



INTRODUCTION & SELF-REFLECTION

Now in our fifth year of operation, Cottonwood Creek Charter School (“CCCS,” “Cottonwood Creek,” “Charter School” or “School”) has established itself as one of the top performing public schools in the Northern California, ranked in the top tier of all elementary schools in Shasta County. *As a non-classroom based charter school that offers site-based instruction four days per week*, Cottonwood Creek Charter School has provided its students a high quality education and enriching learning experiences for the last five years. This reflection serves to highlight our successes, address challenges we have faced, and detail our plans to improve upon the foundation we have established at our K-8 public charter school.

Operational History

On March 31st, 2010, The Cottonwood Union School District (“CUSD” or the “District”) approved the initial petition for Cottonwood Creek Charter School (hereinafter referred to as the “Original Petition”) for a new K-8 charter school, for a five-year term through March 31, 2015.

During its first year of operation, Cottonwood Creek Charter housed its 67 students on the West Cottonwood Junior High campus in 3 portable classrooms. Its main office was located in downtown Cottonwood at 3264 Main Street, Cottonwood, CA.

In its second year of operation, Cottonwood Creek Charter’s enrollment grew to 125 students as students were housed at both West Cottonwood Junior High (3 portable buildings) and East Cottonwood School (3 portable buildings). The main school office continued to operate at the 3264 Main Street address.

During the summer of 2012, with the closure of the East Cottonwood Campus by the District, Cottonwood Creek was able to relocate all of its school operations into the main wing of East Cottonwood School located at 3425 Brush Street in Cottonwood. The 2012/2013 school year saw enrollment rise to 146 students. Last year, Cottonwood Creek grew to 171 students and this year, Cottonwood Creek’s enrollment is 184 students. Currently, there is an enrollment waiting list for 7 of its 9 grade levels.



Mission

Working together with the Cottonwood Community, Cottonwood Creek Charter School staff and parents will help students reach their highest potential.

Vision

Our vision is for the students of Cottonwood Creek to become well rounded participants in their community today as well as in the future. We will use a blended learning model that combines both site based classes and *Personalized Learning* to develop an individualized program of study for every student, melding "hands-on" educational opportunities through technological resources, educational field trips, local experts and a dedicated, committed staff of talented teachers and parents.

Highlights of Cottonwood Creek's Success

Cottonwood Creek is proud to have been recognized as a leader and innovator in public education. Some of our accomplishments include:

- In 2010/2011, Cottonwood Creek Charter School received an **API Score of 810** on its **first ever API Reporting Year**.
- In 2013, Cottonwood Creek Charter School was named a **California Business for Education Honor Roll School** in recognition for its efforts in raising student academic achievement. Cottonwood Creek Charter School was one of only six elementary schools in Shasta County to receive this statewide recognition.



- In August of 2013, Cottonwood Creek Charter School was highlighted in *The Record Searchlight* as being one of the **Top 5 Highest Performing Elementary Schools in Shasta County** with an API of 887.

Record Searchlight
 30, 2013 **redding.com** REDDING, CALIFORNIA

RISING TO TOP

■ Millville, U-Prep stand out on state test scores in Shasta County

By Jenny Espino
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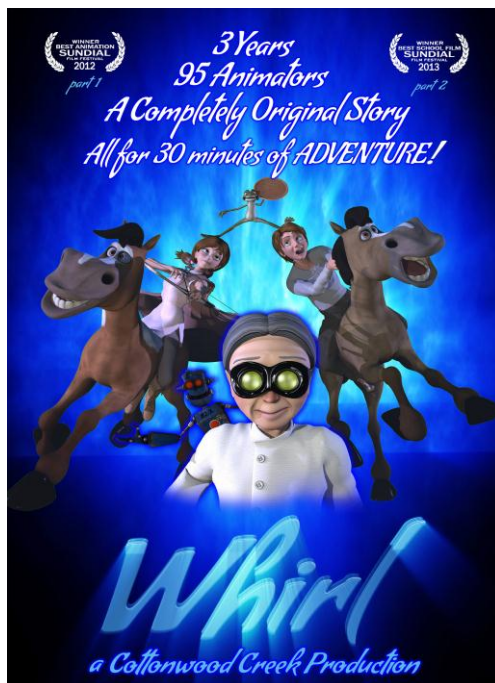
School earned 901, the third time in the past four years that the school has broken the 900 mark.

Slightly fewer schools "We want to add incen-

TOP FIVE SCHOOLS

	2012	2013
ELEMENTARY		
Millville Elementary School	897	901
Junction Elementary School	887	899
Grant Elementary School	917	896
Manzanita Elementary School	870	891
Cottonwood Creek Charter	844	887
Happy Valley Elementary School	801	806

- Since 2011, Cottonwood Creek's Technology Program has won numerous awards and recognition. CCCS's junior-high school technology/film class has, under the direction of Ben Keeline, won "Best School Film" for the past two years at the Sundial Film Festival in Redding.



- In January 2014, the *California Schools Development Center* granted a **Successful School Quality Review** to Cottonwood Creek after its intensive review.
- School Attendance at CCCS has drastically increased over the past four years. In just four years, Cottonwood Creek's attendance rate increased from 94.5% in 2011 to over 99% last year.

I. SELF-REFLECTION: THE DATA

A. ACADEMIC ACHIEVEMENT – CRITERIA FOR RENEWAL

According to California law, a charter school “shall” meet at least one of four minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. Cottonwood Creek Charter School meets and exceeds all four criteria for renewal under the California Education Code. Therefore, Cottonwood Creek Charter School has exceeded the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Our School's intense focus on individual student needs and family involvement drives our success. Not only is the delivery of instruction differentiated, but a flexible, weekly schedule that combines site-based instruction with personalized learning provides extra support depending on student need. Cottonwood Creek teachers and staff plan and collaborate daily to help move students forward in their academic goals. This ensures that each and every student succeeds, thus leading to high proficiency levels across all grade levels and subject areas, as detailed in this Self-Reflection.

