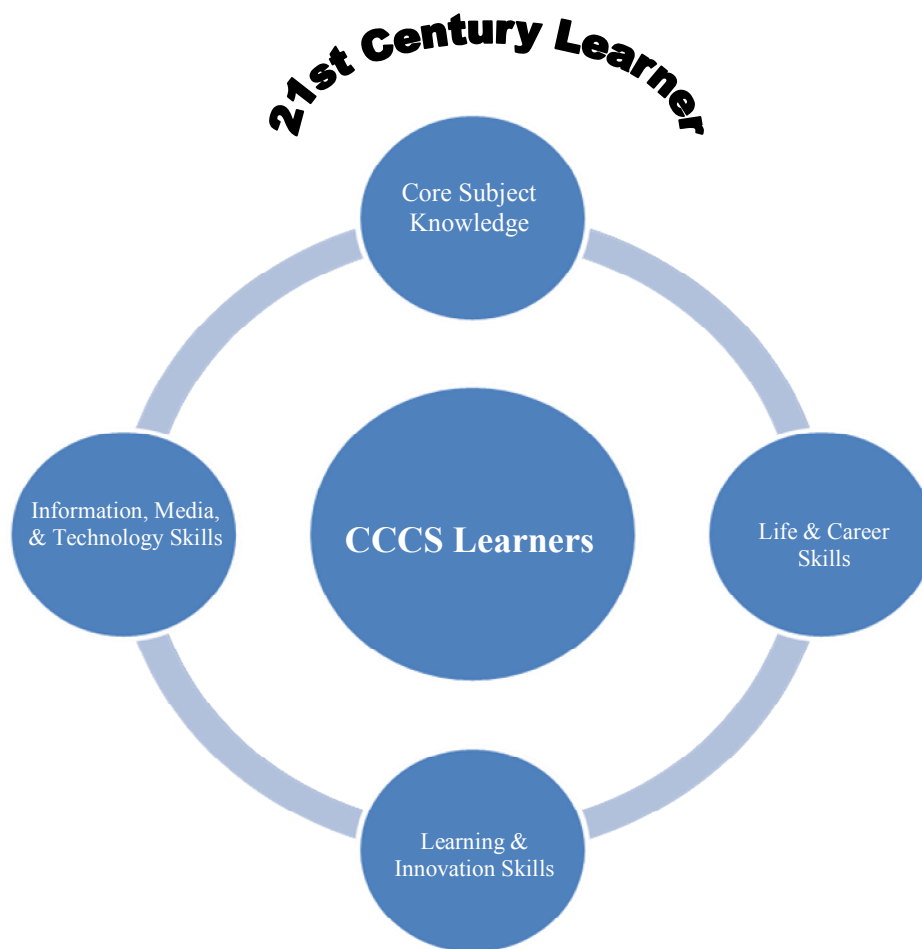
Who We Will Educate

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

CCCS: Making it Happen

It is our profound sense that the creation and sustaining of the 21st Century Learners academic model described above will keep CCCS as a viable, future-proofed educational entity worthy of renewal now and in the future. Our 21st Century Learners model will be a profound undertaking, and one that will ultimately help our students succeed.

It is important to note that this renewal is a 5-year plan that takes into account the training and time needed to fully and successfully implement each of the tenets described. In addition, this renewal will be fluid in nature in order to meet the future changing academic and personal needs of our constituents.



21st Century Learner

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

A. Core Subjects and 21st Century themes serve as the main academic tenets of our instructional program. These primary areas of focus include the following:

1. **Language Arts** – Classical content provides a strong foundation for the 21st Century Learner and must continue to be emphasized. The skills needed to develop a well-rounded 21st Century citizen must be taught within the context of content knowledge and must develop both equally. Being a literate citizenry is perhaps the most critical challenge facing our nation. Consequently, the language arts program at CCCS must provide 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 will be required to take a more active role as effective communicators. Digital media, including Podcasting, YouTube and audio and video, will be among the many vehicles available for our

students to enhance their skills. YouTube, debates, speeches, and an 8th grade portfolio presentation are other desired indicators of a student's growth and ability to communicate through a high-quality, student-generated product.

The missing component from much present English instruction and curriculum is felt by many modern researchers to be the lack of any real emphasis on modern media or contemporary genres. Jacobs writes, "If students read and wrote screenplays, documentaries, and Podcasts, they would be more inclined to use the appropriate grammatical constructions necessary for high-quality communication. The implications here are that the 21st Century English curriculum needs to include content related to the actual forms of these various genres as an integral part of instruction, just as the structure of the short story is assumed to be part of the instruction for the school year. Using sources such as PBS, Discovery Channel, Nova, and lists of award-winning productions and Oscar-winning films, documentary study should be part of any contemporary K-12 English/language arts curriculum."³

2. **Mathematics** – Rather than emphasizing rote memorization, mathematics instruction must focus on mathematical reasoning and problem-solving. Researchers studying the math achievement of U.S. students relative to their worldwide counterparts ascribe the sterling results of non-U.S. students to the high level of concentration on three factors: "It makes sense that the highest, most consistent results in mathematics come from countries where mathematical genius, talent, and persistence are valued, where the mathematics curriculum is predicated on reasoning, and where math literacy is coupled with an active focus on language-based assessments."⁴ 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 will serve as the foundational components of CCCS' mathematics program.
3. **Science** – Science education can be summed up by this statement: "Students should be able to comprehend the news on the day they graduate. Will they understand the news article about wind and solar power? Students should be able to understand the daily news related to science coming from sources around the globe in the same manner that they understand political, legal, and economic issues. This same level of awareness and understanding reflects scientific literacy."⁵ The scientific method and inquiry-based teaching practices that allow students to act as independent learners are key components of an effective program. The wealth of computer-based relevant and timely information, coupled with scientific modeling and simulations, provide 21st Century Learners with a robust and challenging content area; a critical need for our nation to develop the next generation of scientists and researchers must begin to be addressed at the K-8 level of education.
4. **Global Awareness and Social Science** – "The world is flat"⁶ proclaimed Thomas Friedman in his now oft-quoted manifesto. Friedman goes on to describe the change forces inherent in our 21st century world. With the dynamic nature of

media and technology, nations and cultures across the planet are able to correspond with, and better understand, one another. Each nation's actions has a potential impact on any number of others', lending rise to the imperative that our future leaders develop cultural literacy and a global awareness along with the requisite training in the more traditional aspects of social science. Toward this end, Stewart writes:

“The world in which today’s student will graduate is fundamentally different from the world in which we grew up. The quickening pace of globalization over the past 20 years – driven by the profound technological changes, the rise of India and China, and the accelerating pace of scientific discovery – has produced a whole new world. Companies manufacture goods around the clock and around the world; ideas and events traverse the Internet in seconds; a financial crisis in the United States affects farmers in Africa; and pollution in China influences the air in Los Angeles. As never before, education in the U.S. must prepare students for a world where the opportunities for success require the ability to compete and cooperate on a global scale. But we have not emphasized global knowledge and skills in our schools. Indeed, compared to their peers in other countries, U.S. students are woefully ignorant of other world cultures, international issues, and foreign languages. A 2007 report from the National Academy of Sciences warns, ‘*The pervasive lack of knowledge of foreign cultures and languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry.*’ (italics mine)⁷

5. **Financial, Economic, & Entrepreneurial Literacy** – 21st Century Learners must be able to grapple with the new reality of a more global economy. Supply and demand, competition from other nations, and a world-wide pool of qualified applicants for professional employment positions requires a deeper understanding of the forces involved with our economy and the global marketplace.
6. **Life/Soft skills** – Valuing and considering the diverse ideas of people from a wide spectrum of backgrounds, working cooperatively with others, tolerating ambiguity, and developing the resilience and risk taking behavior necessary to continue moving ahead after suffering setbacks, constitute the core outcomes in this focus area. In addition, responsibility, leadership, and personal and group accountability are core components within this area. A rubric will be developed to assess students involved in service learning, community outreach, and campus-based interaction with adults.
7. **Art** – The goal of arts education is to help children achieve a better understanding of themselves and their world through the use of visual materials. In our ever increasing reliance on visual imagery and technology in society, building visual literacy is imperative for the 21st century learner. At Children’s Community Charter School we collaborate to provide qualitative art experiences which are sequential in nature and developmentally challenging. While the emphasis is on the creative process, lessons are woven with ideas from curricular studies and multicultural explorations. This provides formulation of meaning while

developing competence through the exploration of materials and processes. Lessons allowing children to focus on communicating through visual means based on their significant experiences allows them to create meaning through the artistic problem solving process. Art allows our children to visually say what cannot be said as the limits of language do not define the limits of our cognition. The arts foster broad dispositions and habits of mind-especially the capacity to think creatively, build aesthetic awareness and visual observation skills, make connections, and provide a venue for self expression and self exploration helping them grow as individuals in wholesome, positive ways.

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. Hayes notes, “Curriculum should not only focus on the tools necessary to develop reasoned and logical construction of new knowledge in our various fields of study, but should aggressively cultivate a culture that nurtures creativity in all of our learners. Out-of-the-box – or no-box thinkers should be valued as we begin drafting creative designs for our curriculum and our schools.”⁸ To achieve this end, our current emphasis on the arts will be maintained, with an effort made to revitalize the comprehensiveness of our music program, as budget cuts forced a lessening of available music education hours.
2. **Innovation** – Students will be encouraged to be calculated risk-takers and to effectively synthesize information in order to solve problems in new ways. CCCS students will be asked to look at old (and new) problems in a new light and attempt to find modern solutions to them. These solutions will take into account the changing global academic and economic realities and will move students into a leadership role in solving local or global issues through project/problem-based activities. Innovation can be promoted and enhanced by a learning environment at CCCS that asks students to question what they learn and to try and use their imagination to create a new reality or solution. An academic environment that shows our educators as being open to new ideas, patient, nurturing, and desirous of risk-taking from our students helps create a climate of learning and a culture of academic growth.
3. **Critical Thinking** – High-order thinking skills will be maintained as a fundamental aspect of classroom instruction. Staff will seek to consciously address content by going ‘beyond the basics’ of a knowledge and comprehension level. Students will be 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. Critical

reflection also allows students to see the world from multiple perspectives and to consider alternate outcomes. With students facing a deluge of media-based information, CCCS must effectively address the need for all students to accurately distinguish between truth and a ‘manufactured reality’ of propaganda and spin that may deviate from actual events and facts. As often as classroom teachers have effectively addressed the levels of the venerable “Bloom’s Taxonomy” described above, CCCS will adapt to new educational theories in order to meet the changing face of education and the world. To wit, the taxonomy of student learning is now considered as having evolved into a different format, namely, “The revised version of the taxonomy uses the updated terms remember, understand, apply, analyze, evaluate, and create and it provides definitive proof that these processes can be learned at the same time or even in reverse order.”⁹ Trilling and Fadel go on to note, “Research has shown that combining many of these thinking skills improves learning outcomes. Creating, applying, remembering, analyzing, understanding, and evaluating can all be used together in rich, well-designed learning activities to improve the effectiveness and longevity of learning results.”¹⁰

- C. Information, media, and technology skills** are critical for students to master in order to meet the changes inherent in an increasingly digital society. Above all, teachers, parents, and students must adopt a mind-set to strive to be an active life-long learner in order to stay relevant and informed with regard to technology advances. Ferriter writes, “The key to becoming an effective 21st century instructor is to become an efficient 21st century learner. Once you put high-quality teaching with a meaningful understanding of today’s tools for networked learning, you’ll be prepared to support tomorrow’s networked kid.”¹¹

Toward this end, 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 will advance to the next level over the course of this next renewal cycle.

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

1. **Technology Standards** will be developed, with each student expected to show mastery of all identified tech standards prior to promoting to the high school. Corresponding benchmarks will 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** will be a component of the middle-school program. Students will keep electronic portfolios of their media-based work and will be expected to demonstrate evidence of personal achievement through technological means.

3. **Media literacy skills** will 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 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 environments¹²
4. **Web 2.0 skills** and exposure will further engage CCCS students in a manner that seeks to empower students' learning through many of the same technology tools they now use in their personal lives. Interactive lesson plans that utilize technology, free software and an online format is a step toward future-proofing our campus. Wikipedias, student-created and maintained blogs, podcasting, YouTube, and video and photo sharing are but a few of the Web 2.0 tools that may be used to motivate all students to be active classroom participants. The web has enormous inherent power for both staff and students and, unlike traditional media that limits participation, the Internet and its channels link the characteristics of direct empowerment with an enormous level of available content information; this allows teachers to target specific audiences directly.
 5. ICT, or **information and communication technologies** are considered foundational tenets of 21st century learning. Despite students being relatively immersed in technology since infancy, students may not necessarily know how to best use ICT to serve as a means toward the end of personal achievement. Current level of skill notwithstanding, CCCS teachers must be in a position to effectively guide students in their personal use of technology. Rather than shut doors to student learning activities, CCCS endeavors to further 'open up' its portal to the outside world. Our newly flat world of connected knowledge works, global markets, tele-linked citizens, and blended cultural traditions demand a fresh set of

responses and serve as an imperative for CCCS and its families. As a result of a media literacy focus, students should be able to:

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 technologies¹³

D. Life and career/soft skills will focus on the following ‘**Great 8**’ skills required of all 21st Century Learners:

1. **Initiative** – Students will be encouraged to be calculated risk-takers as students, whereby the expectation of all staff and students will be a positive ‘whatever it takes’ approach to being a successful 21st Century Learner. Students in the middle grades will be trained to perform continual self-analysis and to make appropriate personal academic adjustments in order to achieve mastery.
2. **Self-Direction** - Students will be 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 will be an integral part of the planning and implementation of the program focus we propose in this charter. Students will be asked to take the lead whenever appropriate and suitable, based on the specific desired outcome. A CCCS education must not be something that a student perceives as ‘happening to them’; rather, it is through and with the student that a powerful educational experience is created.
4. **Responsibility** – Students are expected, ultimately, to be responsible for their own academic behaviors. Time management, staying on-task, completing service hours, and being a meta-cognitively aware learner comprise some of the core values and expectations of CCCS students.
5. **Marketability** – Our students will soon be entering a globally competitive environment; this even beginning at the university level, as foreign students comprise an increasingly larger percentage of our domestic university population. In order to remain relevant and marketable, CCCS learners must achieve a well-balanced education, one that is earmarked by an open-mindedness, a willingness

to learn and unlearn new and existing skills, and maintaining the outlook of being a life-long learner.

6. **Leadership** – Students will 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 will be structured to allow each student to take a leadership role in some capacity. Leadership outcomes will be 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 will be 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 will be expected to develop a strong global awareness and ‘flattened world’ mindset upon promotion from CCCS. Essentially, CCCS students will be expected to possess an understanding and greater acceptance of other cultures and how to effectively interact with a global community. Globalization is felt by most educators to be positive in nature, but it also carries a strong responsibility for future generations to effectively grapple with new challenges, as detailed in a 2006 Committee for Economic Development report, which states,

“Despite America’s status as an economic, military, and cultural superpower, we risk becoming narrowly confined within our own borders, lacking the understanding of the world around us that is essential to our continued leadership role in the world community. The day has long passed when a citizen could afford to be uninformed about the rest of the world and America’s place in that world.”¹⁴

Global awareness is also addressed as a discrete curricular area, with students asked to demonstrate their increased curricular knowledge base through active community participation and interaction. Reflecting this need, Reimers writes,

“Global competencies are also the attitudinal and ethical dispositions that make it possible to interact peacefully, respectfully, and productively with fellow human beings from diverse geographies.”¹⁵

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

Today is promotion day 2015 at CCCS! Cool - I hope there's pizza!

Hmmm. Trying to remember what it was all about. Yeah, I remember what I did at CCCS!

5 Year Question

Were we successful with our 21st Century approach?

5 Year Answer

Will this truly reflect the future thoughts of an exiting student?



Confessions of an 8th Grader



“My teachers expected me to **analyze** everything thoroughly. We had seminars where we learned to **examine** the information we heard and to **justify our opinions**. It really made me think things through. Now I know about what it really means to ‘think about it!’.”

“I remember all the **hands-on** activities! It seemed that we were always learning through a different method rather than just a lecture. We had a **service-learning** part that was fun, and we were always pushed to ‘take action’ and be really **involved** with our learning activities.”

“We worked in groups a lot. I learned how to **work together** to come up with a really good final project. My classmates became my ‘**teammates**’ to help me get a better grade and learn more. I think I can work well with just about anyone now, and know how to **be a leader**.”

“**Tech** was a big part of school. Not just the teacher using it, but me too, a lot. Lots of **projects** and assignments were based on technology. We made **Podcasts**, videocasts and **communicated** with students and experts from all over the world to develop projects and **find answers**. It was cool!”

“Well, I know a lot more about what I can expect in the real world. I have a better idea of what people in the world believe and **how to work well** with all kinds of different people. I guess I understand more where people are coming from. I’m excited about learning more about other places!”

“I had lots of help for personal issues and the academic ones also. It seems that we were a **family**, because everyone like parents and teachers took an interest in all of us. We were expected to do a lot, like be “in charge” of what we learned, and to add to what the teachers knew.”

CCCS students will effectively develop the daily, ongoing ability to use or demonstrate:

- **Critical Reflection and Analysis** – Students are educated through a comprehensive program steeped in inquiry-based methods that span the entire curricular spectrum. Science content sees students develop hypotheses, analyze results, and critically examine their initial assumptions and relevant data. Journals are used in language arts to allow for free-form ‘mindmapping’ of the individual’s cognitive processes. Media bias and an examination of the fallacies inherent in persuasive arguments will develop CCCS students as critical thinkers and life-long *accurate and discerning* learners.

Web-based information will provide students the opportunity to continually hone their reasoning and critical thinking skills in the face of ever-changing data available through Wikipedia and other sources. With the reliability of these sources questionable at times, it is imperative that CCCS students effectively distinguish the reliability and verifiability of a source versus the alternative of taking all information merely at face value.

- **Collective Intelligence** – Effectively mimicking the great emphasis in industry, students will no longer be, first-and-foremost, “independent operators.” Rather, students working efficiently through a collaborative structure will be the de-facto standard and an expectation of all students.
- **Metacognition** – Students will be 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. The home-school compact will support and address this critical need on a daily basis.
- **Socratic Inquiry Methods** – A culminating series of activities for CCCS 8th graders will be as active participants in structured Socratic Seminars. As a result of this approach, students will gain listening skills, the exposure to arguments and counter-arguments, public speaking opportunities, and the ability to formulate an opinion based on an individual or group interpretation of the data presented.
- **Democratization of Knowledge** – Our students will be expected to bring to their respective classrooms their own schema and background knowledge and with this information, share with classmates and CCCS educators. With online content providing a solid background from which to build upon for students, additional digital content may be incorporated in a manner that enhances each instructor’s ability to develop and implement imaginative lesson planning and activities.
- **Participatory Learning Strategies** – Students will be active learners and directly involved in the learning process both as recipients of teacher-directed instruction, but more importantly as self-directed learners who will take the initiative, problem-solve and propose solutions. A direct involvement with peers, staff, and parent volunteers requires CCCS students to develop the meta-cognitive sense to accurately gauge one’s best manner of processing and mastering the addressed content.

- **Authentic Learning** – Through creation of real-world projects and outcomes, students will gain experiential learning opportunities. By demonstrating an increased ability through portfolios of learning, crafting a model, or becoming involved through local service learning, CCCS students will have real-world exposures and opportunities to relate what they have truly learned. A service-learning opportunity will be an integral component of the exiting 8th graders experience. As CCCS further develops a theme-based program design, 8th graders will be required to participate with their local community to design, implement, and sustain a developed solution to a real-world need. Finally, the feasibility of an 8th grade final portfolio presentation to a community review panel will be examined for potential inclusion within our promotion expectations.
- **Multi-Modal Learning** – Based on Gardner’s research¹⁶, our 21st Century Learners will be educated through a variety of modalities. Through kinesthetic, movement-based projects and performance-on-demand assessment, students will be engaged in an active manner. Through our use of mixed media, including LCD, document camera, audio sources, and television, students who are visual and aural learners will find great success in mastering content. Through the effective use of staff collaborative time, on-going training will further develop an instructional approach that identifies and stresses the varied manner in which our students learn best.

To support our learners at CCCS, our program will utilize a wide variety of educational resources and instructional techniques in order to “Flatten the world”:

- **Technology** – In order to truly ‘flatten the world’ for our students, whereby each student has the access to and understanding of information around the world, the targeted use of technology at CCCS must be a main area of renewal and improvement. Used appropriately, information on command can serve as a powerful tool for research, data collection, and learning opportunity. Literacy is the key. As with textual literacy, technology literacy requires an overarching, targeted response to ensure the given technology serves to achieve its desired outcome. In the words of Mark Bauerlein, an improper or impotent use of technology can lead to the “stunting of intellectual development. The Internet culture facilitates a kind of solipsistic, permanent adolescence that is profoundly anti-intellectual.” Bauerlein goes on to state, “A quick walk through the cultural landscape of the Internet suggests that ‘being online’ can contribute to hyper-individualism and a sense of unearned celebrity, not to mention occasional weirdness.”¹⁷
- **Collaboration and Communication** – CCCS students as 21st Century Learners are expected to continue the strong sense of teamwork and partnership amongst students that have existed since the school’s inception. Going beyond a mere placement into student groupings and the inherent expectation of intra and inter-group cooperation are the desired outcomes of a product that mirrors the critical analysis, creativity, and shared thoughts of the learners. A focus on process ensures that all students learn how to appropriately and effectively communicate within their group, among group-to-group, and with adults. The expectation of strong communication skills is inherent within all a student will encounter throughout his/her educational journey at CCCS. This shall be

demonstrated through technological means such as the development of video, podcasting, videoconferencing, wikis, photo journals, blogs, and others.

- **Cognitive Processing Models** - CCCS educators actively seek out research-based ‘best practices’ that reflect current knowledge and pedagogical refinement within the profession. Toward this end, staff development opportunities will reflect the modeling of lesson presentation and design, assessment strategies, and all current practices that impact student learning. Both the ‘art’ as well as the science of teaching will be addressed so as to complement one another through each teacher’s form and function.

In order to match the needs of our changing student population, it is imperative that CCCS continue to evolve through an active pursuit of an increased knowledge base among staff, administration, and parents. Powerful teaching and learning strategies visible in all classrooms should reflect both a deep understanding and practical application in the areas of higher-order thinking skills (both the venerable Bloom’s Taxonomy as well as the 21st Century amendments); ‘Essential 9’ research-based strategies for increasing student achievement (Marzano)¹⁸; teaching to multiple intelligences; the building of schema and background knowledge; brain-based strategies; and other research-based best practices as pertaining to a 21st Century model of teaching and learning.

- **Social-Emotional Issues** are addressed through a WiseWords character building and lifeskills focus that sees students actively involved with the program’s philosophy within the classroom as well campus-wide. Each month focuses on a different life skill or attributes, with each skill spiraling or building on the prior months.

Specifically, our WiseWords life skills program addresses the following areas on a school-wide level:

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

Peer mediators will be developed to further support both student ownership as well as a positive academic environment. A partnership with Paradise High School’s ‘RISE UP’ student mentors is currently being explored, and CCCS students will be encouraged to maintain their potential relationship with their upper-classmen mentor upon arrival at PHS as freshmen.

Our 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. Staff development will continue with regard to the potential inclusion/deletion of specific standards and benchmarks that directly support a 21st Century model.
- **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, with assessments being ‘for learning’ rather than ‘of learning.’ 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. Research has confirmed the benefits of regular use of diagnostic and formative assessments as feedback for learning and as Taba pointed out:

“Diagnosis, of course, is never completed. Every contact with students reveals something that the teacher did not know before, something important for intelligent planning of instruction.”¹⁹

- **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). CCCS educators will continue to identify anchor papers and materials to support the notion that students will aspire to that which is tangible and of known quality, and will achieve accordingly when this same ‘quality’ becomes quantifiable through an identified rubric.
- **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. While certainly not downplaying the highly-regarded nature of ‘process’ and meta-cognitive faculties being employed while

navigating the learning process, effective, positive outcomes or the production of a viable product as a 21st Century Learner is of particular importance in measuring a student's ultimate success.

- **Integrated/Inter-Disciplinary Curriculum** – CCCS will maintain the progressive outlook toward curricular integration that has served students well over the course of the charter's existence. Our small size, with one teacher per grade level, allows each teacher to develop units of study that show multiple and varied content areas interacting to create a stronger context and immersive environment for students.

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

- **Collaboration time** is the core component of staff development and teacher education, and will continue to be a foundational component of the CCCS program. Staff collaboration time will be held each Friday from 1:30-3:00, with a variety of emphases being addressed.
- **Collaboration with other charter sites** will be explored as CCCS presently has a limited ability to engage in horizontal articulation. CCCS has participated in district staff development opportunities and further contact with other charter and regular sites will afford CCCS staff the ability to engage in additional fundamental tenets of a PLC model; these including essential standards, common assessments, data disaggregation and analysis, and corresponding potential instructional design modification through a peer-support network. This horizontal articulation among similar grade levels affords CCCS staff members the opportunity to engage in collegial discussions and 're-connect' with peers, in addition to the profound benefits noted above.
- **Collaboration through web-based resources** will be explored, as the CTAP portal, among many others, contains a wide range of webinar trainings and staff tools by which to enhance one's existing technology skills and pedagogical outlook. On-line training videos will be developed, with staff having the ability to review an earlier learned skill by accessing the database of skill-based training videos.
- **Staff development support through available monies** will be maintained as both a philosophical as well as financially tangible area of sustained support. All efforts will be made to increase the ability of CCCS staff members to attend workshops, trainings, site visitations, peer-to-peer collaborations, and other beneficial venues.
- **Vertical articulation** will be addressed through on-site collaboration efforts. The ability to 'backward map' from a student's 8th grade end-of-year down to a kindergarten level requires much staff planning and articulation, with skill sets and learning outcomes building in increasing frequency and level of intensity through the progression of grades. Defining, articulating, and assessing clear outcomes will require the hands-on work of talented educators possessing the gift of time. This describes CCCS quite accurately.
- A **'Trainer-of-Trainers' model** will allow staff members to become resident experts in a wide spectrum of areas related to teaching and learning. With the desire to further clarify

the CCCS vision in the next few years, staff members will explore new or expand existing knowledge in the identified areas for consideration. In addition, site ‘Action Teams’ will see staff members leading parents and peers in developing action plans centered on identified campus areas of need.

- A ‘**21st Century Collaborative**’ will be pursued with local and regional charters and regular schools in order to provide staff development opportunities and the sharing of best practices under this model. Through Elluminate and other web-based services, as well as through on-site visitations, opportunities to collaborate will be pursued as CCCS moves along in the continuum of exposure and skills related to a 21st Century Learning model.
- “**Resident Expert Mentor**” arrangements will also be pursued, with leading experts and 21st Century trainers and authors being invited to offer input and training in the development of our innovative model. An example of such a resource would be Arthur Costa, one of the leading proponents of a 21st Century Learner approach. Currently teaching at CSU Sacramento, Dr. Costa is a contributing author of Curriculum 21: Essential Education for a Changing World and has written a number of additional articles related to the philosophical underpinnings and paradigm shifting associated with the said emphasis.

In assessing the current state of education in our country, Bill Gates depicts the current United States school structure as being out of touch with the academic and social needs of our modern society. Excerpts include:

“If we project what the world will be like 10 years from now without additional breakthroughs in health, energy, and food, the picture is quite dark. People in poor countries will continue to die from preventable diseases, energy costs will escalate, and the world's population will overwhelm the land available for farming. But innovations will allow us to avoid these bleak outcomes, improving lives in the U.S. and around the world. With better access to vaccines and drugs, health in poor countries will continue to improve. With better seeds, training, and access to markets, farmers in poor countries will grow more food. With a clean way to produce cheap electricity, we will reduce emissions and avert the worst effects of climate change.

But unfortunately, society does not generally invest enough in innovation—especially in areas where it would help the poor (who aren't an attractive market) and where there isn't an agreed-upon measure of excellence. In the U.S., that means we have not invested nearly what we should in innovation for education. Our education system has been fundamental to our success as a nation, but the way we prepare students has barely changed in 100 years. If we don't find ways to improve our schools, making them more effective and more accessible, we won't fulfill our commitment to equal opportunity, and we will become less competitive with other countries.”²⁰

Far from being an indictment of CCCS, Mr. Gates serves to point out the quality indicators of our current and future academic program. Rather than maintaining the status quo, the school community at CCCS strives for continual improvement through the incorporation of new strategies and research-based practices. Our ‘investment’ in the education of our students is

profound, as parents, staff, and students have formed a partnership that allows CCCS to overcome obstacles that may otherwise impede academic progress.

In describing the immense benefits to students of a \$5.9 million dollar Lilly Endowment grant has provided an Indiana school district, perhaps the most important one was not based on hardware, software, or supplies; rather, on the philosophical shift provided by the teaching staff itself. The district teaching staff committed to the following mantra as a guidepost for their beliefs, “We set out to transform the prevailing vision of what pre-K-12 education is for - - ‘To meet the needs of the kids’ future, and not the teachers’ past.’”²¹

The staff at CCCS has always maintained this philosophy and will continue to innovate and create a positive learning environment reflective of a sound pedagogy, superb individual and collective skills, and the willingness to meet the changing needs of present and future students. Our staff members are active, life-long learners, and strive each day to better their academic program for students. It is precisely this outlook that will allow CCCS to incorporate 21st Century Learning as a foundation for the academic program.

It is through the power of collaboration and the maintaining of one’s sense of being a life-long learner that CCCS is able to evolve to match both the subtle and overt shift of emphases inherent within our 21st century world. The will, skill, and a profound desire to provide the thrill to students carry our staff to ever-greater heights as professional educators. This personal buy-in to our mission, vision, and values will maintain CCCS as a viable educational entity throughout this renewal cycle and beyond.

We will eliminate the achievement gap through:

- **Enrichment and Opportunity** – From the moment our kindergarteners start at CCCS, 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 at home as well as school. The spectrum of events available to students spans the entire cultural and economic spectrums, as witnessed by trips and activities at local farms, CSU Chico, Bidwell Park, the United States Postal Service Office, Farmer’s Market, and local businesses and restaurants. Students are encouraged to find, develop, and sustain their individual passion while at CCCS.
- **Clubs, activities, and athletics** which afford students a wide range of possibilities for personal involvement, with the emphasis from staff maintained in the holistic education of the child. **Electives** offerings for the middle school student include both depth and breadth, as some courses build in intensity and necessary aptitude, while others offer breadth in their singular approach to coverage. Evidence of both approaches include the following current or proposed future courses:

1. Dance levels I & II
2. Culinary Arts
3. Sink-Or-Swim
4. Woodshop
5. Technology (Beginning – Intermediate – Advanced)

6. Spin
7. Chess Warriors (Beginning – Intermediate – Tournament Team)
8. Drama (Beginning – Advanced)
9. Ceramics
10. Art
11. Soccer Camp
12. Video Production
13. Digital Photography Club
14. Gardening

The above are but a few of the many dozens of diverse offerings available to our students during the course of their education at CCCS.

- **Parental and Community Involvement** – In our 21st Century Learners model, parents will be utilized in a manner that goes far beyond ‘typical’ duties and tasks. Parent support hours may see parents as members of active Action Teams on campus, a few of these being in the areas of technology, campus climate, fiscal health, and creation of powerful learning opportunities. Parents will play an active role with our middle-school, serving as ‘I-Search’ resources for students, as well as actively acting as ‘Resident Experts’ in their respective skill and career areas. Our parents are a talented, career-diverse group willing to go to the next level in their investment in CCCS. Channeling the immense resources of these same parents will afford us the opportunity to create, implement, and sustain true academic endeavors fitting our proposed model.
- **Personalized Learning Approach** – All students develop a ‘PEP’ or Personalized Education Plan while at CCCS. Students are encouraged to further develop their interest areas through both the core curricular area as well as through music, art, and electives offerings. Small class sizes and a strong parent partnership allow site educators to actively engage in meaningful, targeted one-on-one and small group instruction with all students. Interventions and academic modifications are available for all students needing additional support in language arts or math. Furthering the 21st Century approach, students will be assessed through a learning styles inventory with the results examined in order to appropriately customize the learning environment further.
- **Differentiated instruction** affords the student the opportunity to learn at his or her current level with additional scaffolding provided by the instructor or parent volunteer. Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as:

“A process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student’s growth and individual success by meeting each student where he or she is . . . rather than expecting students to modify themselves for the curriculum.”²²

Lessons and individual support takes into account the learner's current level of progress, as noted through formative assessment methods, and offers instruction at the student's 'ZPD' or Zone of Proximal Development. This term refers to the distance between what a learner can demonstrate without assistance and what the learner can do with assistance.²³ Essentially, teacher scaffolding or targeted, specific points of instruction designed to 'stretch' the learner's cognitive abilities, provides effective instruction at the ZPD.

- **At-Risk Students** needs are met through differentiated instruction throughout all grade levels. A comprehensive intervention support system assists at-risk students at the K-5 levels, with targeted math and language arts instruction offered through a small-group and/or one-on-one setting. All intervention staff have been trained in their use of the supporting materials, as well as with the variety of web-based and technology-related program offerings. 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 Success Team process at CCCS involves a thorough examination of the cognitive, social-emotional, behavioral, and familial factors impacting a student's achievement. Each student's SST plan is personalized to match his/her needs, and involves all stakeholders within the process.
- **GATE level learners'** needs are met through a variety of means. Differentiated instruction seeks to involve GATE level students as peer trainers or classroom 'experts.' Extension activities offered as in-class or home work may involve high achievers to a greater intensity through an emphasis on greater depth, along with a stronger focus on critical analysis and evaluation of the learned content. Extensive electives offerings at CCCS allow GATE-level students to create projects through hands-on coursework, work as team leaders in group projects, and to broaden their schema of their personal world. Chess club is offered twice per week, with a tournament team looking to form in the 2010-11 school-year.

GATE-level students at CCCS are defined as those students scoring in the advanced range in both the language arts and mathematics portion on the CST. These students will be identified annually through an examination of the CST results.

The nature of a 21st Century Learners program is to challenge all students through a rigorous, relevant, and rewarding academic adventure. In essence, the depth and breadth of CCCS' academic program serves all students through a 'GATE-like' approach that spans the K-8 spectrum.