The following shall serve as documentation confirming that Cottonwood Creek exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix A: CDE DataQuest Reports, 2011-2013):

1. **Cottonwood Creek attained its Academic Performance Index (API) growth target in all prior years, both schoolwide and for all numerically significant student subgroups.**

2010- 2013 API Scores - Schoolwide			
Year	CCCS Growth API	API Growth Target (Actual Growth)	Met School Growth Target?
2012-2013	887	A (+43)	Yes
2011-2012	839	A (+29)	Yes
2010-2011	810	B (B)	N/A – Base Year

2010- 2013 API Scores – Subgroup (White)			
Year	Subgroup Growth API	API Growth Target (Actual Growth)	Met Subgroup Growth Target?
2012-2013	904	A (+60)	Yes
2011-2012	No Numerically Significant Student Subgroups in 2010 - 2012		
2010-2011			

Note: “A” means the school or student groups scored at or above the statewide performance target of 800.

Source: CDE DataQuest, accessed December 15, 2014.

By achieving an API of 800 or above every year, CCCS consistently has met the growth target set by the California Department of Education (CDE). Moreover, CCCS has made a gain on the API of 77 points since its first ever score of 810, and was on track to exceed 900 this past year.

CCCS also has met every single Adequate Yearly Progress criteria for all *sub-groups* in the past two years (12 out of 13 AYP criteria in 2013, and 7 out of 7 AYP criteria in 2012). Furthermore, CCCS’s only numerically significant student subgroup, White, met its growth target in the prior year and increased its API score an impressive 60 points to achieve a 904 API growth score. Thus, CCCS’s outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

2. CCCS ranked in decile 7 or higher on the API Statewide Rank in in 2012 and 2013.

Cottonwood Creek achieved a Statewide decile rank of “7” in 2012 and for the 2013 School Year, Cottonwood Creek received a “9” for its Statewide ranking.

3. CCCS ranked a “10” on the API for a demographically comparable school in 2013.

Cottonwood Creek achieved the highest possible Similar Schools rank of “10” in 2013, the first year a Similar Schools rank was issued to the school.

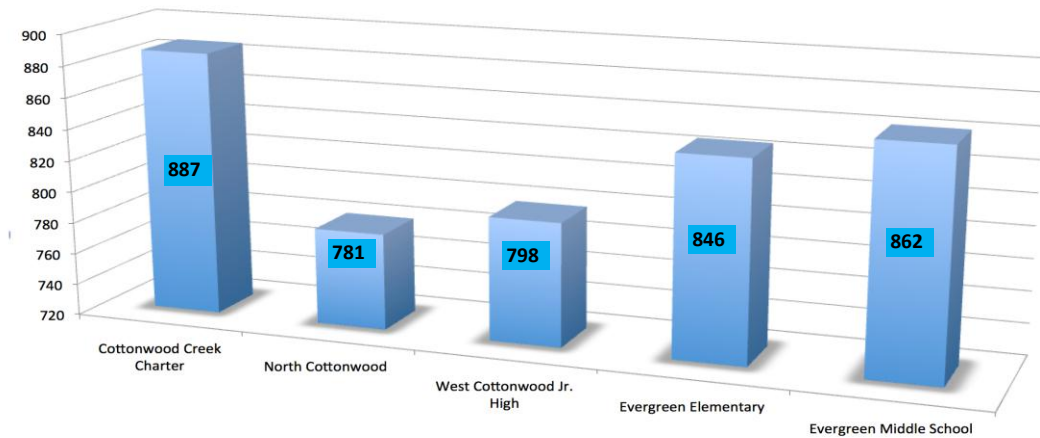
AND

4. CCCS’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

API Score Comparison

As demonstrated in the following chart, Cottonwood Creek’s 2013 API exceeds all of the comparison schools in zip code 96022 by a range of 25 to 106 points.

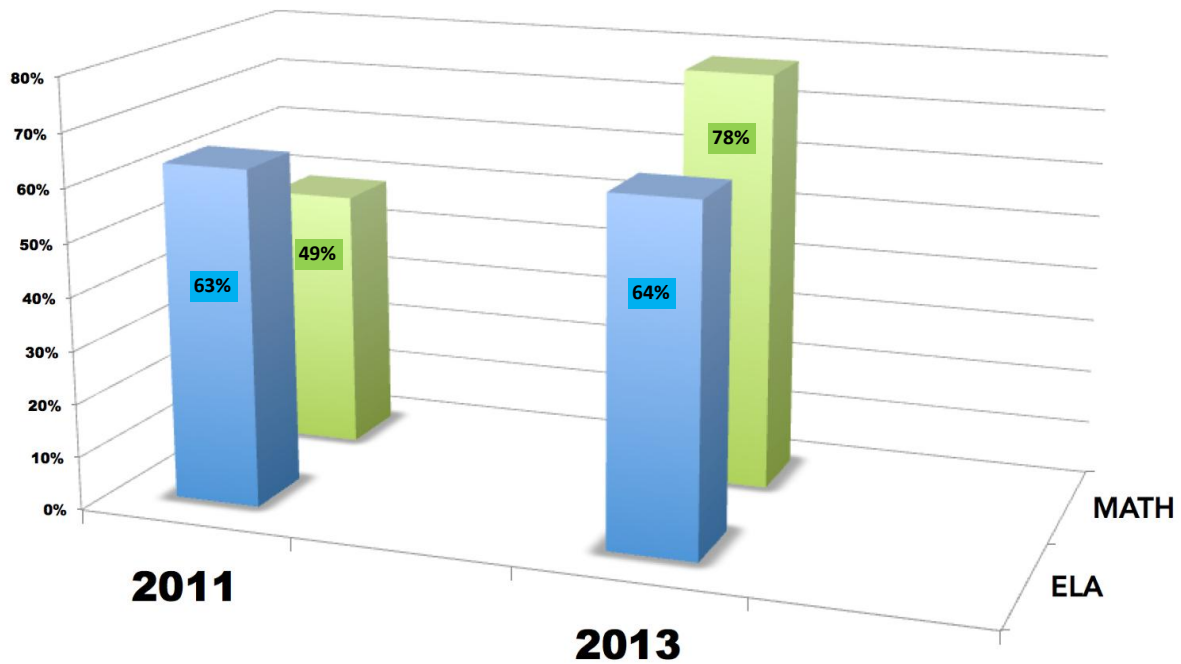
API Score Comparison 2013 Growth API



CCCS's CST Scores and Proficiency Levels

CCCS has increased the percentage of students who are proficient or advanced in English language arts and math. The following chart compares our growth from our first year of testing in 2011 to our most recent year of CST Testing in 2012/13.