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

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes”, for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. CA Education Code 47605(b)(5)(A)

Standards-Based Curriculum

CCCS’ academic standards and curriculum content is consistent with California State Standards and Framework’s educational content. Any amendments to the curriculum are to be made by our site administrator and teaching staff with Governing Board approval.

The site administrator and teaching staff select the required teaching materials needed to fulfill the academic requirements established for the curriculum of the CCCS. These materials may differ from those used by the PUSD and will focus on California State Content Standards.

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

21st Century Learners Outcome Goals

All Students Successfully Promoted From CCCS Will Demonstrate the Following Characteristics and Skills:

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

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

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

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

Goals for the Demonstration of Skills, Knowledge, and Attitudes

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

The curriculum at CCCS is developed with high expectations derived from academic standards. The CCCS standards include benchmarks that indicate developing competence. It is expected that students are challenged at their own developmental level. It is also expected that not all students reach the same area of understanding at the same time. Students are introduced to certain areas for the experience and not necessarily to master the concept. The CCCS progress reports are intended to reflect the California State Content Standards for each grade level and may include specific benchmarks. Student portfolios are developed over time to celebrate each child's progress and reflect the individual benchmarks of the California state content standards.

The curriculum of the CCCS is based on the belief that children are seekers of meaning and are intensely interested in exploring questions of values, feelings, meaning, and the relationship of self to others and the world around them. The curriculum addresses these questions and engages all children. The curriculum is hands-on, student-centered and experiential. Students are prepared to be successful in a diverse society through their experiences which are integrated and thematic, including multicultural and technological experiences.

Subject Area Breadth Includes:

Language Arts:

"Fill your paper with the breathings of your heart". ~William Wordsworth

Great writing begins in the hearts of kindergarteners at CCCS. From there it is nurtured through experience and guidance until the 8th grade where equal measure of passion and competence is the goal.

Each grade begins with the writing standard outlined in the English-Language Arts Content Standards for California Schools. But that is just the beginning of the journey. In kindergarten, students gain confidence as they navigate the stages of emergent writers. Working with families, teachers encourage students to write using multisensory and kinesthetic experiences like writing in the sand or writing with colored soaps. As students advance they are introduced to sentence writing and writing as a process, concepts that transcend all grade levels.

In grades K-5, the emphasis moves to more structured writing, although journaling and free verse are equally valued. Students build on the writing done in the primary grades and construct clear, coherent paragraphs and simple essays. To that end, teachers in grades K-5 begin to introduce research-based curriculum by Interact and programs like *Step Up To Writing*. Providing a common vocabulary and multiple writing strategies, these programs, and the coinciding teacher trainings, afford students valuable writing experience. This experience is invaluable as students move on to the rigorous demands of middle school.

In the 6th through 8th grades students hone their writing skills by writing across subject areas. Writing both informal journals or logs and formal expository, narrative, and persuasive essays, students are expected to build on their earlier success. It is now that they begin to assume a more active voice and role in their entire writing experience. Self-assessment and peer conferencing, sharing and publishing are integral to middle school writing. Students are expected to share their own ideas as well as accurately reflect on the ideas of others, perhaps forming new opinions in the process. Secure in the knowledge that they can communicate, articulate and entertain, the students of CCCS have completed a journey that began with the heart--and merged with the mind!

Overall, students develop skills in the integrated language arts curriculum of reading, writing, speaking and listening. Reading and listening skills based instruction includes; phonics, word analysis, comprehension, and vocabulary development. The language arts curriculum is literature based, providing a rich environment steeped in authentic language. It is organized around compelling literary works that are of interest to children. The writing and speaking skill based instruction includes the conventions and communication for varied purposes and audiences. This curriculum provides the child with which language competencies of listening, speaking, reading and writing are developed in an integrated way.

Mathematics:

Children's Community Charter School recognizes mathematics as a crucial foundation for academic and life-long success. Our staff incorporates a multitude of methods and materials to meet the mathematical needs of students in all grade levels.

Materials include, but are not limited to, published texts from Sadlier/Oxford for grades 1st through 4th, Harcourt for grade 5, and Prentice Hall—Pearson for grades 6th through 8th. Accelerated Reader and plethora of supplemental programs are also utilized. All align with the California State Standards. A wide variety of materials are used in order to provide the best components from each text or supplementary source.

Kindergarten through grade five consistently incorporate music, art, and hands-on techniques to strengthen basic concepts. This use of the multiple intelligences prepares students to be broken into ability levels when they enter our middle school program, grades 6 through 8.

Close monitoring and frequent assessment accurately places students into programs most suited for their needs.

The mathematics curriculum gives the students opportunities to become proficient in the use of everyday math computational skills and mathematical concepts. Students are given opportunities to explore mathematical concepts derived from the child's everyday experiences to problem solve, communicate, reason logically, discern mathematical relationships and use mathematical relations. Students utilize their problem solving skills for real life and academic purposes. Children are also given opportunities to construct their own mathematical understandings from open-ended encounters and discussions involving challenging mathematical situations. The CCCS mathematics standards are aligned and organized with the state standards in the strands of

number sense, algebra and functions, measurement and geometry, statistics and probability, and mathematical reasoning.

Global Awareness & Social Science:

The Global Awareness - History-Social Science curriculum is centered around past and current historical and geographical knowledge, integrated social sciences and humanities with an emphasis on ethics and democratic values. CCCS utilizes a sequential curriculum which builds knowledge and understanding in a carefully planned and systematic way from kindergarten through eighth grade. The major goals of knowledge and cultural understanding are attained through the study of major historical events and periods in depth, current worldwide trends and cause-effect relationships with our country, and the encouragement of civic and democratic values as an integral element of good citizenship.

Science:

The Science curriculum is based on a school wide scope and sequence of grade level specific standards-based content knowledge and conceptual understanding of earth, physical and life sciences. A new science classroom/lab facility allows students to practice The Scientific Method of observing, questioning, forming hypotheses, experimenting, drawing conclusions, and communicating their findings through written and verbal means. Critical thinking is the underlying focus of the activity-based instruction that challenges students to infer and make conclusions by observing, comparing, organizing data; relating the relationships of structure and function, cause and effect, and the interdependence of organic and inorganic elements in the natural world.

Financial, Economic, & Entrepreneurial Literacy:

Our 21st Century Learners will be exposed to a variety of learning opportunities within this focus that span all grade levels and curricular content areas. A dedicated, targeted effort will be made to create meaningful lessons and project-based learning opportunities that address this critical need. FEEL can be considered most accurately as a ‘mindset’ rather than a pre-determined established program or set of activities. Regardless, the creation of learning activities will promote individual FEEL literacy in a manner that holds students accountable in developing a global economic awareness and the skills to address personal, group, and system financial literacy.

Life/Soft skills:

The ‘Great 8’ components of life/soft skills support each student’s ability to show continuous growth as a responsible young adult. Threaded throughout all curricular areas, soft skills will be addressed through all manner of student presentations, performance, and daily classroom conduct. Through modeling, repetition, coaching, and staff, parent, and peer assessment and feedback, students will develop strong(er) skills in the areas that will hold them in good stead in future academic and/or workforce endeavors.

Health and Physical Education:

The health and physical education curriculum helps students know and practice good health habits. A foundation of movement experiences through physical education leads to an active and healthy lifestyle. The curriculum is designed to meet the individual physical needs of all students. The curriculum is used to build social skills, self-esteem, cardiovascular development and physical co-ordination. The SPARK Physical Education program was adopted during the 2009-10 year, and provides students a challenging, diverse, and active manner of developing body movement skills and strong sense of teamwork through physical activity.

Visual and Performing Arts

The visual and performing arts curriculum provides students with a unique way of interacting with their world. The visual and performing arts (drama, dance, music, visual arts) are integrated with many curriculum areas. Through a well planned and articulated visual arts enrichment program, the five visual art components of a standards-based curriculum will be addressed. Students will gain knowledge of the elements and principals of design such as line, color, shape, texture, value, proportion, rhythm, and balance thereby developing perceptual skills in analyzing the formal qualities of the visual arts (Artistic Perception). Through an abundance of mediums such as painting, drawing, ceramics, sculpture, printmaking, photography, textiles, and computer generated art, students will be able to create their own works of art and develop their own personal artistic style (Creative Expression). Studying art from a variety of cultures and from different time periods will build understanding and appreciation of people across time and place (Historical and Cultural Context). Learning to make sound critical responses to one's own and other's art through analysis will enable students to understand ideas and feelings expressed by others and allow them to express their responses orally and in writing (Aesthetic Valuing). Students will begin to make connections between their own artworks and those of others and in doing so will build relationships to other art disciplines and to the world itself with insight into the many new career opportunities and the expanding roles of artists in our increasingly visual world (Connections, Relationships, Applications).

Additional Skill Expectations Include:

- Information, media, and technology skills
- Innovation
- Creativity
- Critical Thinking

The above will be reflected in the daily practice and skill requirement of students. All students will be afforded multiple opportunities to engage in, and demonstrate mastery of the above through a variety of venues and learning modalities.

When and How Student Outcomes Will Be Assessed:

Students will be regularly assessed in their mastery and growth toward attaining mastery of the above skills, knowledge, and personal behaviors and attitudes through the observation of their personal productivity and activity in the following areas:

- Classroom examinations/quizzes
- Performance-on-demand assessments
- Formative assessments
- Summative assessments
- Project-based learning
- State-mandated tests
- Rubric-graded assessments
- Other assessments



VIII. Element 3: Assessment of Measurable Student Outcomes

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

Overview

CCCS believes assessment of student progress is a critical component of an effective, individually-relevant instructional program. Measureable assessment results of student learning are gained through CCCS' effective use of summative assessments of learning, including unit exams and grade-level writing and math assessments. Equally important are the frequent, ongoing formative assessments *for* learning, whereby subsequent instruction and remediation is shaped and revised, based on ongoing checking for understanding and timely, frequent assessment.

This balanced assessment system creates an academic environment that validates teacher collaboration and communication and provides students an opportunity to self-monitor their personal development. Assessments are regularly reviewed to assure that student progress is evident and celebrated. Assessments are closely aligned with what is taught and the desired student outcome from the particular lesson or unit of study. Assessments results and rubric scoring are carefully calibrated to ensure equity and consistency among all staff. CCCS administers any test in accordance with Education Code 60602.5 as required in SB1448 and AB 265 and will continue to develop additional standards and assessments as needed.

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

Forms of Assessment

In order to support our instructional program and meet our identified student outcomes, assessment measures will take various forms:

- **Standardized Tests** - The CST (California Standards Test) is administered annually through the statewide STAR program. CCCS students have annual results published that compare their achievement versus similar schools as well as to the statewide average. STAR exams assess students in the areas of language arts, math, reading, science, social studies, and writing.

- **Classroom-Level Assessments** – These include formative and summative assessments designed to guide teacher instruction as well as indicate the appropriate area(s) for student remediation. Checking for understanding and non-graded assessments will be administered as an integral component of a comprehensive formative assessment system. Specific examples of classroom assessments include the DRA, Phonemic Awareness Assessment, SIPPS screener, Jumpstart, and PUSD-established assessments (among others).
- **Performance Assignments** – Performance assignments/assessments are tasks, individual or group projects, or papers that are standards-aligned. Each of these requires the student(s) to produce or create a product. Essays, surveys, oral presentations, lab practicals, portfolios, technology-based presentations, and exhibitions are a few related examples.
- **Problem-Based Learning** - Each grade level staff member will continue to develop appropriate problem-based learning assignments and assessments in order to create additional opportunities for students to think and analyze critically, apply prior knowledge, synthesize new and old information into a new finding, and evaluate their outcome based on the initial premise.
- **Rubrics** – Teacher-developed rubrics are regularly utilized to evaluate student work. Rubrics may be tailored to a particular classroom assignment, may be subject-wide across the school for a benchmark or core assignment, or school-wide involving all teachers and students. Anchor papers or assignments are used to offer students specific insight as to characteristics of each level on the grading rubric.

Life/soft skills will be assessed based on a rubric that will be developed and established in manner that affords all students and parents the opportunity to grasp what proficiency means in each of the eight particular areas. Creativity and innovation skill rubrics will be created through the work of staff and community. CCCS will strive to involve both our local business community as well as the greater global community in developing a suitable set of benchmarks that accurately and thoroughly reflect and assess each student's progress and ability with life/soft skills.

School-wide Outcomes

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

Informing our parent group is a critical component of CCCS' success. Teachers will meet with parents both informally as well as through regularly scheduled parent conferences held twice per

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.

The expectation of CCCS is to be ranked in the top 10% of all similar schools state-wide; this through effective use of the instructional methodology detailed above coupled with continued parent support. Inherent with an expanded 21st Century Learners curricular focus, CCCS will be developing new methods of instructional delivery and student learning opportunities. Establishing and maintaining our educational priorities will necessarily cause CCCS to closely align most or all available instructional and staff development hours to support the renewal vision over the next five years.

Mindful of the competing priorities, in order to maintain its outstanding test scores and achievement within the region, CCCS will rely ever-more on its partnership with parents to ensure the breadth of the curriculum is met in a manner that reflects a balanced, well-rounded academic program. Extension activities that support primary instruction will promote students' critical thinking abilities and will reinforce earlier classroom instruction. STAR achievement will be an indicator of our ability to maintain an appropriate breadth within our instructional program.

Student & School-Wide Performance Objectives

Academic Performance Index- As an overarching goal, CCCS will maintain its status over the next five years as scoring in the top 20% of similar schools statewide. This ranking will be based on data provided through CCSA, which is more accurate (and challenging) than that provided through the CDE 'Similar Schools' ranking. With impending increased class sizes, and the potential for lessened specialized intervention services due to budget cuts, maintaining our status as one of top Charter Schools in Northern California and statewide is a lofty goal and speaks well of the well-rounded nature and quality of our program.

Annual Yearly Progress- CCCS has met its AYP target goals each year of state-wide tracking. It shall continue to meet the AYP goals for all groups as set by the state for the duration of this renewal period.

Attendance – CCCS will maintain an attendance rate above that of the district's regular elementary schools for the duration of this renewal cycle.

Mastery of State and Locally-Developed Content Standards

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

<i>Subject Area</i>	<i>Outcome Goals</i>	<i>Assessments Used</i>
Art	Students will demonstrate proficiency on site-developed outcomes in areas including, but not limited to, the following: <ul style="list-style-type: none"> - Knowledge of the elements and principals of design - Development of perceptual skills - Use of mediums such as painting, drawing, ceramics, sculpture, printmaking, photography, textiles - Knowing the historical and Cultural Context - Gaining an Aesthetic Valuing 	Project-based assessments Rubrics Formative assessments Summative assessments Group Projects
Financial/Economic/ Entrepreneurial Literacy	Students will demonstrate proficiency on site-developed outcomes in areas including, but not limited to, the following: <ul style="list-style-type: none"> -Impact of economy on quality of life -Essential marketing/financial skills -Process to product cycle 	Site-developed rubrics Project-based assessments Product development Group projects Individual projects Rubrics
Global Awareness/Social Studies	Students will demonstrate grade-level proficiency in areas including, but not limited to, the following: <ul style="list-style-type: none"> -Valuing of different cultures -Awareness of significant world events -Knowledge of relevant global and local current events -Geographical awareness -Critical thinking skills 	Curriculum-embedded assessments Problem/Project-based assessments Informal assessments Formative assessments Summative assessments Group projects Individual projects Rubrics Service-learning outcomes
Language Arts	Students will demonstrate grade-level proficiency in reading, writing, listening, and speaking. These skills include, but are not limited to: <ul style="list-style-type: none"> -Verbal reasoning skills -Vocabulary usage -Writing skills -Word analysis skills -Spelling skills -Reading comprehension strategies and skills -Word relationships -Critical thinking skills 	Pre/Post-Test data STAR data Classroom-based assessments Language Arts diagnostics Curriculum-embedded assessments Group projects Individual projects Formative assessments Summative assessments Rubrics Computer-based
Life/Soft Skills	Students will demonstrate proficiency on site-developed outcomes in areas including, but not limited to, the following: <ul style="list-style-type: none"> -Presentation skills -Demonstration of responsibility -Leadership skills -Personal accountability -Group accountability 	Site-developed rubric of soft skills LEEDS rubric Group projects Individual projects Rubrics
Mathematics	Students will demonstrate grade-level proficiency in areas including, but not limited to, the following: <ul style="list-style-type: none"> -Computational skills -Real-world problem-solving - Measurement -Arithmetic -Algebraic concepts -Mathematical analysis -Critical thinking skills 	STAR data Mathematics diagnostics Curriculum-embedded assessments Real-world application Group projects Individual projects Formative assessments Summative assessments

<i>Subject Area</i>	<i>Outcome Goals</i>	<i>Assessments Used</i>
Science	Students will demonstrate grade-level proficiency in areas including, but not limited to, the following: -Application of scientific method -Inquiry-based scientific methods -Data review -Critical thinking skills	STAR data Curriculum-embedded assessments Group projects Individual projects Rubrics

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

At-Risk Students

Support for at-risk students includes a comprehensive assessment system that pinpoints the areas of need for all at-risk students. Weekly teacher collaboration meetings will include a focus on methods of working effectively with at-risk students to promote greater achievement and will examine student data toward this end. Classroom teachers are the primary sources of assessment feedback as at-risk students are involved with one-on-one teacher or parent volunteer support, small group instruction, peer and cross-age tutoring, and extended day academic support. If a student is not progressing satisfactorily from these initial interventions, a referral is made for additional general-education testing through CCCS' intervention services. This program offers students assessment and corresponding instructional support as follows:

<i>Decoding</i>			
Word Recognition		Fluency	
Concepts of Print	Simon SIO Computer Program	Sight Words	Read Naturally SIPPS Extension Level SIPPS Challenge Level Quick Reads Rewards JumpStart Soar To Success
Phonemic Awareness	Simon SIO Computer Program WordMaker Computer Program SIPPS Beginning Level		
Phonics	Simon SIO Computer Program WordMaker Computer Program SIPPS Beginning Level SIPPS Extension Level SIPPS Challenge Level JumpStart Read Naturally Soar to Success Rewards		
		Automaticity	Read Naturally Quick Reads Rewards JumpStart Soar to Success SIPPS Beginning Level SIPPS Extension Level SIPPS Challenge Level

<i>Comprehension</i>	
Vocabulary	Text Comprehension
SRA Accelerated Reader Quick Reads Read Naturally Soar to Success Rewards	Accelerated Reader Read Naturally SRA Quick Reads Soar to Success Rewards

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

High-Achieving Students

CCCS provides all its students a challenging, rigorous curriculum; this is reflected in the assessment opportunities that address the needs of our high-achieving students. Desired student outcomes for GATE and high-level 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. Collaboration time on Fridays addresses the training and peer support needed to sustain effective instruction and academic challenges for all students.