**Cottonwood Creek Charter School
ELA and Math Proficiency Rates (2011 vs 2013)**

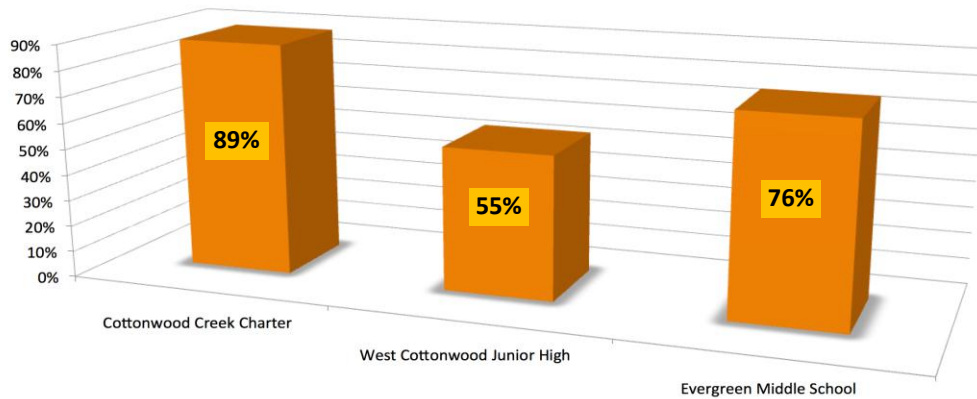


As shown, Cottonwood Creek has gone from 63% proficiency in ELA in 2011, to 64% proficiency in 2013. In math, CCCS had 49% proficiency in its first year, 2011, and then, in just a two year period, made a remarkable 28.7% gain to have a 78% proficiency rate in 2013.

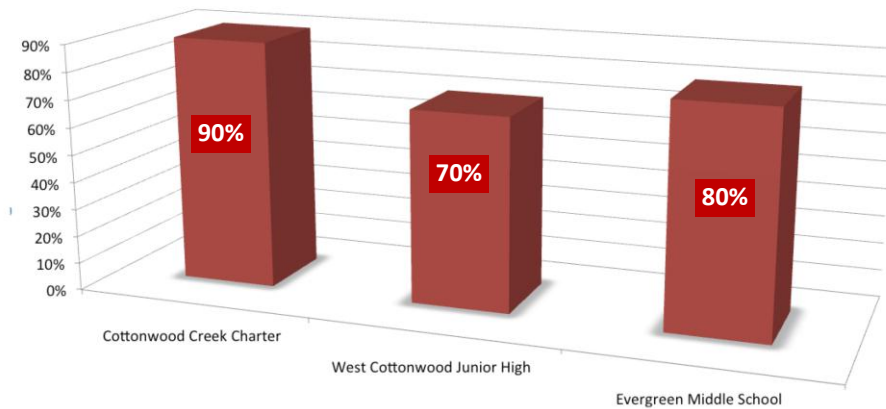
5th and 8th Grade Science Scores

For science, Cottonwood Creek again outperformed all comparison schools on the 2013 CST's and on the 2014 CAASPP (California Assessment of Student Performance and Progress). Below is a comparison of the most recent data available from the California Department of Education, the CAASPP Science scores for 5th and 8th grades.

Percentage of Students in 5th Grade
Scoring Proficient or Advanced on 2014 Science CAASPP



Percentage of Students in 8th Grade
Scoring Proficient or Advanced on 2014 Science CAASPP



Perhaps most remarkably, a comparison of the API scores for CCCS's *Socio-Economically Disadvantaged* sub-group to the same sub-group at our comparison schools shows some stark contrasts:

Socio-Economically Disadvantaged Students

Socio-economically disadvantaged students at Cottonwood Creek earned an API score that is as much as 180 points higher than the same sub-group at one of the comparison elementary schools and 164 points higher than West Cottonwood Middle School.

2013 API for Socioeconomically Disadvantaged Students at Comparison Schools		
School	% of Students Socioec. Disadv.	2011 sub-group API
Cottonwood Creek Charter School	50%	919
North Cottonwood Elementary	59%	739
West Cottonwood Middle	53%	755
Evergreen Elementary	60%	794
Evergreen Middle	56%	841

Ethnicity Enrollment of Comparison Schools

A comparison of enrollment by ethnicity also shows that the student population Cottonwood Creek serves is the same as the comparison schools with regard to ethnicity (see below).

School	% of Minority (Non-White) Students Ethnicity Enrollment 2013/14
Cottonwood Creek Charter School	23%
North Cottonwood Elementary	25%
West Cottonwood Middle	22%
Evergreen Elementary	23%
Evergreen Middle	21%

B. ATTENDANCE

With a drastic increase in our attendance rate over the past four years, it is evident that our students love to be at our school and our families grasp the importance of consistent attendance. Through extensive parent education efforts, we help families understand how important consistent attendance is for their children's success, and how the habits they form at a young age will carry through their education and in the workforce. Our staff works to support families who may indicate challenges in maintaining timely, consistent attendance by meeting with parents and students after three unexcused absences. Finally, as a school with a wait list for most grades, our families communicate

frequently to us their sense of privilege that their children are part of our learning community.

ATTENDANCE RATE SUMMARY

	2010-2011	2011-2012	2012-2013	2013-2014
<i>ADA %</i>	<i>94.53%</i>	<i>94.24%</i>	<i>98.6%</i>	<i>99%</i>

II. SELF-REFLECTION: BEYOND STUDENT ACHIEVEMENT DATA

While the previous section details the many ways in which Cottonwood Creek Charter School has reason to celebrate our students' academic achievement, we firmly believe that this data only paints a small part of the picture of our success. Through our innovative instructional program, unique and exceptional enrichment opportunities, and a culture of high expectations and accountability, our students, families, staff and school leaders all feel a strong sense of community belonging and support and pride in our collective accomplishments. The impact this has on students' self-confidence, work ethic, ambition and love of learning cannot be overstated. The following includes some brief mention of our non-academic accomplishments, with additional details provided throughout the charter renewal petition. The January 2014 *School Quality Review Report*, conducted by the Charter Schools Development Center, confirmed many of these following areas of strengths (See Appendix I : 2014 *School Quality Review Report*).

a. The Cottonwood Creek Technology Program

During its first year of operation, Cottonwood Creek Charter School hired Ben Keeline, a local technology and film making expert who had graduated from Steve Spielberg's Film Making School in Los Angeles. Ben has been Cottonwood Creek Technology and Film Making Teacher for the past five years. He has built a Digital Animation Program that has won numerous awards in the Northstate. Students have quickly become proficient at digital animation and specialty technology programs that the experts in Hollywood use such as Poser, Gimp, and Blender.

Ben serves not only as our Junior-High Technology Teacher in the regular day, but he also offers his Film Making Classes in our After-School Elective Program. Each year, over 25% of our 4th-8th graders take a Technology/Film Making Class from Mr. Keeline.



Mr. Keeline's Class Receiving Best Film Award

Over the past four years, Mr. Keeline and his students have won several awards at the Sundial Film Festival in Redding, California:

- 2012 - Runner-up Best Animation Film- Silver Medal
- 2012 – James S. Kennedy Best Student Film Award Trophy-\$500
- 2013 – Best Animation Film –Gold Medal \$500
- 2014- James S. Kennedy Best Student Film Award Trophy- \$500
- 2014- Runner-up Best Animation Film- Silver Medal

b. Cottonwood Creek Charter School Music Program

Cottonwood Creek has made a strong commitment to music from its beginning. All kindergarten through 3rd grade students receive weekly music instruction. 4th-8th grade students have a wide variety of music electives to choose from after school. These music opportunities include choir, fiddle, guitar, violin, drums, and saxophone. Currently, 37% of Cottonwood Creek's 4th-8th graders participate in at least one music elective.

c. Governance

The success of CCCS additionally is enhanced by our Board, which has been a dedicated overseer of the school's financial and operational health. Over the past four years, the Board has ensured that the instructional and operational programs of the school have adhered to the terms and commitments set forth in our original petition, holding school leaders accountable for CCCS's financial health and operations, legal and compliance matters, instructional quality and student achievement, and providing the accountability and support that CCCS has needed to thrive.

d. Finances

CCCS's strong fiscal health has been sustained due to sound fiscal policies and procedures, including strong internal controls and highly qualified management provided by the Cottonwood Union School District Business Director. CCCS has received strong ratings and "no findings" in all but one of its annual independent audits over the past four years. The one finding that was reported in the 2012/13 audit was appealed to the state for a Formal Summary Review and the Audit Finding Board declared Cottonwood Creek to be in substantial compliance with regard to the one finding in the 2012/13 audit report.

III. PAST CHALLENGES AND FUTURE PLANS

As with any start-up school, Cottonwood Creek Charter School has addressed many challenges. The January 2014 *School Quality Review Report*, conducted by the Charter Schools Development Center, identified Cottonwood Creek's strengths as well as assisted in identifying areas for improvement. Listed below are our identified 'areas of needed improvement' and key challenges as we move forward into our next five years:

a. Expand Assessments that Track Student Progress over time

As the state transitions to the Smarter Balanced Assessment, Cottonwood Creek will track student progress over time with multiple methods of assessment. Cottonwood Creek will adopt and train its staff in new assessments that disaggregate student achievement data in both English Language Arts and Mathematics.

b. Continue To Improve Internal Controls

Cottonwood Creek Charter School will continue to improve upon its Board Adopted Internal Controls. Having sound internal control policies will delineate who has authority and responsibility for processing various financial transactions, including the authorizing of a transaction, signing checks/warrants, and recording transactions.

c. Continue to Build Financial Reserves

Cottonwood Creek Charter School will continue to build its financial reserves so that in the future it can cover cash flow needs without the need to borrow money. Cottonwood Creek exceeds the 5-6% minimum reserve that schools generally seek to maintain. But given the state budget uncertainty, charter schools are prudent to maintain higher than usual budget reserves. Within the confines of California's non-classroom based funding determination rules, Cottonwood Creek commits itself to gradually increasing the school's reserves over time to help improve the school's long term financial security.