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

*The governance structure of the school, including but not limited to, the process to be followed by the school to ensure parental involvement.
CA Education Code 47605(b)(5)(D)*

Legal Aspects Overview

Children’s Community Charter School shall be a public agency acting under the district’s legal auspices. CCCS shall be accountable to its chartering agency for its outcomes in accordance with the California Charter Schools Act. CCCS will comply with all provisions of the Brown Act and California Public Records Act.

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

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

Indemnification

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

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid under the provisions of California State Charter Schools Act or other relevant state and/or federal statutes, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by PUSD and the Governing Board of CCCS. The District and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion in accordance with the dispute resolution procedures set forth in the charter.

Memorandum of Understanding

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

Governance

The CCCS Governing Board is the decision making body for CCCS. The mandate of the Governing Board and stakeholders of CCCS is to promote the guiding mission of CCCS as articulated in this Charter. In order to do so, the Governing Board is empowered to operate as the decision-making body in regard to school-wide policies. The governance structure is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability. The number of people serving on the Governing Board of CCCS and the length of terms is specified in the CCCS Governing Board Bylaws. As part of the school's mission, it is vital that pupils witness and participate in the school's collaborative process of policy development and decision making.

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

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

- Establishment of ad hoc hiring committees composed of a variety of stakeholder representatives, depending on the position

The desired CCCS Board configuration will consist of the following members:

1. Two (2) community members (**voting positions**) with no current or past affiliation with CCCS as a parent, or as a spouse of a staff member. These positions will be filled through an application and interview process conducted by the seated Board members. During the phase of recruiting Community Board Members, CCCS will make a ‘good-faith’ effort to procure the services of these individuals in as timely a manner as feasible.
2. Five (5) parents (**voting positions** - non-employees or their spouses) 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
3. One (1) classroom teacher (**voting position**) elected by the staff and adopted by the Board
4. The site administrator (**voting position**)
5. The PUSD administrative member (**advisory position**)
6. One (1) student representative (**non-voting position**)

It is the strong desire of CCCS to involve additional business and educational leaders within the leadership structure of the school. Experts within their respective fields will greatly enhance the work of CCCS in creating a powerful 21st Century Learner model and will provide an additional level of objectivity to all board decisions. As such, an effort will be made to expand the future Board configuration to a maximum of twelve (12) individuals, three of whom will be ‘advisory’ community members.

Non-voting representatives may be appointed as necessary to assist the Governing Board. This body is responsible for making collaborative decisions about aspects of the school’s total governance. Any Board member who has a conflict of interest as legally defined in Section 18700 of the California Code or whose child is before the Board for disciplinary reasons must abstain from voting. The terms and responsibilities of the Governing Board positions are stated in the Governing Board By-Laws. CCCS has a parent representative on the District Parent Advisory Committee.

All CCCS Board members will be asked to abide by the strong need to appropriately differentiate between their respective roles as board members and as parents. Toward this end, the expectation will be for all board members, whenever feasible, to conduct any on-site board

business involving a personal contact with site administration and/or staff to take place before or after educational hours with students. The validation of the need for staff and administration to attend first-and-foremost to educational matters directly involving students speaks to the nature of CCCS' **'students first'** philosophy.

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

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

Board Member Terms

- Each Board member shall serve a term of two years, with the current exception of the successful nominees in the May 2010 election. Of the five nominated parents, three will be asked to serve an initial one-year term, so as to ensure continuity by avoiding a complete Board turnover at each successive term end.
- There is a two (2) term limit for all members, non-retroactive for current Board members
- The two terms are not required to be served consecutively
- Governing Board terms will commence June 1st, and end May 31st

In order to ensure continuity of the school's governance structure, Board position terms will end on a rotating basis. The turnover of the entire Board during the 2009-10 year has created extenuating circumstances dictating that three parent positions and one community Board position be only a one (1) year term. The three elected parent positions to serve an initial one-year term are (1) Board Secretary, (2) Community Public Relations Coordinator, and (3) Parent Volunteer Coordinator. The Community Board Member exiting after the initial one year cycle will be determined by mutual agreement among the existing Community Board Members, or if necessary, through the vote of the Governing Board.

By virtue of this one-time change in term length, 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.

As noted above, Board positions will be filled as followed:

May 2010:

- Classroom teacher representative (voting member)
- Two (2) community members (voting members)
- Community Public Relations Coordinator (voting member)
- Parent Volunteer Coordinator (voting member)
- Secretary to the Board (voting member)
- Student Programs Coordinator (voting member)
- Treasurer (voting member)

May 2011

- Community Public Relations Coordinator (voting member)
- Parent Volunteer Coordinator (voting member)

- Secretary to the Board (voting member)
- One (1) community member (voting member)

May 2012

- Classroom teacher representative (voting member)
- One (1) community member (voting member)
- Student Programs Coordinator (voting member)
- Treasurer (voting member)

May 2013

- Community Public Relations Coordinator (voting member)
- Parent Volunteer Coordinator (voting member)
- Secretary to the Board (voting member)
- One (1) community member (voting member)

Board Chairperson Election

Each year, the Board will elect a Board Chair by a simple majority of all Board members. Any voting member of the Board may be eligible for this position, regardless of which stakeholder group s/he represents, provided s/he has served at least one full year on the Board. The site administrator and all staff members are excluded from consideration for this position. The Chair may choose to resign the position with a letter of resignation, in which case the Governing Board will elect a new Chair for the remainder of that term. The Chair may be recalled from the position by a 2/3rd vote of the Governing Board. In this case, the Governing Board shall elect a new Chairperson for the remainder of that term.

Governing Board Meetings

The Governing Board shall meet monthly or more often, as-needed. The CCCS Governing Board welcomes the attendance of members of the community who do not have a direct stake in or accountability for the school's educational mission and outcomes expressed in the charter. 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.

Recall Procedures

Please refer to CCCS' Bylaws for the specifics inherent to the recall process.

Student Representative Process

The seated student representative on the Governing Board will be appointed through a nomination process established by the CCCS Student Government and the advisor.

Parental Involvement

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

CCCS teachers and administration plan lessons, small group instruction, field trips, and other activities based around the weekly calendar commitments of parent volunteer support. In light of this, parents are respectfully asked to honor their participation commitment at all times, unless extenuating circumstances arise, whereby the partner-teacher shall be notified in advance.



X. Element 5: Employee Qualifications

*The qualifications to be met by individuals to be employed by the school.
CA Education Code 47605(b)(5)(E)*

Overview

The teachers and staff shall be employees of Children’s Community Charter School. Teachers not assigned core curriculum classes and middle school electives teachers are also employees of CCCS and will be responsible directly to the site administrator and the Governing Board of CCCS. Non-certificated employees will be employed by the school in an at-will capacity consistent with the personnel policies of the school.

The teachers are responsible to the site administrator and the CCCS Governing Board for policies and procedures related to the daily operation of the CCCS. The site administrator is responsible to the CCCS Governing Board. All teachers will be evaluated according to the contract by the site administrator.

Staff Member Selection

The selection committee for all new certificated staff will include, but not be limited to, one member from the CCCS Governing Board, the CCCS site administrator, and one CCCS teacher.

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

Employees of CCCS are protected by due process as defined in California Education Code and the staff handbook. Disciplinary matters involving CCCS employees will follow established CCCS procedures. Disciplinary matters involving employees are addressed by the administrator with review and appeal to the CCCS Governing Board. The details of the process will be contained in the Charter School’s Employees Policies & Procedures.

General Staff Qualifications

All staff of the school, prior to employment by CCCS, must be cleared through the Department of Justice using the LiveScan process.

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

Teacher Qualifications

CCCS will hire the best qualified teachers available. CCCS will adhere to the provision enumerated in Ed Code Section 47605 (1): Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, including the EL authorization through B/CLAD or CTEL. Copies of these documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. CCCS teachers and paraprofessionals shall meet all applicable 'highly qualified' requirements under the No Child Left Behind Act. CCCS shall not discriminate against any applicant on the basis of ethnicity, national origin, gender, disability, or sexual orientation.

The most critical qualifications for CCCS teachers are:

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

The minimum criteria for teacher candidates include the following:

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

CCCS teachers' duties include the following:

- Develop, implement, and sustain strong instructional practices in the areas of assessment, instructional planning and delivery
- Participate in staff development opportunities
- Maintain accurate student records

- Track immediate and longitudinal results of student achievement and content mastery
- Develop and sustain a classroom student portfolio system
- Actively participate on appropriate site action teams or committees
- Support all facets of the school's 21st Century Learners vision and values
- Maintain a life-long learner approach toward 21st Century Learning
- Maintain effective communication with all school stakeholders
- Serve as a (co)facilitator with a site Action Team
- Be a positive daily influence on the lives of students
- Maintain effective classroom discipline
- Manage grade-level budget and expenditures
- Coordinate class fundraisers
- Attend community events as needed
- Perform yard duty as needed

Credentials will be maintained through district services and monitored on an ongoing basis by the site administrator. Monthly 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 aides and paraprofessionals serve in support roles to keep the whole school operating efficiently. The site administrator, in consultation with the Governing Board and staff, has developed job descriptions and qualifications for all non-teaching positions. Required for all classified position candidates:

- High school diploma or equivalent
- Background/fingerprint/TB clearance

Administrative Qualifications

The CCCS Administrator should ideally possess the following:

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

The minimum criteria for site administrator candidates include the following:

- B.A. degree or equivalent (M.A. desired)
- Valid CA Teaching Credential (Multiple Subject or K-8 Certification desired)
- A minimum of 3 years teaching experience
- Enrolled in a Tier I Administrative Services Credential program (Tier I completion desired)
- Positive references from past employers

The site administrator's duties include the following:

- Providing instructional leadership to the school
- Supervising all employees of the school
- Staying abreast of research-based instructional approaches & design
- Providing timely performance evaluations
- Grant writing
- Creating and sustaining campus, community, and parent organizations
- Developing Board leadership capacity
- Overseeing school budget
- Overseeing school facilities
- Communicating with school legal counsel
- Staying abreast of school law and regulations
- Staying abreast of statewide educational initiatives
- Providing periodic reports to Paradise Unified School District
- Planning and attending School Site Council and Governing Board meetings
- Planning and attending General Membership meetings
- Providing staff development in the areas of instruction, assessment, technology, other
- Acting as peer mediator with parents, staff, and students
- Attending Student Success Team, IEP, 504, and general student-parent meetings
- Developing newsletter submissions
- Facilitating student discipline matters
- Coordinating the administration of Standardized Testing
- Attending all regional charter school meetings and appropriate workshops
- Overseeing site safety
- Developing master instructional minutes, teacher prep, lunch, and passing period schedules
- Overseeing graduation
- Managing communication between staff and the Governing Board
- Facilitating Open House events
- Developing state mandated reports
- Developing site technology
- Developing Public Relations with local community and media

Office Manager Qualifications

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

The CCCS Office Manager should ideally possess the following:

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

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

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

The CCCS Office Manager duties include the following:

- Acts on behalf of assigned administrator(s) in their absence (e.g., questions, concerns, complaints) for the purpose of conveying and/or gathering information required for their functions in a timely manner.
- Administers first aid and prescription medications to students.
- Collects payments for a variety of events (e.g., bus tickets, student council, donations, fines, fees, fundraisers) for the purpose of completing transactions and/or securing funds.
- Compiles data from a variety of sources (e.g., time sheets, budget reports, specialized reports, personnel records) for the purpose of processing data in compliance with financial, legal and/or administrative requirements.

- Composes a variety of documents (e.g., correspondence, agendas, minutes, newsletters, bulletins, reports) for the purpose of communicating information and/or creating documentation in conformance with established guidelines.
- Coordinates a variety of projects, functions and/or program components (e.g., facility usage, guest teachers, meetings, in-service events, travel and accommodations) for the purpose of completing activities and/or delivering services in a timely fashion.
- Coordinates daily substitute activities (certificated and non-certificated) for the purpose of ensuring that staff absences are covered in a timely manner and that student safety and educational process needs are met.
- Maintains a wide variety of manual and electronic documents files and records (e.g., student registration data, student health forms, master calendar, budget data, employee records, financial records, reports) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a variety of activities on behalf of site administrator (e.g., account balances, work order status, Worker's Compensation injuries, special projects, new teacher staffing, room assignments, maintenance work) for the purpose of achieving goals and meeting target dates.
- Monitors students referred for illness or those referred for disciplinary action for the purpose of ensuring student welfare and maintaining a secure office environment.
- Oversees day-to-day office workload at assigned school location for the purpose of ensuring the completion of activities in an accurate and timely manner.
- Prepares a wide variety of reports, documents and correspondence of a confidential and non-confidential nature (e.g., letters, memorandums, meeting minutes, charts, operational procedures, manuals) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Processes documents and materials (e.g., time sheets, work orders, requisitions, travel reimbursements, budget transfers) for the purpose of disseminating information in compliance with program, district, state and/or federal requirements.
- Procures supplies and materials for the purpose of maintaining availability of required items.
- Researches a variety of topics (e.g., current practices, policies, education codes) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Responds to inquiries from a variety of internal and external parties (e.g., staff, parents, students, public agencies) for the purpose of providing information or direction and/or facilitating communication among parties.
- Supports site administrator for the purpose of providing assistance with his/her functions and responsibilities.
- Participates in a variety of meetings, workshops, and/or trainings for the purpose of providing or receiving information, recording minutes, and supporting the needs of the attendees.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Salary Schedule

An effort will be made to insure that CCCS employees' salary and benefit compensation will be locally competitive.

Operations Director Qualifications

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

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

The CCCS Operations Director duties include the following:

- Ability to give clear instructions
- Arrange equipment and furnishings to provide adequate arrangements for meetings, classroom activities, and events
- Assemble furniture and equipment
- Assist with classroom set-up
- Clean assigned facilities for the purpose of maintaining a sanitary, safe, and attractive environment
- Establish and maintain cooperative and effective working relationships with others
- Inspect school facilities to ensure the site is suitable for safe operations
- Install and maintain technology hardware
- Maintain buildings and the adjacent grounds areas
- Open and secure facilities
- Operate a variety of custodial and general maintenance equipment
- Oversee parent volunteers on campus, day to day, and maintenance days
- Perform repairs to fixtures and equipment to ensure continued safe operation of site
- Perform routine preventative maintenance tasks on heating, electrical, air conditioning, and water equipment
- Respond to immediate safety and operational concerns
- Transport equipment and various items to other sites as required
- Use cleaning materials and equipment to perform needed tasks
- Willing to work alongside students and adults
- Other duties as assigned

Performance Evaluation

Site Administrator

The Governing Board will establish specific goals based on the “California Professional Standards for Education Leaders” for the Site Administrator at the beginning of the school year. The Governing Board will evaluate the accomplishment of all goals and make recommendations for the next school year as needed.

Certificated Staff

Evaluations shall adhere to provisions agreed to through the established site process. All evaluations will be conducted by the site administrator and site staff. Staff evaluation and termination will be conducted according to the staff handbook.

Non-Certificated Staff

All employees will be observed and evaluated by their immediate supervisor. The site administrator will evaluate all site personnel as deemed appropriate. Each will have a completed evaluation form at the end of the year and a conference to review the evaluation, though at the discretion of the site administrator, evaluations may be issued every other year. Staff evaluation and termination will be 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 legal requirements.

Employment Status

Contracts

The CCCS Governing Board will develop a contract for all employees. Contracts for each employee class will be reviewed and revised according to program, student and staffing needs.



XI. Element 6: Health and Safety Procedures

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

Overview

Children’s Community Charter School shall comply with all federal and state health and safety codes and requirements. CCCS meets all safety regulations, including adherence to local fire regulations, safety inspections, earthquake drills, and visitor control. A Safety Committee comprised of parents and staff members will be developed, this in order to offer recommendations to the Governing Board regarding necessary changes that ensure a safe campus for all. CCCS will function as a drug-, alcohol-, tobacco-, and weapon-free workplace.