IV. THE KEYS TO OUR SUCCESS

We do not believe we have some “secret recipe” for success. We do know, however, that certain key foundational beliefs have helped us build an innovative, successful and engaging public education program:

- **High Expectations:** Our entire organization is premised on the belief that student achievement is not limited by socio-economic status, race/ethnicity, English language fluency or other “risk factors.” We believe strongly that all children can achieve rigorous, comprehensive learning objectives with the individualized and caring support of highly qualified teachers.
- **Small Class Sizes:** From our very first year, the Cottonwood Creek Board and administration have had a commitment to small class sizes. In the past four years, the average student to teacher ratio for Cottonwood Creek has been 22 to 1.
- **“Very” Highly Qualified, Accountable Staff:** Cottonwood Creek makes a strong commitment to hire exceptional and highly qualified school staff. Currently, over 50% of the certificated staff has their Master’s in Education. In addition, each teacher that is hired has a strong connection in the community. Cottonwood Creek’s hiring process includes a process that is proactive and thorough. Cottonwood Creek’s teachers and Principal are held accountable by their constituents. The Principal is evaluated by the Board and the teachers. Also, through end-of-year surveys, teachers are evaluated by their parents as well as by school administration.
- **Engagement:** Our hybrid model of site classes and independent study forces us to value every single minute of instruction. Teachers realize that with a four day a week site-based schedule, focused and determined instruction must take place while the students are in their seats. As a result, ‘time on task’ and student engagement in learning becomes the norm in all classrooms. There is little wasted time during the school day. Field trips and special school events are reserved for Fridays, which is an independent-study day for all students. A high-quality elective program also serves as a vehicle to develop focus and attention, work ethic, active participation and a commitment to excellence while developing students’ confidence and motivation.
- **Community:** A culture of community and collaboration permeates the School -- children are nurtured and supported by the entire school community – teachers, school leaders, fellow students, families and community volunteers -- in their academic and social development as they acquire the skills and self-confidence to ensure long-term success in school and later in life.

Conclusion

Cottonwood Creek Charter School has aggressively altered the trajectory of the students that it serves, increasing our students’ chances of performing well in high school, college, and beyond. We feel proud of the past five years, and trust that our next five years’ will pay long-term dividends for our students well into their future.

AFFIRMATIONS & ASSURANCES

Cottonwood Creek Charter School ("Charter School") hereby certifies that the information submitted in this petition for renewal of a California public charter school located within the boundaries of the Cottonwood Union School District ("District") is true to the best of my knowledge and belief; I also certify that this petition for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Cottonwood Creek Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter 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 public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum number of school days.
[Ref. Title 5 California Code of Regulations Section 11960]

Mark Boyle
Principal/Director
Cottonwood Creek Charter School

Date

ELEMENT 1: ACADEMIC 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 shall include the objective of enabling students to become self-motivated, competent, and life-long learners. Education Code Section 47605(b)(5)(A)(i).

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

INTRODUCTION

The physical address of the Charter School is: Cottonwood Creek Charter School is located at 3425 Brush Street in Cottonwood, CA. The mailing address is: 20512 West First Street, Cottonwood, CA 96022.

The phone number of the Charter School is 530-347-7200

The contact person for the Charter School is Mark Boyle, Founder, Principal and Director

The term of this charter shall be from July 1, 2015 to June 30, 2020.

The grade configuration is K-8.

The number of students projected for next year is 207.

The grade levels of the students at the charter school is K-8.

The admission requirements include: See Element 8: Admissions.

A. STUDENTS COTTONWOOD CREEK CHARTER SCHOOL SERVES**1. Target Student Population / Projected Cottonwood Creek Charter School Enrollment**

The Cottonwood Creek Charter School enrollment plan is represented in the following chart:

	2015-16	2016-17	2017-18	2018-19	2019-20
Kinder	22	22	22	22	22
Grade 1	22	22	22	22	22
Grade 2	22	22	22	22	22
Grade 3	18	22	22	22	22
Grade 4	18	22	22	22	22
Grade 5	18	22	22	22	22
Grade 6	22	22	22	22	22
Grade 7	25	22	22	22	22
Grade 8	20	25	22	22	22
Homeschool	20	27	30	30	30
TOTAL	207	228	228	228	228

For a description of our student recruitment plan and details regarding how we will achieve a racial and ethnic balance that is reflective of the District's population, *please see Element 7: Racial and Ethnic Balance*.

2. Surrounding Community: Cottonwood

At the heart of this charter is the community of Cottonwood. Cottonwood is considered a transitional rural area where people have moved just to be part of the education system and community. Over time the needs of the community have changed. Due to hard economic times, more families are seeking alternative educational options in order to meet the changing societal family dynamic. Many of these families have left the traditional school setting in search of educational programs to meet their needs. Our focus is to provide a high-quality charter school in the Cottonwood area, thus keeping these families in the Cottonwood District. In so doing, we will be directing many of our learning goals to community minded activities. For example, we have a strong agrarian society and will implement those resources to educate our students on the relationship between science, math and issues facing our community.

We also feel a need to move our students past their rural scope and teach them the skills needed to be successful in the 21st century and then to apply those skills to their own community. In Robert Putnam's 1995 article *Bowling Alone: America's Declining Social Capital*, he discusses the basic building blocks of a strong democratic society. The number one difference between other countries and America was a basic concept called social capital. "Social capital refers to features of social organizations such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit." (pg. 219) Putnam goes on to discuss the overall declination of social capital by lack of volunteering and overall participation in community affairs. It is part of our drive to build "social capital" in our students so they see how a well-rounded education should keep them active in not just their local community, but even in their country as a whole.

2010 Census data show that Cottonwood is located in a historically under-resourced and economically disadvantaged neighborhood. The community Cottonwood Creek Charter School serves is characterized by a population with lower education levels than the national average, higher levels of poverty, especially among families.

Notably, throughout zip code 96022, 28.9% of residents over the age of 25 did not complete 9th grade, with an additional 15.3% reporting not receiving a high school diploma. The community's significant lack of educational attainment translates into economic outcomes as well, with 24% of households earning less than \$15,000 a year. Cottonwood is only at the 28th percentile for Median Household Income in the state of California and at the 27th percentile for Per Capita Income. As a result, the percentage of students qualifying for free or reduced price lunch in the community ranges between 50%-70%.

B. Mission, Vision, and Educational Philosophy

Mission

Working together with the Cottonwood Community, Cottonwood Creek Charter School staff and parents will help students reach their highest potential.

Vision

Our vision is for the students of Cottonwood Creek to become well rounded participants in their community today as well as in the future. We will use a blended learning model that combines both site based classes and *Personalized Learning* to develop an individualized program of study for every student, melding "hands-on" educational opportunities through technological resources, educational field trips, local experts and a dedicated, committed staff of talented teachers and parents.

Philosophy

Our educational philosophy includes one that seeks to provide a "best of both worlds" approach – *combining site based classes with a personalized learning model*. Our program includes a strong emphasis on parental involvement, small class sizes, one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

The key to success in personalized learning is the guidance of a Personalized Learning Teacher who guides students and parents through the individualized curriculum and learning modes, and provides site-based classes at our learning centers. Our approach encourages students to be highly involved in the educational process, thereby becoming self-motivated, competent, life-long learners (Ferguson, 2007; Fulton, 2003; Jaros and Deakin-Crick, 2007; Rice, 2007).

C. Preparing Students to Be Educated Citizens in the 21st Century

It is a mistake to prosper the idea that an educated person in the 21st century must have a wealth of information at their foreknowledge. In reality, they need to possess the skills to think critically

and be able to find the information needed to solve problems. They should also be able to see how the past shapes the future and to understand the nature of cultural differences over time and how they impact all people. Cottonwood Creek students are encouraged to be:

- Academically responsible students who take ownership of their learning, attitudes, actions and growth. They can demonstrate achievement at or above grade-level standards and can apply critical thinking skills across content areas. They embrace their differences, pursue their strengths, understand their learning styles, challenge themselves in their weak areas and apply their skills not just at school, but at home, work and within their community.
- Responsible consumers and communicators of information. They are able to seek out, evaluate, and effectively use information, as well as communicate in a multimedia society; able to use technology for the good of the whole; able to balance technology with other forms of media to ensure complete brain development.

D. How Learning Best Occurs

Cottonwood Creek believes learning best occurs when a variety of modes and methods of instruction are implemented, so all students will be held to high academic and behavioral standards. Efforts made by parents, teachers, administrators, and the community will help educational philosophy is that learning occurs best when:

- One-to-one teaching through student-tailored standards-based curriculum is the primary arrangement.
- Students are permitted to work at their own pace while at the same time are challenged to stretch their capacities.
- The curriculum best suits the needs and learning styles of all of the children, allowing for alternative methods to achieve state standards.
- Enrichment opportunities such as music classes, art and drama classes, Internet classes, appropriate uses of technology, and educational software that is integrated with the core curricula are employed.
- Small group classes and parent/teacher/student conferences are viewed as critical aspects of an education.
- Parents, teachers, administrators, students, the community, as well as the global information network, work together as a team to serve as the larger learning environment.
- All learners have the opportunity to advance to their fullest potential.

Education research confirms beyond any semblance of doubt that not all students are able to learn successfully at the same pace, with the same approach, in the same environment, on the same path, and in the same style and manner. Research confirms that every individual assimilates information according to his or her own unique learning style, need, and interest. Learning styles vary. Some people are visual learners, others learn by auditory means, others kinesthetically. Some people learn at a faster pace, others need more time. Some people are distracted when trying to learn in a noisy environment with 30+ other students. Some people feel intimidated or unsafe in a large classroom environment. Motivation to learn varies significantly from student to student. Interests and passions vary. Cottonwood Creek seeks to

serve the students whose needs have not been met in the traditional system (Jenkins and Keefe, 2002; Quinn et al., 2006; Rice, 2007; Voltz 2003).

E. Cottonwood Creek Charter School Will Enable Students To Become Self-Motivated, Competent and Lifelong Learners

The design of CCCS is driven by our objective of enabling our students to become self - motivated, competent, life-long learners. At CCCS, we achieve this objective by *emphasizing key specific program components*:

- *Standards* – Children excel when standards are high and when academic achievement is valued. All students will be expected to perform at their highest level and to excel in the content areas outlined in the State Content Standards, Common Core State Standards, and Next Generation Science Standards (hereinafter referred to as the “State Standards”).
- *Family Participation* – Children understand the importance of learning when they experience their family investing time in supporting that effort. Families will contribute in a variety of significant ways to support both their own children’s efforts to excel and to enhance the learning experiences of all students at Cottonwood Creek Charter School.
- *Personalized Learning within Site-Based Classes*– A personalized learning model within a four day a week site-based schedule allows for students to access a variety of educational services. Students receive a “best of both worlds” educational approach with direct instruction by a classroom teacher and individualized learning.
- *Technology* – In today’s society, technology plays a significant role in everyday life and global affairs. Every student will have ready access to technology and will learn to use it for research, analysis, communication, organization and self-expression.
- *Formal Enrichment Activities* -- All students will benefit from regular exposure to a variety of programs such as foreign language, life skills, physical education, music and other fine arts.
- *Community Connection* – Public schools must produce knowledgeable and involved citizens. Students will learn to understand their connection to the community and their responsibilities as members. The curriculum will incorporate community service projects and community-based, hands-on activities.

F. GOALS AND ACTIONS TO ACHIEVE CALIFORNIA’S EIGHT STATE PRIORITIES

Cottonwood Creek Charter School’s LCAP is adopted each year by its Board of Directors. It is also submitted each year by July 1 to the Cottonwood School District and Shasta County Office of Education.

Pursuant to Education Code Section 47605(b)(5)(A)(ii), listed below in *Element 1* of this petition are Cottonwood Creek’s LCAP *Goals and Actions to Achieve the Eight State Priorities*.

Element 2 of this petition includes Cottonwood Creek’s LCAP Goals, Actions *and Outcomes*. *Element 3* of this petition includes Cottonwood Creek’s LCAP Goals, Actions, Outcomes, *and Measures*.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential and will be Highly Qualified in subjects taught. 100% of core teachers will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate Highly Qualified status; Business Manager will annually review credential status

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition

SUBPRIORITY C – FACILITIES

GOAL TO ACHIEVE SUBPRIORITY	Students will be provided clean, safe, and maintained learning environments.
ACTIONS TO ACHIEVE GOAL	Students will attend clean, safe, well maintained schools as identified by prioritized needs.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – CCSS IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS.