Hiring procedures are described in the CCCS Policies. Prior to employment, each employee of the school shall furnish the school with a criminal record summary, (Ed. Code 44237), and fingerprint clearance. Confidentiality and professionalism regarding students are addressed with each staff member and with all volunteers.

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

Child Abuse Reporting

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

Contract Development

CCCS will always utilize effective business practices which will result in the best quality and inherently safest facilities and materials at the best price. Contracts for service, equipment and alterations/improvements will be submitted to multiple bidders. All things being equal, preference will be given to local bidders.

Criminal Record Summary

CCCS will require each employee to furnish a criminal record summary as described in California State Education Code. The school will comply with all of the health and safety laws common to the State of California, and to the communities within which CCCS operates. The

Site Administrator will be responsible for maintaining compliance with Section 44237 and all applicable health and safety laws.

Emergencies

CCCS will maintain policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.

Facility Safety

CCCS is housed in facilities that will receive Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. The school's facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

Fingerprinting and Background Check

No employee shall be permitted to commence work at CCCS until clearance has been obtained with the Department of Justice. CCCS will follow established policies and procedures for the fingerprinting of volunteers and vendors, and will appropriately process prospective employee fingerprints and conduct criminal background checks.

Food Services

CCCS will continue to strive for the best food services available that comply with state regulations. We have developed an automated system that allows for all students to use their student identification as a means of payment for food (including any students who may receive free and reduced meals). The flexibility to contract with outside vendors has provided our students and staff with a wider spectrum of healthier choices; this lowering operating costs, and ultimately increasing on-site nutritional participation. A Hazard Analysis Critical Control Point (HACCP) system will be in place to assure that there is a safe environment for the processing of all food from the point of entry to the point of sale. All food service providers will be made aware of the correct procedures to ensure food safety.

Immunizations

All enrolling pupils and staff will provide records documenting immunizations to the extent required for enrollment and employment in non-charter public schools.

Natural Disasters and Emergencies

CCCS will continue to follow the site-developed safety and emergency preparedness plan which was developed per the guidelines set forth by Education Code. This plan also includes:

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

School Safety

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

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

Tuberculosis Testing

Employees of CCCS will follow state regulations relating to TB-Mantoux testing.

Utilities

CCCS will pay for its utilities.

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.



XII. Element 7: Racial and Ethnic Balance

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

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

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

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

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

Academically low achieving students are defined as students performing one to two years below grade level. It is the belief of CCCS that these children benefit through the structure of the CCCS. English Learner (EL) needs are handled on an individual basis through an SST process; a review team will assess the needs and make a recommendation based on the review.



XIII. Element 8: Enrollment Requirements

*Admission requirements, if applicable.
CA Education Code 47605(b)(5)(H)*

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

CCCS will maintain its status as a tuition-free, public school, subject to all substantive and procedural due process as detailed in California Education Code.

Parents of prospective students must complete a CCCS enrollment application. The application is processed and the child will be admitted if space is available. A waiting list is maintained as needed. Preference shall only be extended to students in the following categories:

1. Children of CCCS staff members
2. Siblings of current CCCS students (as defined in the CCCS Policies and Procedures handbook)
3. Re-entry students with a planned leave of absence approved by the CCCS Governing Board

Parents are encouraged to sign a Parent Participation Commitment supporting the philosophy and concepts of the CCCS. Each parent is asked to fulfill the commitment toward parent involvement at CCCS through their own participation as outlined in the commitment. Parents must understand that some services/programs are limited or not provided such as transportation, cafeteria breakfast/lunch, etc. Parents may be asked to assist with yearly supply purchases for the students. Students and parents may be asked to participate in fund raising activities.

All students are required to follow school rules and policies as detailed in the Student Handbook, and are subject to the disciplinary procedures as defined in the handbook. Students are afforded the protections under written policies adopted by the CCCS Governing Board with respect to nondiscrimination.



XIV. 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.

CA Education Code 47605(b)(5)(I)

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

With regard to state charter schools funding, CCCS will remain an indirect-funded charter. With this in mind, CCCS will participate in the district's annual audit of fiscal and programmatic operations in keeping with established practices. The CCCS Treasurer and CCCS Governing Board will submit an annual financial statement to the PUSD business manager to report the financial operations of the school. Evaluations of programmatic operations are lead by the site administrator and CCCS Governing Board. An annual report will be made to the PUSD Board of Trustees. Continuing the current beginning date of services, CCCS will enter into an annual agreement with PUSD outlining any and all services the district will provide and their associated costs.

CCCS has provided a PUSD Business Services generated multi-year projected budget in Exhibit D of this renewal.



XV. Element 10: Pupil Suspension and Expulsions

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

Overview

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

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

Under this current policy, expulsion equates to disenrollment from CCCS, with the student returning to a district school. Parents of a student expelled from CCCS may contact the district to determine the most appropriate alternative site for their child.

CCCS strongly encourages active and consistent parent involvement in their children's education. The Parent Participation Commitment Form is included in CCCS Administration Policy and Procedures.

Disciplinary Procedures

Step 1: Any student who engages in repeated violations of the school's behavioral or academic expectations shall be required to attend a meeting with the site administrator or his/her designee. This meeting shall result in the student being placed on Step 1 of the CCCS Discipline Policy. A written remediation agreement shall be developed between parent, student, and site administrator. This agreement shall detail future expectations, timelines, and consequences for failure to achieve the agreed-upon outcomes.

Step 2: A student is placed directly on Step 2 of the discipline system for more serious offenses such as fighting, lying, cheating, truancy, defiance, forgery, stealing, damaging property, disruption, and those of a similarly disruptive nature. A student may also be placed on Step 2 if

s/he has continued the type of behavior for which s/he was previously placed on Step 1. Placement on Step 2 necessitates a conference with the parent, student, and site administrator.

Step 3: A student is placed on Step 3 of the discipline system for continued misbehaviors as described in Step 2. This action will result in an additional parent conference and follow-up letter. All students placed on Step 3 or higher will have their disciplinary records reviewed by the CCCS Board during the monthly regular, Closed Session Board meetings.

Step 4: A student is placed on Step 4 for continued, ongoing misbehavior or for a further serious offense. A student who is placed on Step 4 of the discipline system may be recommended for disenrollment from CCCS. In this case the site administrator will recommend disenrollment in writing to the CCCS Governing Board and specify the relevant conditions and issues pertaining to the student and his/her behavior. Both the parent/guardian and the student will be notified in writing of the disenrollment proceedings. The parent and student may present the student's case for remaining at CCCS during the disenrollment hearing.

The STEP System is progressive and sequential for the period of one school year, (August-June). For example, a student who has been placed on Step 1 would move to either Step 2, 3, or 4 depending on the seriousness of the offense. A student cannot be placed on the same discipline step twice within one school year. Students on Step 3 or 4 at the close of the school year in June will be placed on disciplinary probation for the following year. Disciplinary probation means that a student will move directly to Step 2, 3, or 4 immediately if the negative behavior persists during the new school year.

EXPULSION PROCEDURES

Expulsion in terms of this policy means disenrollment from CCCS and potentially all district schools, based on the severity of the event(s). Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the Site Administrator or designee determines that the pupil has committed an expellable offense, or has been afforded due process through CCCS' 4-Step Discipline Policy, with no appreciable change in behavior.

The expulsion hearing will be presided over by the Governing Board Chair. In the event an administrative panel hears the case, it will make a recommendation to the CCCS Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

- 1) The date and place of the expulsion hearing
- 2) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
- 3) A copy of CCCS's disciplinary rules which relate to the alleged violation
- 4) Notification of the pupil's or parent/guardian's obligation to provide information

about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment.

- 5) The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
- 6) The right to inspect and obtain copies of all documents to be use at the hearing
- 7) The opportunity to confront and question all witnesses who testify at the hearing
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.

Record of Hearing

A record of hearing shall be made and may be maintained by any means, **including electronic** recording, as long as reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Governing Board to expel must be supported by substantial evidence that the pupil committed the expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the CCCS Governing Board, Panel, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The decision of the Governing Board or Panel shall be in the form of a written recommendation regarding the expulsion. The final decision by the CCCS Governing Board shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel

The site administrator or designee following a decision of the CCCS Governing Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- a.) Notice of the specific offense committed by the pupil
- b.) Notice of the pupil's or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with CCCS
- c.) The reinstatement eligibility review date
- d.) A copy of the rehabilitation plan

The site administrator or designee shall send written notice of the decision to expel to the pupil's district of residence, and the Chartering District (PUSD). This notice shall include the following:

- a.) The pupil's name
- b.) The specific expellable offense committed by the pupil
- c.) Disciplinary Records

Records and Reporting

CCCS shall maintain records of all pupil suspensions and expulsions at the school. Both suspension and expulsion data will be made available for PUSD's review through the Student Information System (Aeries) and shall be included in CCCS performance reports. Prior to the recommendation to suspend or expel a pupil, the site administrator or designee shall, in accordance with E.C. Section 48902, notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

- Assault with a deadly weapon (Penal Code Section 245);
- Possession or sale of narcotics or a controlled substance;
- Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
- Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 ½ inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or the student's district of residence. CCCS will work with the district from which an expelled pupil originated on an interim placement at another school. Students who are expelled or disenrolled from CCCS will default back to a district school.

If a student is under an expulsion order from another school district (LEA), all information must be provided to the CCCS Site Administrator for review. The Site Administrator will determine if enrollment will be granted. A written notification of the decision shall be provided to the student. An expulsion recommendation not upheld by the CCCS Governing Board shall entitle the student's return to CCCS.

Rehabilitation Plans

Pupils who are expelled from CCCS shall be given a rehabilitation plan upon expulsion as developed by the CCCS Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the CCCS for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the CCCS Governing Board following a meeting with the Site Administrator or designee to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil/parents shall have an opportunity during this meeting to present information. The Site Administrator shall make a recommendation to the CCCS Governing Board following this meeting. The pupil's readmission is also contingent upon the capacity of CCCS at the time the pupil seeks readmission.

Special Education Discipline Language for Charter Petitions

In the case of a student who has an IEP, CCCS will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA. In all expulsion/disenrollment proceedings involving a Special Education student, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss the appropriate placement as per Ed Code.

Students With Accommodation Plans (Section 504)

CCCS will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA noted above and Section 504 of the Rehabilitation Plan of 1973. Prior to recommending expulsion or disenrollment for a student with a 504 Plan, the Site Administrator or designee will convene a Link Determination meeting to ask the following two questions:

- 1) Was the misconduct caused by, or directly and substantially related to the student's disability?
- 2) Was the misconduct a direct result of the School's failure to implement the 504 Plan?



XVI. Element 11: Retirement System

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

Mandatory Benefits for all Full-Time Staff Members

CCCS will continue to provide mandatory benefits under the current contract with the Butte County School's Self-Funded Program or by other means in accordance with the law. These include:

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

Health Benefits

CCCS will provide eligible employees with a comprehensive health benefits package under the current contract with the Butte County School's Self-Funded Program, or by other means.

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

STRS

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

PERS

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

Certificated Employees

All teachers at CCCS will earn illness/release days each school year at the rate defined in the CCCS Staff Handbook.

Non-Certificated Employees

All qualifying non-certificated employees will accrue illness and vacation days per provisions enumerated in the CCCS Staff Handbook.

Vacation Days

Qualifying certificated and non-certificated employees will receive vacation days credit as outlined in the CCCS Staff Handbook.

Paid Legal Holidays

The schedule of CCCS' paid holidays is available in the school's Staff Handbook.

Retirement Benefits

Benefits are maintained through STRS.

Seniority

Seniority for all employees hired for the 2010-11 school year begins upon the date of employment with CCCS and adheres to policy outlined in the CCCS Staff Handbook.



XVII. Element 12: Attendance Alternatives

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

Pupils who choose not to attend CCCS may choose another public school in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.



XVIII. Element 13: Employee Rights

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights to of return to the school district after the employment at a charter school.
CA Education Code 47605(b)(5)(M)*

All staff members are considered employees of CCCS. Certificated, non-certificated, and administrative staff members' rights shall be addressed in the individual employee's employment agreement and as consistent with the CCCS staff handbook.

Assurances

1. CCCS employees will be compensated upon a salary and benefits package established by the CCCS Board. This salary schedule may be reviewed on an annual basis in order to remain competitive with other local educational agencies.
2. The process and recognized evaluation tool for staff evaluations will be through the adopted model. Evaluation of site personnel may include peer-evaluation as well as through site administration.
3. Employees shall be afforded any and all rights as outlined in their employment agreement and/or the CCCS staff handbook prior to discipline. Personnel discipline will be handled in a manner consistent with Education Code. Personnel discipline will be administered by the CCCS site administrator, with any subsequent recommendations forwarded to the CCCS Governing Board for approval.
4. CCCS employees are subject to termination by the agreement of the CCCS Governing Board and the site administrator, provided the employee has been afforded any and all rights contained within their employment agreement and or the CCCS staff handbook.

Reduction in Staff

If a reduction in staff is needed due to a change in enrollment or a change in the educational program design, or lack of funds, the site administrator, subject to the approval of the CCCS Governing Board, will determine which positions are no longer appropriate to the school's critical function. CCCS shall reserve the right to recommend any reduction in force as deemed necessary to ensure fiscal solvency.



XIX. Element 14: Dispute Resolution Procedures

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
CA Education Code 47605(b)(5)(N)*

Overview

The staff and governing board members of CCCS agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. This includes all disputes between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school. Unless required by law all involved parties will refrain from public commentary until the matter has progressed through the dispute resolution process.

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. This 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 in writing to the CCCS Board Chair. In the absence of a Board Chairperson, the remaining Board members will appoint a Board representative to facilitate the dispute resolution process.
- The CCCS Board Chair or alternate and the PUSD Superintendent or designee, upon the occurrence of a dispute, will investigate the disputed issue and try to resolve the issue through discussions and meetings inviting any other involved parties if necessary. If able to reach a resolution, the CCCS Board Chair or alternate and the PUSD Superintendent or designee 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 or designee 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 one member of the CCCS Governing Board and the CCCS Board Chair and a committee consisting of the PUSD Superintendent or designee and two members of the PUSD Board of Trustees shall attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the PUSD Superintendent or designee 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 or designee 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.

Internal Disputes

Disputes related to CCCS’ internal operations shall be resolved through district support only with the consent of the governing board or site administrator. 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 site administrator.

Liability and Legal Issues.

CCCS will contract for legal services and liability coverage as needed. This information is kept in our Administrative policy and procedures manual for CCCS. The policy and any underlying coverage and/or additional insured endorsements will be in place prior to the first day of every school year.

Charter Reviews.

CCCS conducts an annual review process in order to address any concerns which may have arisen throughout the year. This review is not limited to just academic standards but may include

minor changes to the Charter itself. All proposed material revisions to the Charter will be presented to the PUSD Board of Trustees prior to potential adoption by CCCS. The report is completed by the CCCS Governing Board, administrator and teachers covering achievements, academic standards, policies and procedures, scheduling and Charter provisions. Any changes are reported to the PUSD Board of Trustees in our annual report on or before July 30. This report also establishes our goals for the next school year.



XX. Element 15: Employer Status

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

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



XXI. Element 16: School Closure

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school. Including plans for disposing of any net assets and for the maintenance and transfer of student records. The Governing structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

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

Documentation of Closure Action

The decision to close the charter school, for any reason, will be documented by an official action of the PUSD Board. The action will identify the reason for the school's closure. CCCS shall allow PUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by PUSD.

Dissolution of Assets

Property and materials purchased by CCCS remain the property of Children's Community Charter School until dissolution, at which time all property will be transferred to PUSD. If CCCS ceases operation as a charter school, all items purchased with ADA funds will be transferred to PUSD at the time of dissolution.

CDE Notification

Written notification to the California Department of Education and the Butte County Office of Education of the Closure Action shall be made within 72 hours of the decision to cease operations.

Parent Notification

The process for transferring student records to the receiving schools shall be in accordance with PUSD procedures for students moving from one school to another. Written notification to parents/guardians/caregivers of the enrolled students at CCCS will be issued by CCCS within 72 hours after the determination of a Closure Action. This document will include information on assistance in transferring each student to another appropriate PUSD school, and a process for the transfer of all student records.

Facilities

CCCS shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process (Element 14). CCCS facilities will revert back to PUSD.



XXII. Special Needs Learners

Governing Law: CA Education Code 47642

Notwithstanding Section 47651, all state and federal funding for Special Education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the Special Education local plan area (SELPA) that includes the charter school.

Special Education Students

All students with disabilities enrolled at CCCS shall receive special education and designated instruction and services in a manner that is consistent with their individualized educational programs as in compliance with the Individuals with Disabilities Act and implemented regulations. In such cases, the costs and funding for the special education shall be in compliance with the provisions of California State Education Code Sections 47640 through 47647.

CCCS will adhere to all the provisions as specified in the SELPA and PUSD.