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u> <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Governing Board
ACTIONS TO ACHIEVE GOAL	Cottonwood Creek Charter School Bylaws state that at least two parent members will serve on the Governing Board.
SUBPRIORITY B	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, Cottonwood Creek administration will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation.
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will co-sponsor at least five community events annually in conjunction with the Charter School Parent Participation Group
ACTIONS TO ACHIEVE GOAL	Cottonwood Creek Administration will meet with leadership of the Parent Club to identify opportunities and events to create and nurture community on campus
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate 	

<p><i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p><i>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	70% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	

GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 96% ADA rate
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents will be informed of absences as specified in Master Agreement
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will retain and promote 85% of 7 th and 8 th grade students
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	

NOT APPLICABLE TO NON-CLASSROOM BASED CHARTER SCHOOL	
SUBPRIORITY B – PUPIL EXPULSION RATES	
NOT APPLICABLE TO NON-CLASSROOM BASED CHARTER SCHOOL	
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School staff and parents will host various community building events and activities throughout the year
ACTIONS TO ACHIEVE GOAL	Charter School will host at least five community events annually in conjunction with the Parent Participation Group
<u>STATE PRIORITY #7— COURSE ACCESS</u> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
<u>STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAINS</u> <i>From the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE	Instructional strategies implemented throughout school day include: CA

GOAL	Treasures Reading Program; Common Core Reading and Writing Lessons; Reading Renaissance Program; small group work, one-to one conferring, reading intervention program; speaking skills to present information, narrative and response to literature.
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	Daily instructions includes: focused and designed instruction; spiraling math curriculum; small group work, one-to one assistance, peer tutorial support, small group after-school tutorial; consultation with the inclusion specialist and collaboration with colleagues to support student goals and learning.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.

G. INSTRUCTIONAL PROGRAM AT COTTONWOOD CREEK CHARTER SCHOOL

Personalized Learning - Two Approaches

Personalized Learning is dedicated to developing individualized learning programs for each child whose intent is to engage each child in the learning process in the most productive and meaningful way. The key attributes that comprise the Personalized Learning model are based upon a solid foundation of the latest educational research findings as to how students learn most successfully, including a strong emphasis on parental involvement, smaller class sizes, more one-on-one teacher and student interaction, attention to differences in learning styles, varied learning environments, and choices in curriculum programs.

Cottonwood Creek Charter has developed two educational choices for families. The first option is a classroom setting where each student receives a “best of both worlds” instructional program of site based instruction and Personalized Learning. The second option for families is a traditional homeschool/independent study program where a student is assigned a Facilitator/Teacher to oversee a full time Personalized Learning program.

Personalized Learning within Site-Based Classes (Monday-Thursday)

It is our belief that site based classes, where students are in a traditional classroom with a classroom teacher, in conjunction with Personalized Learning, can provide students with a “best of both worlds” approach to educational services. Students in Cottonwood Creek’s site classes are able to receive research based instruction provided by a classroom teacher (i.e. direct instruction, cooperative learning) as well as be a part of a Personalized Learning Approach during the week. Each week is front-loaded with site-based instruction as teachers provide classroom lectures, lessons, and learning activities Monday through Thursday from 8:15 a.m. until 1:30 p.m. Cottonwood Creek believes the site-based instruction gives students a better foundation for accomplishing their Personalized Learning tasks assigned to them at the beginning of each Learning Period.

Cottonwood Creek will keep its site class sizes to no more than 22 students wherever possible, so that qualified teachers may offer both direct instruction and personalized learning services to students within the classroom. We will create small communities in our classrooms where experimentation and creativity will flourish and children are known. Research documents the benefits of such structures as having the most positive effect on student achievement, mental health, and student attitudes toward school, for students of disadvantaged, underachieving, and lower socio-economic backgrounds. Students who have difficulty adapting to traditional school settings will find the individualized nature of the personalized learning educational approach especially supportive of their unique needs and interests (Ferguson, 2007; Voltz, 2003).

Personalized Learning in a Traditional Homeschool Setting

Cottonwood Creek also provides the opportunity for families to take part in a traditional Homeschool setting. Students and their families are assigned a Teacher/Facilitator who tailors an individual program for the student. Teacher, student, and parent meet once a week to review previous week’s work and to receive the newly assigned work for the coming week. The key attributes of the Homeschool setting include one-on-one teacher and student interaction, attention to differences in learning styles, student-

driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

How the Program is Implemented

Interested parents or students will contact the school. A pre-enrollment interview is scheduled to ensure that the parents and students understand the model of our personalized learning/independent study approach. An enrollment form (*see Appendix G*) and packet is completed which includes the mandatory immunization information, kindergarten health exam, emergency information, request for the cumulative file, etc. Upon enrollment, parents, students and teachers enter into a Master Agreement (*see Appendix E*) which guides instruction throughout the year. The Master Agreement specifies the classes to be completed as well as other mandatory requirements.

Site-Classes Enrollment: Students that are enrolled in Cottonwood Creek's Site Classes Option commit to being in the site classes Monday through Thursday from 8:15 a.m. until 1:30 p.m. Students receive direct instruction in the core areas of Language Arts, Mathematics, Science and Social Studies. The direct instruction allows students to be better prepared to complete their Personalized Learning tasks. Students and their families receive a weekly schedule of assignments to be completed. At the end of each Learning Period (10 Learning Periods in year), the teacher, student, and parent meet to review work completed. Students that are in site-classes usually can complete about 80-90% of their Personalized Learning Tasks during site class time. The other 10-20% of Personalized Learning tasks are completed on Fridays at home and at home after 1:30 p.m. on Monday-Thursdays.