Special Education Assurances

CCCS assures a free and appropriate public education is provided to all students with disabilities. These services will be conducted in accordance with the applicable laws that conform with IDEA and Section 504 of the Rehabilitation Act of 1973. An overview of these arrangements includes but is not limited to the following:

- CCCS assures that every reasonable attempt will be made to identify students with disabilities and that their needs are evaluated and served in compliance with all applicable laws.
- No student shall be denied admission to CCCS based on disability.
- The school will continue with an SST (Student Study Team) process by which to help identify and serve its special education students and find ways to serve other students who don't qualify for special education.
- CCCS will provide for delivery of on-site services unless the IEP specifies an alternative solution and/or there is a legitimate educational reason for providing the services elsewhere.
- Any student who is potentially in need of Section 504 services will remain the responsibility of CCCS.
- CCCS will notify PUSD when it enrolls and releases special education students.
- All Special Education services will be provided through PUSD.



XXIII. Bibliography

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Exhibit A: Program Vignettes

Vignette: Kindergarten - Part I

CCCS is indeed a “children’s community” where parents, teachers, staff and our students work together to insure a secure and productive learning environment. Kindergarten serves as the school’s first impression for our youngest students and their parents. Here, we set the trend for what hopes to be an inspiring nine years of academic excellence. Our students are comforted in the knowledge that once a week mom or dad will be on campus to observe their discoveries and to guide them socially and academically. They also know that when Mom and Dad can’t be on campus, they can always turn to one of the other parent volunteers in their class for help and comfort.

Each morning, Mr. Prentiss greets each child by name as he/she walks through the gates and onto the CCCS Campus. Mr. Prentiss has a gift when it comes to our students. Whether it is a shy kindergartener in need of a quick game of peek-a-boo or an emotional middle school student in need of a good listener, he always seems to know just what our students need to start their day in a positive manner. At CCCS, a kindergartener’s day is filled with music, adventure, learning and discovery. The room itself is a bevy of bright, cheerful primary colors and features a variety of learning zones. In the Kiefer Theater, students use a variety of puppets to produce imaginative shows. Students who want a story have the option of sinking down into a celery-colored bean bag chair and cozying up with a comfort quilt to look through picture books or listen to an audio book in the kindergarten library/listening center. Others might enjoy the class science area which houses the class pet Goldie the goldfish as well as rotating science exhibits, such as a mini-worm farm, butterfly farm, silkworms and an egg incubator. It’s no secret that our students’ favorite zone is the playhouse. Throughout the year this bright corner of our classroom transforms from a traditional playhouse into a costume shop, Santa’s workshop, post office and vet clinic. Each transformation complements the lessons being studied to our students.

Upon entering the music-filled room, a minimum of three parent volunteers (as well as their teacher Mrs. Kiefer) greet students at the door and help to get them settled into their day. With so many adults in the classroom, the morning runs efficiently and no child is left out. Backpacks are hung on their personalized hooks. Homework and readers are turned into the appropriate bins. There are also ample ears ready to listen to each child’s morning news and to dispense hugs as needed to students suffering from separation anxiety and the early morning blues. Students arriving early then have the option of getting a head start on the morning’s journal entry or playing outside with their friends. As soon as the first bell rings at 8:25 a.m., our yard duty aide Mrs. Parslow ushers the students into the classroom where our parent volunteers help students into the business of learning. For the next five minutes, music plays in the backgrounds while students write in their journals. When the second bell rings at 8:30 a.m., Mrs. Kiefer gives the students a little more time to finish up their journal entry before ringing the class bell, signaling the students to freeze and beginning singing the “Good Morning Song.”

With all eyes on Mrs. Kiefer, the students get down to the business of figuring out who is absent and how many students are in class today. The Top Teddy of the week then chooses a friend to help him/her take the attendance to the office. It is now clean up and journal sharing time. Each day, students are randomly selected to share their journal entries, do the calendar pattern, count the number of days they’ve been in school and share the day’s weather report. Throughout the week, special activities are also planned for the morning’s activities, such as the presentation of the student of the week, artist of the week, important person poem and citizenship activities. To wrap up the introductory activities, students are encouraged to shake their sillies out with a little physical education. Activities vary, but include Simon Says, silly dances, stretching and jogging around the track.

Kindergarten Vignette: Part II

By 9:30 a.m. the students are ready for centers lead by Mrs. Kiefer and three parent volunteers. Students are divided into four groups for center activities, so their learning experience has a maximum of a 5:1 student/adult ratio for optimum learning. Diverse centers reinforce the well-rounded kindergarten program focusing on math, writing, reading/phonics, science and art. Lessons are designed as fun, engaging activities that challenge a student, yet make that student feel comfortable enough to make mistakes. Sample activities include: the letter of the week art project, various other art projects centered around history, holidays and science, Fun Jobs manipulative math activities, phonics and math games, "worm farm" maintenance, reading groups, "soundabet" phonics books, sensory activities and animal lifecycle studies (chicken, butterflies, silkworms, tadpoles, ants, ladybugs and preying mantis). Students rotate every 15 minutes from one center to the next. Awards such as Super Stars, Caught You Being Good and Doggie Dollars encourage quality work, productivity, organization and good citizenship.

After all students have rotated through the centers, Mrs. Kiefer rings the brass bell, signaling the students to clean up their areas and return to their spot on the alphabet carpet. It is now time to settle down and get ready for one of our kindergarteners' favorite time of the day: snack/recess. Outside under the trees, students sit on picnic benches, socialize and eat their snacks. Parent volunteers are on hand to reinforce good manners and to help prevent accidental Go-gurt explosions, juice box mishaps and potato chip "rockets."

Once everyone has nibbled up all their goodies, the students are released to the playground. Students run off their energy on the large green sports field, ride tricycles around the blacktop track and see how high they can swing, how many bars they can skip and how fast they can slide on the play structures. From atop landscape rocks, many kids direct their own theater of fun by acting like puppies, kittens, dinosaurs or farm animals, playing house or re-enacting scenes from their favorite TV shows and movies.

After 20 minutes of fun, Mrs. Kiefer blows her whistle and calls the students in for rest time. Soothing classical music and dimmed lights help the students settle down and cool off after their energetic recess. Once everyone is calm and focused, Mrs. Kiefer rewards her students with story time. The kids think this is just a time to hear a funny story; however, the real test here is in reading comprehension, critical thinking and listening skills. It's time to discuss the actions of the characters within the story. Were they nice? What could they have done differently? What did they do that was correct? How should we act in a similar situation?

While story time engages our student's critical thinking skills, Choice Time, the last activity of the day, reinforces our various curriculum areas in a fun way. Depending on what activity the student chooses, the student can focus this time on reading, writing, math, science, art or theater arts. Choice Time Activities include: the art and science center, listening library, the Kiefer Puppet Theater, playhouse, writing and computer stations, math tubs, puzzles and special themed activities throughout the year. The end of Choice Time marks the end of the day. Mrs. Kiefer rings the brass bell for the last time. Students clean up their areas and return to the brightly colored alphabet rug. Mrs. Kiefer reviews the day's lesson, recognizes the day's Super Stars and sends exemplary students to the Treasure Chest for a prize. And then as the volunteer parents load backpacks, the class joins Mrs. Kiefer in the goodbye song and quietly line up at the door.

The day comes to a close with Mrs. Kiefer walking her students out to the pick-up/drop off area near the office. She escorts each student to his/her parent's car and shares any pertinent information with the parent (rewards for good behavior, behavioral concerns and reminders of upcoming events). With all her students safely on their way home, she returns to her brightly colored classroom filled with lasting prints of all her students – a flower pot from 2004, a student decorated treasure chest from 2007, a wooden apple dated 1997- all testaments to the fun in her classroom!

Vignette: Grades 1-3

A quick goodbye to mom or dad and primary students are drawn through the Children's Community Charter School's green gates by happy voices echoing from the playground. Friendly greetings resound as students greet each other and get a quick hello from the yard supervisor. They speed off to their classrooms to divest themselves of their backpacks and lunch boxes. Students receive a greeting from their teacher, Mrs. Jensen, Mrs. Book, or Mr. Mattern and stow away lunch boxes and hand in any homework that might be due that day. They connect up with fellow classmates and scoot out to the playground to enjoy some playtime.

Upon hearing the second bell the students file into their perspective classrooms and get their Daily Language Review or the Standards Plus out of their desks and get to work. The teachers take attendance, state class business, and conduct the flag salute. Each Tuesday the whole school will gather for an all school flag salute and meeting around the flagpole. The first block of the day from 8:30 –10:00 is devoted to Language Arts and Reading activities. The students follow Job Board Activities, join a parent led center, and meet with their teacher for a reading group. After sitting and working hard the students perk up with the mention of snack recess. After a nutritious snack they're off to enjoy some well-deserved playtime.

With the wiggles worked out, the students traipse back to class for mathematics at 10:15. A skilled second grader heads off to third grade to be challenged by third grade concepts. Three times a week as the students file in they'll grab their folders and get ready for Rocket Math-the math fact mastery program. Hopefully they'll make their goal and move up to the next level today! After a whole group instruction time modeling a new math concept, students practice the new skill by completing seatwork at their desk. Early finishers grab a math game and a friend to play a skills game. Third graders might work on a new skill using Accelerated Math. By 11:20 stomachs begin to grumble as it is announced that it is time to clean up the classroom and get ready for lunch. The parent helper takes the students out to the picnic tables to eat lunch and enjoy recess.

The afternoon is separated into two different blocks with a recess wedged in between. Each day will find each of the three classes spending some time silent reading while a small group of students receive reading intervention. Depending on the day students will be involved in a variety of the following educational endeavors: a writing lesson, hands-on science experiments with science teacher Mr. Jensen, a project based social studies activity, or a lesson and cool art project with Mrs. Hardy. Three times a week the students will work up a little sweat and increase their heart rate with the teacher led S.P.A.R.K.S. physical education program. Of course, the day is never complete without listening to a great story. Before you know, it's time to pack up and go home. While the teachers take some students out to greet their parents, others catch some free play time as they wait for their siblings to get out of class.

All in all, another great day at CCCS!

Vignette: Grades 4-5

Fourth and fifth grade at Children's Community Charter School is an exciting time. They're filled with a wide variety of academic opportunities, personal growth, and fun. Upon arrival to our family style campus, students begin their day with personal greetings from teachers, parents, and friends. Once in class, they are welcomed with smiles and clear expectations of the day. An enthusiastic buzz fills the air as students organize themselves for the day ahead.

The first part of our day is welcomed with quick skill reviews, or writing. Core subject instruction and skill practice are interwoven with the history of our state and country. Each is challenged at their level of learning using many teaching strategies. Because of our small class sizes and parent involvement teachers are able to work one on one with students daily as needed. During our mid-morning break students are encouraged to have a healthy snack and relax on the playground.

Lunch time is next. Students are offered a variety of choices, hot lunch is contracted through local restaurants, a snack shack is available, and or they can bring lunch from home with microwaves available for heating. Students eat in a comfortable shaded area with parents' supervision. Once students have finished eating, they spend time with their friends, playing soccer, football, or on the courts shooting hoops. A large play structure is a favorite along with swings, jump ropes, chalk, and large trees to relax under.

After a mid day break, students dive back into learning. The afternoon may include sustained silent reading motivated by the Accelerated Reader Program which tracks students' comprehension. Students participate in hands-on science in the science lab, social studies projects, or physical education using the SPARKS program. Often art and music instruction is held in the later part of the day. Writing is practiced using opportunities from all subject areas covering both formal and informal formats. Technology is used to enhance both research and writing projects.

Once the day is complete, students organize and prepare for the next day. Assignment books are used for daily school to home communication. Teachers walk each child to their car to ensure their safety. It is also another opportunity to communicate with the parents as needed.

The intermediate grades of Children's Community Charter School strive to prepare students to be organized, inquisitive, life long learners. The academic, social, and physical growth CCCS parents, staff, and teachers working together offer, prepare students for a successful future.

Vignette: Grades 6-8

Arriving at Children's Community Charter School each morning, each student is in for a great day. The first thing they are likely to see is a clean, well-maintained campus. Upon entering the school gate, they are greeted by name by one of the yard supervisors, Mrs. Parslow or Mrs. Vought. Their classroom door is likely standing wide open, inviting all to enter. A middle school teacher, Mr. Christie, Mrs. Carr or Mr. Resendez will then greet each entering student with a warm smile and a hello.

Mornings begin with a period of reading. Sometimes students are reading as part of a reading group, sometimes they read independently, and sometimes the teacher is guiding. After 30 minutes or so, students will transition to one of several math classes. CCCS offers five different math options as well as a "push in" program to serve students in need of an extra boost. Geometry students attend class on the Paradise High School campus, algebra students work with Mr. Pratt, foundational algebra students are with Mr. Christie, pre-algebra is offered by Mrs. Carr and 6th grade mathematics is led by Mr. Resendez and Mrs. McGuire. Math instruction is a combination of direct instruction, hands-on math, project-based math and math projects with lots of practice. Homework is a daily reality for the math student.

Once their math brains are warmed up, students move to science with one of the three middle school teachers. Teachers alternate classes and units, and science guru, Chris Jensen, provides additional expertise in the form of lesson and unit development. For example, the 6th grade class might be with the 8th grade teacher while 7th graders are with the 6th grade teacher. 8th graders might be measuring the reactants of a chemical reaction while next door the 7th grade is dissecting a frog. At the same time the 6th grade might be on a field trip to the head dam photographing erosion for a multi-media project.

Lunch is brief but catered! In addition to a snack shack run by parent volunteers, the school has a parent run lunch program that changes from month to month, season to season, or year to year. Lunches are contracted through local establishments like Mt. Mike's Pizza or Save-Mart Grocery. After eating at a shaded picnic area, a student might play a bit of basketball or soccer, or perhaps swing or just visit with friends.

When students are called back in after lunch, they participate in a block of humanities instruction. Again, the curriculum is grade level appropriate and project based. There is quite a bit of reading and writing, as well as interdisciplinary connections to the social studies. During this time a student might be participating in a Japanese tea ceremony, writing an authentic journal, debating an issue from the Constitutional Convention or communicating in cuneiform. They might be working with little buddies in the lower grades, planning a field trip to Feather Falls or planning for college.

By late afternoon, the typical CCCS middle school student has had a very full and rewarding day, but their experience is far from over. For an hour a day, students participate in one of the most enriching electives programs in the post Proposition 13 era. Sink or Swim (a cardboard boat building class), Ceramics, Kick Boxing, Spanish, Advanced Drama, Computers, Winter Gardening, Music, Electric Cars, Flight Class, Spin, Soccer Camp, Martial Arts, Home Economics, Hip Hop, and Wood Shop are just some of the elective classes that have been offered in recent years. The choices are many!

The middle school student ends his or her day with a return to his or her core class for a brief debrief. Homework is assigned, final communications made and afterschool arrangements secured. At the end of the day students are walked to the front of the school where the teacher releases the student to a waiting parent.

After school, many choose to participate in extracurricular activities like volleyball, basketball, cross country or track. Some enjoy the drama club, photography club, or the chess club while others participate in G.A.T.E. classes.



Exhibit B: CCCS Governing Board Bylaws

Children's Community Charter School CCCS Governing Board Bylaws

Adopted 3/15/2010

I. Board Composition

The board shall consist of nine (9) voting members, including two (2) community members with no current or past affiliation with CCCS (to be appointed by the board); five (5) parents or guardians who are not also teachers or a teacher's spouse, and who have had a student in the school for at least six (6) calendar months and will also continue to have student(s) in the school during the their tenure; one (1) classroom teacher elected by staff and adopted by the board; the site administrator; and two non-voting members: the appointed representative of the Paradise Unified School District, and one (1) student representative.

Non-voting representatives may be appointed as necessary to assist the Governing Board. This body is responsible for making collaborative decisions about aspects of the school's total governance. Any Board member who has a conflict of interest as legally defined in Section 18700 of the California Code or whose child is before the Board for disciplinary reasons must abstain from voting. The terms and responsibilities of the Governing Board positions are stated below in Sections I, II, and III of the CCCS Governing Board By-Laws. The CCCS Governing Board will oversee personnel matters. CCCS will have a parent representative on the District Parent Advisory Committee.

Eligible voters for elections to the Governing Board shall be those parents or guardians who have a student enrolled in CCCS at the time the member to be elected will take office. Elections will be held in May of each year, with the positions to be filled by parents or guardians being: (1) Parent Volunteer Coordinator, (2) Secretary, (3) Student Programs Coordinator, (4) Treasurer, and (5) Community Public Relations Coordinator.

II. Responsibilities

The CCCS Governing Board is the decision making body for CCCS. The mandate of the Governing Board and stakeholders of CCCS is to promote the guiding mission of CCCS as articulated in the CCCS 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 assure the effectiveness of local school control and accountability. As such, the Governing Board will exist to affirm or reject policy recommendations made by the standing or ad hoc committees established by the Governing Board, and to evaluate the site administrator. The number of people serving on the Governing Board of CCCS and the length of terms is specified below in Section III of the CCCS Governing Board Bylaws. As part of the school's mission, it is vital that pupils witness and participate in the school's collaborative process of policy development and decision making.

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

- A. Establish, review and revise short term and long term school-wide goals and objectives.
- B. Work in conjunction with the school administrator to develop, approve and review annual operating budget.
- C. Participate in the selection, evaluation, and termination of the site administrator, and other staff members as necessary, while keeping within CCCS policies and procedures.
- D. Assist in providing educational programs to meet the needs of the students.
- E. Establish, review and revise policies and procedures.
- F. Ensure adequate staffing, facilities and supplies to meet the current and recognized future needs of the school and its students.
- G. Provide accountability to the public by: 1) conducting an annual Charter review, 2) monitoring children's achievement, 3) evaluating policies and serving as a judicial and appeals board, and 4) monitoring CCCS finances.
- H. Support the parent volunteers.
- I. Fulfill obligations of the CCCS Governing Board position requirements.
- J. Other responsibilities as defined within the charter or these by-laws.

III. Terms

- A. Elected members of the board will serve a two-year term. Board members will be elected on two separate annual cycles, with a balance created with select members elected on even years and others elected on odd years. The Treasurer, Student Programs Coordinator, one (1) Community Member, and Classroom Teacher Representative will be elected in even years.

The Parent Volunteer Coordinator, Community Public Relations Coordinator, Secretary to the Board, and one (1) Community Board Member will be elected in odd years.

- B. Elections shall be held no later than May 15 of each year, with elected members being seated after the election. The start date for newly-elected Board members will be June 1st.
- C. Members must meet the requirements of the position to which they are elected at the time of their election.
- D. The Paradise Unified School District member of the board will serve until such time as PUSD deems it appropriate to change the appointment to another individual or these bylaws are amended.

If a board member misses two consecutive regularly scheduled board meetings and/or four meetings total per term if held monthly, (six meetings total per term if held semi-monthly), it will result in a request for resignation from the Board. Exceptions will be decided by the Governing Board.

IV. Recall

Recall is the power of the voters to remove elected officials from office prior to the end of their terms. For CCCS the ability to recall pertains only to its elected governing board. Please note these procedures should be used only after all attempts to resolve issues have failed. Pages 72 and 73 of our charter detail the school's dispute resolution procedures. In the extreme event that a satisfactory resolution to a dispute is not found through the procedures detailed on p. 72 and 73, voters can opt to initiate recall procedures.

For the purposes of our school, recall procedures will be as follows:

1. Parties wishing to initiate the recall must first go through the dispute resolution process as outlined in the charter.
2. If that process does not resolve the issue in a satisfactory manner, the complaining party must submit an intent to recall notice signed by at least 10 other parents to the CCCS Board.
3. The elected board member then has seven days to issue a statement justifying his/her actions.
4. Both notices will be published on our school website and bulletin boards for one week after the official's response.
5. The party who initiated the recall process must then submit a proposed petition to the site administrator for approval.
6. The person initiating the petition then has 40 days to circulate the petition; however, the petition cannot be circulated on school property. Such action is deemed disruptive to our school's learning environment.
7. To qualify for a special election, a minimum of 2/3 of all eligible voters must sign the petition; print his/her name and provide their address for verification purposes.
8. Those signing the petition can have their names removed from the petition if they make their request in writing.
9. If all signatures are verified as accurate, the CCCS Board will announce the need for a special election at its regularly scheduled meeting.
10. A special election will occur no more than 21 days after the CCCS Board announces the need for a recall election.
11. The election ballot will be as follows:
"Shall (name) be recalled (removed) from the office of _____?"
12. If 2/3 of all eligible voters, vote to remove the official from office, the official will be removed immediately. Vacancies will be filled according to our bylaws.

Please note: if wishing to recall more than one board member, all notices and petitions must be individualized to allow voters to sign petitions pertaining to each person. As for all other elections, there will be one vote per family. In the case of divorced families, the vote goes to the custodial parent.

Special Elections

In the event of a recall, a special election will be held within ten (10) days to determine the interim replacement on the Board. The voting will follow similar protocol as the regular election, with the votes counted by at least two staff members and a parent. The newly-elected member will serve out the term of the recalled individual, and is expected to fill the specific Board functions of the recalled member.

V. Governing Board Positions and Expectations

All board members will meet the following expectations:

- Knowledge of community resources.
- Ability to effectively communicate in both oral and written forms.
- Ability to maintain confidentiality.
- Ability to establish and maintain effective work relationships with those contacted in the performance of required duties.
- Willingness to abide by the desired timeframe for Board matters and inquiries to be conducted.
- Ability to support CCCS' stated mission: To provide a rigorous academic program that challenges each student in order to inspire his or her personal best.
- Fulfill the position's duties as outlined in Addendum A: CCCS Governing Board Roles

Parent Positions

Chair/Planning

Description of basic functions and responsibilities:

This individual provides assistance to the school site, administration and teachers in developing strategies to build and oversee educational opportunities. They also may be involved in providing training. The board member assists in strategic planning. This position is a voting member of the CCCS Governing Board.

Duties:

- Support the administration in the implementation of school policies and procedures.
- Assist in the preparation of the agenda for Governing Board meetings.
- Ensure proper meeting procedures in accordance with the Brown Act.
- Preside and provide leadership at all Governing Board meetings.
- Represent CCCS and Governing Board at PUSD meetings or with the community when appropriate.
- Responsible for development of public relations strategies with CCCS administrator.

- Serve as a liaison between Governing Board, staff and committees to ensure implementation of program goals.
- Organize the annual program evaluation with CCCS site administrator.
- Responsible for adherence to Charter elements and coordinate any revisions of Charter and Policies & Procedures with CCCS administrator.
- Performs other duties similar to the above in scope and function.

Community and Public Relations Coordinator

Description of basic functions and responsibilities:

This individual provides assistance to the school site, administration and teachers through the effective use of public information media. The board member monitors, prepares, and distributes community, county, and state-wide media information as it pertains to CCCS in support of the goals of the school and PUSD. This position works closely with all Program Coordinators and PUSD. This position is a voting member of the CCCS Governing Board.

- Monitor local, county, and state media as it pertains to CCCS
- Develop and coordinate with PUSD information for local media releases
- Assist with website updates
- Assist with newsletter submissions
- Coordinate yearbook
- Perform other duties similar to the above in scope and function

Parent Coordinator

Description of basic functions and responsibilities:

This individual provides assistance to the school site, administration and teachers through parent involvement in developing a sense of community with the CCCS families. The board member makes arrangements for parent involvement and parent education in support of the goals of the school. This position works closely with the Student Program Coordinator. This position is a voting member of the CCCS Governing Board.

Duties:

- Assist the site administration in the development of strategies to involve parents
- Organize and coordinate parent volunteers/committees to program goals
- Provide parent involvement orientation training and activities
- Assist administrator/staff in the organization of parent education activities
- Develop information for specific parent involvement events and activities
- Arrange for facilities and instructors for parent training
- Work collaboratively with parent volunteers
- Provide confirmation information/reminders to participants
- Serve as a liaison between parents, teachers and committees to ensure implementation of program goals
- Ensure the supervision of activities
- Develop a working file of events and activities
- Perform other duties similar to the above in scope and function

Secretary to the Board

Description of basic functions and responsibilities:

This individual provides recording-keeping responsibilities to the CCCS Governing Board. This position is a voting member of the CCCS Governing Board.

Duties:

- Keeps records and minutes of the Governing Board meetings
- Develop Board agenda with site administrator
- Provide a copy of minutes to each Governing Board member
- Post a copy on the school bulletin board within a week of the meeting
- Post agendas within specified Brown Act timeline
- Performs other duties similar to the above in scope and function.

Student Programs Coordinator

Description of basic functions and responsibilities:

This individual provides coordination and training of parent volunteers and committee representatives in supportive enrichment programs including: Technology (Computer Lab), Library and Media Services, playground activities and other future programs. This position works closely with the Parent Coordinator. This position is a voting member of the CCCS Governing Board.

Duties:

- Organize and coordinate parent volunteers/committees for program goals
- Provide parent education training associated with the programs
- Assist with the scheduling of CCCS field trips
- Assist site administrator in developing enrichment programs
- Coordinate activities with Student Government leaders
- Coordinate dances and off-site student activities
- Assist site administrator as needed
- Perform other duties similar to the above in scope and function
- Actively serve on a site Action Team

Treasurer

Description of basic functions and responsibilities:

To provide assistance to the school site, administration and teachers in developing and implementing the financial responsibilities of the school. This position is a voting member of the CCCS Governing Board.

Duties:

- Assist the administration with strategies to provide financial accountability and opportunities
- Keep complete records and receipts of all transaction

- Maintain budget and present for approval by the Board before start of school
- Maintains a commercial account in the bank approved by the Governing Board
- Provides a current monthly financial report on this account
- Provide financial records for annual audit and as needed
- Provide financial information as needed for CCCS activities
- Performs other duties similar to the above in scope and function

Staff/Site Positions

Administrator

Description of basic functions and responsibilities:

This individual provides information and resources to the Governing Board to implement CCCS goals. This board member assists in developing strategies with the Governing Board in support of the goals of the school. Serve as a liaison between teachers and the Governing Board to ensure implementation of program goals. This position is a voting member of the CCCS Board.

Duties:

- Assist the CCCS Governing Board in the development of strategies to accomplish and support CCCS goals
- Responsible for adherence to Charter elements and coordinate any revisions of Charter and Policies & Procedures with CCCS Governing Board President
- Assist in the preparation of the agenda for Governing Board meetings
- Assist and develop public relations and information for specific educational opportunities and activities
- Work collaboratively with others parents/volunteers
- Assign parent volunteers/committees as needed
- Performs other duties similar to the above in scope and function.

Student Board Member

Description of basic functions and responsibilities:

To provide student-based information and input on the vision and direction of CCCS, and to serve as a liaison between the CCCS Governing Board and the students of CCCS. This position is a non-voting member of the CCCS Governing Board.

Duties:

- Serve as liaison between CCCS Governing Board and students
- Assist in establishing fundraising and student activities
- Provide relevant, timely information regarding student desires and wishes to the Board
- Serve as an ambassador for CCCS within the local community

Teacher Representative

Description of basic functions and responsibilities:

This individual provides communication between the CCCS Governing Board and PUSD Teacher's Association and CCCS staff. This position is a voting member of the Board.

Duties:

- Serve as liaison between CCCS Board of Trustees and teaching staff
- Serve as liaison between staff and the CCCS administration
- Provide information and advisement to staff on information pertinent to CCCS

District Position

PUSD Representative

Description of basic functions and responsibilities:

This individual provides communication between the CCCS Governing Board and Paradise Unified School District administration and Board of Trustees. This position is an advisory member of the CCCS Governing Board.

Duties:

- Serve as liaison between PUSD Board of Trustees and CCCS Governing Board
- Serve as liaison between PUSD and the CCCS administration
- Provide information and advisement on information pertinent to CCCS

Community Positions

Community Representative

Description of basic functions and responsibilities:

To provide guidance and community stakeholder input on the vision and direction of CCCS, and to provide between the CCCS Governing Board and the community of Paradise. This position is a voting member of the CCCS Governing Board.

Duties:

- Serve as liaison between CCCS Governing Board and community stakeholders and businesses
- Assist in establishing grant funding opportunities with foundations and corporations
- To provide guidance and support in the establishment and implementation of strategic goals
- Serve as an ambassador for CCCS and the charter schools movement

Meeting Protocol

V. Rules of Procedure

- A. The Governing Board shall be governed by the Ralph M. Brown Act, and by any specific policies detailed in Robert's Rules of Order that may be approved in the future by this Board.
- B. A copy of Roberts' Rules of Order shall be available at all board meetings to answer any procedural questions.
- C. All meetings of the board or any committee of the board is open to members of the community as required by the Ralph M. Brown Act.

VI. Committees

The board may establish committees to assist in the fulfillment of board responsibilities. Any such committee shall be viewed as advisory; work done in such a committee will be brought to the CCCS Governing Board for approval prior to the implementation of any policy, procedure or program.

VII. Board Vacancies

In the event of a vacancy in office because of resignation, recall, death or other unforeseen circumstance, the following procedure shall be followed:

- A. If a vacancy occurs, and if less than six months remains in the term of a vacated office, the board may, at its discretion, chose to appoint a member from individuals who both are eligible to serve in the position and have expressed an interest to do so.
- B. If less than two months remains until regularly scheduled elections, the board may elect to declare the position vacant until the regularly scheduled election.
- C. At the discretion of the board in any other instance, a special election may be held. Sufficient time shall then be allowed for the securing of nominations, printing and distribution of candidate statements and voting.
- D. The member elected in a special election shall be seated at the next meeting of the board.

VIII. Considerations

- A. All members of the Governing Board shall be given first opportunity for the sign up of classroom participation days/times.
- B. All time spent at Board meetings will count towards the desired 10 hour commitment.
- C. All members of the Governing Board shall receive a copy of Robert's Rules of Order.

IX. Amendments

These bylaws may be amended by a two-thirds (2/3) vote at any regularly scheduled meeting, provided proper notice has been given. Any requested material changes to these operating bylaws shall be submitted to the PUSD for consideration prior to adoption by the CCCS Governing Board.

Adopted: 3/15/10

CCCS Governing Board Roles

TITLE: CCCS Governing Board - Chair/Planning

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides assistance to the school site, administration, and teachers in developing strategies to build and oversee educational opportunities - They also may be involved in providing training. This board member assists in strategic planning. This position is a **voting member** of the CCCS Governing Board.

DUTIES:

- Support the administration in the implementation of school policies and procedures
- Assist in the preparation of the agenda for Governing Board Meetings
- Ensure proper meeting procedures in accordance with the Brown Act
- Preside and provide leadership at all Governing Board meetings
- Represent CCCS and Governing Board at PUSD meetings or within the community when appropriate
- Responsible for development of public relations strategies with the CCCS site administrator
- Serve as a liaison between Governing Board, staff and committees to ensure implementation of program goals
- Represent the Governing Board in CCCS administration and teacher stipends and classified employee negotiations
- Organize the annual program evaluation with CCCS administrator
- Responsible for adherence to Charter elements and coordinate any revisions of Charter and Policies and Procedures with CCCS administrator
- Performs other duties similar to the above in scope and function

Committee Support:

Existing:

School Growth - Site Development

Future:

Parent Grade Representatives

TITLE: Community Public Relations Coordinator

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides assistance to the school site, administration and teachers through the effective use of public information media. The board member monitors, prepares, and distributes community, county, and state-wide media information as it pertains to CCCS in support of the goals of the school and PUSD. This position works closely with all Program Coordinators and PUSD. This position is a **voting member** of the CCCS Governing Board.

DUTIES:

- Monitor local, county, and state media as it pertains to CCCS
- Develop and coordinate with PUSD information for local media releases
- Assist with website updates
- Assist with newsletter submissions
- Coordinate yearbook
- Perform other duties similar to the above in scope and function

Committee Support:

Existing:

Parent Network
Hospitality
Historian
Participation Hours

Future:

Newsletter
Classroom Participation
Classroom Representatives

TITLE: Parent Coordinator

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides assistance to the school site, administration and teachers through parent involvement in developing a sense of community with the CCCS families. The board member makes arrangements for parent involvement and parent education in support of the goals of the school. This position works closely with the Student Program Coordinator. This position is a **voting member** of the CCCS Governing Board.

DUTIES:

- Assist the site administration in the development of strategies to involve parents
- Organize and coordinate parent volunteers/committees to program goals
- Provide parent involvement orientation training and activities
- Assist administrator/staff in the organization of parent education activities
- Develop information for specific parent involvement events and activities
- Arrange for facilities and instructors for parent training
- Work collaboratively with parent volunteers
- Provide confirmation information/reminders to participants
- Serve as a liaison between parents, teachers and committees to ensure implementation of program goals
- Ensure the supervision of activities
- Develop a working file of events and activities
- Perform other duties similar to the above in scope and function

TITLE: Secretary to the Board

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides recording-keeping responsibilities to the CCCS Governing Board. This position is a **voting member** of the CCCS Governing Board.

DUTIES:

- Keeps records and minutes of the Governing Board meetings
- Develop Board agenda with site administrator
- Provide a copy of minutes to each Governing Board member
- Post a copy on the school bulletin board within a week of the meeting
- Post agendas within specified Brown Act timeline
- Performs other duties similar to the above in scope and function.

TITLE: Student Programs Coordinator

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides coordination and training of parent volunteers and committee representatives in supportive enrichment programs including: Technology (Computer Lab), Library and Media Services, playground activities and other future programs. This position works closely with the Parent Coordinator. This position is a **voting member** of the CCCS Governing Board.

DUTIES:

- Organize and coordinate parent volunteers/committees for program goals
- Provide parent education training associated with the programs
- Assist with the scheduling of CCCS field trips
- Assist site administrator in developing enrichment programs
- Coordinate activities with Student Government leaders
- Coordinate dances and off-site student activities
- Assist site administrator as needed
- Perform other duties similar to the above in scope and function
- Actively serve on a site Action Team

Committee Support:

Existing:

Technology
PEER Lab/Library
Playground Activities

Future:

Enrichment Curriculum
Field Trip Coordinator

TITLE: Treasurer

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides assistance to the school site, administration and teachers in developing and implementing the financial responsibilities of the school. This position is a **voting member** of the CCCS Governing Board.

DUTIES:

- Assist the administration with strategies to provide financial accountability and opportunities
- Keep complete records and receipts of all transaction
- Maintain budget and present for approval by the Board before start of school
- Maintains a commercial account in the bank approved by the Governing Board
- Provides a current monthly financial report on this account
- Provide financial records for annual audit and as needed
- Provide financial information as needed for CCCS activities
- Performs other duties similar to the above in scope and function

Committee Support:

Existing:

Fund Raisers
Donations

Future:

Fund Development

TITLE: CCCS Governing Board – Site Administrator/CCCS Board Member

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides information and resources to the school governing board to implement CCCS goals. This board member assists in developing strategies with the school governing board in support of the goals of the school. Serve as a liaison between teachers and the governing board to ensure implementation of program goals. This position is a **voting member** of the CCCS Governing Board.

DUTIES:

- Assist the CCCS governing board in the development of strategies to accomplish and support CCCS goals.
- Responsible for adherence to charter elements and coordinate any revisions of charter and policies and procedures with CCCS Governing Board President.
- Assist in the preparation of the agenda for Governing Board Meetings.
- Assist and develop PR and information for specific educational opportunities and activities.
- Work collaboratively with other parents and volunteers.
- Assigns parent volunteers committees as needed.
- Performs other duties similar to the above in scope and function.

TITLE: Paradise Unified School District Representative

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides communication between the CCCS Governing Board and Paradise Unified School District administration and Board of Trustees. This position is an **advisory member** of the CCCS Governing Board.

DUTIES:

- Serve as liaison between PUSD Board of Trustees and CCCS Governing Board.
- Serve as liaison between district and CCCS administration.
- Provide information and advisement on information pertinent to CCCS.

TITLE: CCCS Governing Board - Community Board Member

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides guidance and community stakeholder input on the vision and direction of CCCS, and to provide information between the CCCS Governing Board and the community of Paradise. This position is a **voting member** of the CCCS Governing Board.

DUTIES:

- Serve as liaison between CCCS Governing Board and community stakeholders and businesses
- Assist in establishing grant funding opportunities with foundations and corporations
- To provide guidance and support in the establishment and implementation of strategic goals
- Serve as an ambassador for CCCS and the charter schools movement

TITLE: CCCS Governing Board - Student Board Member

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES

This individual provides student-based information and input on the vision and direction of CCCS, and to provide a liaison between the CCCS Governing Board and the students of CCCS. This position is a **non-voting member** of the CCCS Governing Board.

DUTIES:

- Serve as liaison between CCCS Governing Board and students
- Assist in establishing fundraising and student activities
- Provide relevant, timely information regarding student desires and wishes to the Board
- Serve as an ambassador for CCCS within the local community



Exhibit C: Memorandum of Understanding

TABLE OF CONTENTS

Recitals 103

Agreements..... 103

I. Term and Renewal..... 103

II. Designation and Reaffirmation of Charter School 104

III. Funding 105

IV. Fiscal Reporting 106

V. Fiscal Operations..... 106

VI. Situs..... 107

VII. District Oversight/ Services..... 108

VIII. Special Education Services 110

IX. Evaluation of the Educational Program 111

X. Insurance..... 111

XI. Indemnification Clause 112

XII. Special Programs/Services and/or Activities 112

XIII. FERPA: Family Educational Rights and Privacy Act 112

XIV. Brown Act / Public Records Act..... 113

XV. General Reporting Requirements 113

XVI. Pupil Transportation 113

XVII. Governance 113

XVIII. Legal Services..... 113

XIX. Severability..... 113

XX. Amendments 114

XXI. Notification..... 114

XXII. Entire Agreement..... 115

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE PARADISE UNIFIED SCHOOL DISTRICT

AND

CHILDREN’S COMMUNITY CHARTER SCHOOL

This Agreement (or “Memorandum of Understanding” or “MOU”) is executed by and between the Board of Trustees of the Paradise Unified School District (“District”) on one hand and Children’s Community Charter School (“CCCS” or “Charter School”) on the other.

RECITALS:

- A. The Paradise Unified School District is a school district existing under the laws of the State of California.
- B. CCCS is a legally incorporated charter school through the State of California.
- C. The parties to this agreement recognize that the laws of the State of California authorize the formation of charter schools for the purpose, among others, of developing new, innovative and more flexible ways of educating children within the public school system.
- D. This agreement shall not negate the operational independence of Charter School from District as otherwise established by the Charter or laws of the State of California that authorize the formation of charter schools.
- E. The District is the sponsoring educational agency of the Charter School. This Agreement is intended to outline the parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationship and other matters of mutual interest not otherwise addressed or resolved in the terms of the Charter School's charter.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

AGREEMENTS:

I. TERM AND RENEWAL

- A. This agreement shall commence on the date upon which it is fully executed by both parties and shall run concurrently with the charter.

- B. Any modification of this Agreement must be in writing and executed by duly authorized representatives of both parties specifically indicating the intent of the parties to modify this MOU.
- C. The duly authorized representative of the Charter School is the Charter School administrator, or the Governing Board of the Charter School. For purposes of amendment of this MOU, the Governing Board is required to take action.
- D. The duly authorized representatives of the District are the District Board of Trustees or Superintendent, or designee. For purposes of amendment of this MOU, the Board of Trustees is required to take action.
- E. This MOU will continue in effect until mutually modified in writing, and shall terminate upon the revocation or non-renewal of the charter, and upon the exhaustion of the charter's administrative, non-judicial remedies. Amendments to the MOU may be made upon written agreement of both Parties as set forth in Article VI below.
- F. To the extent that this Agreement is inconsistent with any of the terms of the Charter, the Charter shall supersede the terms of this Agreement, and both Parties shall meet to amend the Agreement to achieve consistency.
- G. The terms set forth in this MOU are hereby incorporated by reference into the charter and its terms shall have the same force and effect as if they were contained in the charter.

II. DESIGNATION AND REAFFIRMATIONS OF CHARTER SCHOOL

- A. The Charter School is known as Children's Community Charter School. The Charter School is operated as an indirect-funded charter school.
- B. CCCS is deemed the exclusive employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA) under *Government Code* Section 3540, et. seq.

- C. **Grade Levels and Staffing:** It is recognized that the Charter School serves students in kindergarten through eighth grade. Employees at the Charter School include credentialed core teachers, an onsite administrator, a classified office manager, a maintenance director, and instructional aides. If there are vacancies in staffing positions the CCCS Governing Board will follow the established guidelines as set forth in the Staff Handbook and policies and Procedures Manual in order to fill those vacancies. The CCCS Hiring Committee will participate in all processes in order to fill those vacancies in keeping with the CCCS-established contractual agreements.

III. FUNDING

- A. The Charter School has elected to receive funding from the State indirectly, pursuant to Education Code Section 47651, and shall be considered indirect-funded.

IV. FISCAL REPORTING

- A. **BUDGET:** The Charter School shall annually prepare budget reports consistent with State Law and District policies; these presented to the PUSD under the following timeline:

- On or before July 1, a preliminary budget.
- On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

The chartering authority shall use any financial information it obtains from the charter school, including, but not limited to, the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32.

- B. **AVERAGE DAILY ATTENDANCE:** The Charter School will be responsible for its daily and monthly attendance accounting. The Charter School will submit the attendance reports in accordance with State requirements to the District in a

timely manner; this report generated through the AERIES Student Information System, which is consistent with the District's attendance reporting format.

- C. ENROLLMENT REPORTING: Charter School shall annually submit to the District a report of enrollments showing each student's demographic information, including home address and school of attendance in prior fiscal year. This report shall be compiled and submitted no later than October 31 of each year.
- D. ANNUAL FISCAL AUDIT: Charter School shall be annually audited in accordance with the terms of the Charter.

V. FISCAL OPERATIONS

- A. BANKING ARRANGEMENTS: The Charter School shall develop and maintain generally accepted accounting principles. The Charter School will maintain its own accounts either in a federally-insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts. The Charter School's Treasurer will reconcile the Charter School's ledger(s) with its bank accounts on a monthly basis, and will prepare: (1) A balance sheet, (2) a comparison of budgeted to actual revenues, and (3) a cash flow statement. The CCCS Governing Board will regularly review these statements, and shall make this information available to the PUSD if requested.
- B. FISCAL COMMITTEE: The Charter School may establish a fiscal committee to monitor all fiscal operations of the Charter School program.
- C. BUDGET MONITORING: The Charter School shall assist in the development and monitoring of the CCCS budget in accordance with the annual budget development and monitoring calendar as developed by the Charter School.
- D. SEGREGATION OF DUTIES: The Charter School will develop and maintain simple check requests and purchase order forms to document the authorization of all non-payroll expenditures.

- E. PURCHASING PROCEDURES: All purchases over \$5,000 must include documentation of a good faith effort to secure the lowest reasonable cost for comparable goods or services. The CCCS Board shall not approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all check and purchase order requests showing that at least three (3) vendors were consulted and such documentation shall be maintained for three (3) years.

- F. ATTENDANCE ACCOUNTING: The Administrator of the Charter School will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the Charter School and engaged in activities required of them by the Charter School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the California Code of Regulations sections defining charter school average daily attendance.

- G. PERSONAL USE OF SCHOOL FUNDS: Use of Charter School funds for personal use is absolutely prohibited.

- H. OTHER FISCAL CONTROL POLICIES: The Charter School shall develop and maintain other fiscal control policies as deemed necessary.

VI. SITUS

- A. The school site shall be located at 6830 Pentz Road, Paradise, California. Title to Charter School's real property (the "Land") will be held by the District in trust for the exclusive benefit of CCCS for as long as CCCS continues to operate. The Charter School will continue to pay to District biannually loan payments in satisfaction of the debt incurred to develop such site and subsequent improvements (science building modular).

- B. It is the sole responsibility of CCCS to procure necessary loans to facilitate site improvements. Further, all outstanding loans currently assumed by CCCS are deemed the sole responsibility of CCCS, and will not be a PUSD-assumed financial obligation under any conditions.
- C. All third-party contracts shall be deemed a transaction solely between the Charter School and the appropriate vendor, with the PUSD acting as neither a consenting party to the said contract(s) nor responsible for fiscal liability of the same.

VII. DISTRICT OVERSIGHT/SERVICES

- A. Charter School and the District agree that “supervisory oversight,” as used in Education Code Section 47613 and Education Code Section 47604.32, shall include the following:
 - All activities related to the Charter revocation and renewal and processes as described in Section 47607.
 - Activities relating to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, employment agreements, and all applicable laws.
 - Participating in the dispute resolution process described in the Charter.
 - Review and timely respond to the Charter School’s Annual Independent Fiscal and Performance Audit.
 - Identify at least one Staff member as a contact person for the Charter School.
 - Visit the Charter School at least annually.
 - Ensure that the Charter School complies with all reports required of charter schools by law.

- Monitor the fiscal condition of the Charter School.

- Provide timely notification to the California Department of Education if any of the following circumstances occur:
 - A renewal of the charter is granted or denied.
 - The charter is revoked.
 - The Charter School will cease operation for any reason.

B. In addition to the supervisory oversight responsibilities described above, the District shall also provide the Charter School with the following services:

At the discretion of the District, the Charter School may procure operating services from the District at prices to be determined by the District and Charter School. Such services may include Purchasing, Payroll, Data Processing, Accounting, Food Services, Duplicating, or other similar services the District provides to its own schools. Either party will notify the other by March 15, if services will be terminated for the following school year. Additional services may be contracted by the Charter School from the District if available pursuant to a separate written agreement between the Parties.

All administrative services provided by the district are administrative and/or clerical in nature and do not constitute the PUSD acting as employer-of-record for any individual and/or group of individuals.

C. In accordance with the provisions of the California Charter Schools Act of 1992, Education Code Sections 47610, 47605 et seq., Charter School reserves the right to contract with third parties outside the District for goods and services required or deemed necessary to support Charter School facilities and programs through agencies and or independent contractors which are independently bonded and insured.

VIII. SPECIAL EDUCATION SERVICES/504

- A. It is understood that no student shall be denied admission to CCCS, or denied services, due to disability.
- B. CCCS shall be deemed a public school of the District for the purposes of special education under Education Code 47641 and 47646. The Charter School and the District intend that the School will be treated as any other public school in the District with respect to the provision of special education services, including the allocation of duties between onsite staff and resources and the District staff and resources.
- C. In accordance with Education Code Section 47646, a Charter School that is deemed to be a public school of the local educational agency that granted the charter shall participate in state and federal funding in the same manner as any other public school of the granting agency. Further, a child with disabilities attending the Charter School shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that district. The agency that granted the charter shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the Individuals with Disabilities Act ("IDEA").
- D. It is understood that CCCS will contract through the Paradise Unified School District for all special education services. The charter shall owe the district a pro-rata share of the PUSD's unfunded special education costs or encroachment.

IX. EVALUATION OF THE EDUCATIONAL PROGRAM

The Charter School shall furnish to the District an annual written report and evaluation of its educational program in accordance with the charter and the Education Code. The

annual report shall include an evaluation of the fulfillment of the charter's purposes and goals and will include the following:

- A review of each component of the Charter for compliance.
- Analysis of whether goals included in the approved charter are being met; review of all state and federal student assessment data and reports.
- Summary of major decisions made/policies established by the board in prior year.
- Data on level of parent involvement in governance and operation of The School.
- Summary data from annual student/parent satisfaction survey.
- Data regarding number of staff, their qualifications and verification of credentials for the prior year.
- Copy of health/safety procedures and summary of any major changes.
- Report on the suitability of the facility in terms of health and safety.
- Report on the suitability of the facility in terms of educational utility.
- Review copies of all requested documentation (e.g. budget reports, financial projections, leases, insurance, etc.).
- An overview of admission practices including:
 - Number of students actually enrolled
 - Waiting lists
- Report on expulsions and suspensions during prior year.
- Review of any internal/external dispute resolutions during prior year.

X. INSURANCE

- A. The Charter School may maintain, at its own expense, insurance policies for the operation of the Charter School, including but not limited to general liability, property, and errors and omission policies. Policy types and amounts will be commensurate with the recommendations of amounts and types by the District's insurer for a school of similar type and size in the area. Additional insurance may also be obtained by the Charter School as necessary or required by law. The Charter School and the District shall agree upon appropriate insurance amounts and types.

XI. INDEMNIFICATION CLAUSE

- A. 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 Trustees 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 CCCS. Moreover, CCCS agrees to indemnify and hold harmless the PUSD for any contractual liability resulting from third party contracts between the Charter School and Charter School vendors, independent contractors, agencies, partners or sponsors.

XII. SPECIAL PROGRAM/SERVICES AND/OR ACTIVITIES

In the event that either party to this Agreement wishes to have its students and or staff participate in a program/service/activity offered by the other party, advance approval and arrangements must be made. It is fully recognized that expenses for such participation may be charged.

XIII. FERPA: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The District hereby designates employees of the Charter School as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A. §1232g, the Family Educational Rights and Privacy Act and California Education Code §49076(b)(6) ("FERPA") as to District pupils who are enrolled in the Charter School. The Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled to access to education records under FERPA. The Charter School, its officers and employees shall comply with FERPA at all times.

XIV. BROWN ACT/PUBLIC RECORDS ACT

The Charter School shall conduct its Governing Board meetings regarding the Charter School according to the Brown Act and Charter School Bylaws. In addition, the Charter School understands and agrees to comply with the Public Records Act (Government Code Section 6250 et seq.) as well as Education Code Section 47604.3.

XV. GENERAL REPORTING REQUIREMENTS

In addition to providing the reports specific in this agreement, the Charter School agrees to provide any further reports that may be required by the District to comply with statutory obligations.

XVI. PUPIL TRANSPORTATION

The Charter School shall not be responsible for any transportation offered to students who enroll in the Charter School.

XVII. GOVERNANCE

Governance of Charter School will be as set forth in the CCCS Charter and Bylaws.

XVIII. LEGAL SERVICES

CCCS will be responsible for procuring its own, separate legal counsel through the attorney group(s) of its choice, and shall be responsible for the costs of such services. Should the Charter School retain additional legal services through any private law firm that also is retained by the District, the Charter School agrees

that, in the event legal disputes arise between the parties, the Charter School will move to retain legal representation by a separate firm.

XIX. SEVERABILITY

The terms of this Agreement are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of this Agreement shall remain in effect, unless mutually agreed otherwise by the District and the Charter School. The District and the Charter School agree to meet to discuss and resolve any issues or differences relating to provisions in a timely, good faith fashion.

X. AMENDMENTS

Amendments to this Agreement may be made upon written agreement of both Parties. Designated representatives of the District and CCCS will meet as necessary to implement this Agreement and to discuss necessary amendments. Amendments dictated by changes in statute, regulation and/or controlling court decisions shall automatically become part of this agreement. Otherwise, any modification of this Agreement must be in writing and is subject to mutual ratification.

XXII. NOTIFICATION

All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

To the District at:

Paradise Unified School District
6696 Clark Road
Paradise CA 95969

To the Charter School at:

Children's Community Charter School
6830 Pentz Road
Paradise, CA 95969

XXIII. ENTIRE AGREEMENT

This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement representation or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this agreement. The parties further recognize that this agreement shall only be modified in writing by the mutual agreement of the parties.

Dated: _____, 2010 _____
Children's Community Charter School

Dated: _____, 2010 _____
Paradise Unified School District

Approved and ratified this ____ day of _____, 2010 by the Board of Trustees of the Paradise Unified School District by the following vote:

AYES: _____
NOES: _____
ABSTAINS: _____

Certification by the Superintendent.



Exhibit D: 3-Year Budget