Traditional Independent Study Enrollment: Following enrollment, the parent/student/teacher team meets regularly to make assignments, evaluate progress, and utilize assessments to inform ongoing instruction. Proficiency in each learning area is monitored and recorded during the completion of assignments. The teacher records whether all assignments have been completed and evaluated, and indicates in the report whether the student is attaining goals, by commenting on progress in the evaluation section of the report. At least 80% of assignments must be completed, or a missing assignment report is issued. If a missing assignment report is issued, mandatory weekly meetings are put into place, and the parent/student/teacher team will begin to evaluate whether independent study is an appropriate placement for the student. A maximum of three missing assignment reports are allowable in a year.

In addition, the Cottonwood Creek Learning Center will house at least 6 computers per classroom for student use. Our library will offer a wide variety of state adopted curriculum, hands-on supplements to the curriculum, manipulative materials, educational software, and videotapes which may be checked out by students. In addition, the library has an extensive collection of fiction and non-fiction books.

H. A Day in the Life of Three Students attending Cottonwood Creek Charter School

As a personalized learning program, Cottonwood Creek Charter School will respond to the needs of a number of different individual students' needs. The following section provides a profile of three fictional students, a review of a day in their school year and the kinds of activities that might take place.

Student: Cindy, 8th grader, Traditional Homeschool Program

Sample Curriculum: Math –CPM Common Core; Spelling – Harcourt; Science – Glencoe Focus on Physical Science, CA Ed.; Social Studies – Glencoe Discovering Our Past, The American Journey to WWI; Rosetta Stone Spanish; Literature – AR & McDougal Littell, The Language of Literature.

After 4 months in public school, Cindy's grades began to slip as well as her self-confidence. Unable to help her rally, Cindy's parents decide to try independent study. Cindy begins her day around 9 am. She must do her math daily to ensure keeping her skills sharp. If a problem is difficult she marks it for further instruction with her parents, her teacher or her math tutor. She does 4 lessons weekly and sees the math tutor twice a week. Her 5th day of math is used for corrections or math tests as needed. Cindy also enjoys attending "math camp" weekly where she gets the opportunity to get help on building block concepts in math where she may be weak. For example: if she is still struggling with fractions she works on fractions with the math camp teacher for as long as it takes to master the skill, but it is done in class and not as part of her core class.

Cindy works on her other core classes (literature/social studies/science) throughout the morning. Two days a week she breaks at 11am and goes to the studio where she takes art lessons. After art she eats lunch then goes to her sewing and quilting class. She also plays softball at the community little league. On Mondays and Wednesdays, she goes to her school site to meet with her teacher to discuss issues, take tests, get help on assignments, etc. She also takes conversational Spanish there to reinforce her learning through Rosetta Stone. Every Friday she attends the school's website design class. She is working on a project with the local library for a book drive and is designing the website they will use to advertise and help direct the book drive. Cindy also enjoys the monthly field trips so she can get to know other kids.

To assist Cindy with keeping on track academically she is tested every 12 weeks. This in conjunction with her chapter tests, portfolios, math tests, teacher observation, monthly progress reports and STAR results helps Cindy to see where her strengths and weaknesses lie.

Support Services: Math tutor twice weekly, time with teacher weekly, classes at the school that work in conjunction with her on line classes.

Student: Thomas, 5th grader, Site Classes

Sample Curriculum: *Math*-Saxon, Standards Plus Common Core; *Language Arts*- CA Treasurers, Standards Plus Common Core, Accelerated Reader, Various Literature Units; *Social Studies*- Scott Foreman's US History, Spectrum Geography; *Science*- McGraw-Hill CA Science, Zingy Science.

Thomas is a very bright 5th grade boy who has a difficult time paying attention in large groups. With a 35 students to 1 teacher ratio at his local school, he's not thriving. He's not behind, but actually advanced, bored and distracted. After entering Cottonwood Creek Charter School's site classes, Thomas begins to thrive with his new educational setting. Site classes are from 8:15am to 1:30pm daily covering all of the core subjects (math, language arts, science and social studies) as well as library time occurring once a week. After school he attends electives for art, technology, flag football, and archery. He is also taking guitar lessons through the charter school. Thomas is very bright at math, so he is allowed to work ahead in the book using the tests to guide his progress. If he does poorly on a test he meets with his teacher to go over the difficult concepts, and retests when he's ready. Science experiments are performed weekly and Thomas gets to help with set-up and clean-up because his weekly work is completed. Now that he has his Fridays free (other than the field trips that he occasionally goes on), he is able to pursue other interests like 4H, youth group at his church, and he has started volunteering monthly at the local food bank. He has also become very interested in technology through his elective. His parents have purchased software that allows him to further explore what he's learned at school in the comfort of their home.

Support: Parents, One-on-one with teacher, Electives, AR, Music, Technology.

Student: Taylor, 2nd grader, Site Classes

Curriculum: Language Arts – Read Naturally/Phonics/Houghton Mifflin Reader/Spelling & Grammar/AR; Handwriting practice; Math – Saxon (handouts); Social Studies – Various Packets; Science – Harcourt.

Taylor starts her day with the Pledge of Allegiance, a patriotic song, and a friendship saying. She then begins a daily language paper led by her teacher. She is given some dictation of sight words and writes them on the back. Next, Taylor works on a grammar lesson out of her Standards Plus language arts book. Her teacher leads this in front with samples and instruction on the screen in the front of the room. Taylor begins to get restless and so she and her classmates stand and do math counting while stretching, stomping, clapping and squeezing. Afterwards, a quick math facts math minute begins followed by a math lesson that is done with the whole group.

After a 15 minute snack, bathroom, and recess break, Taylor returns for group time. Taylor was tested at the beginning of the year and it was determined that she would benefit from extra help in the reading room. She begins the 1st half hour of group time receiving phonics and Read Naturally services in the reading room. She returns to a 20 minute time of seat work doing her language arts practice book monitored by a parent. She then rotates to the classroom teacher of a 20 minute lesson in Standards Plus Math. Next she rotates to the classroom aide for a language arts/spelling/grammar lesson. Now it is noon and lunchtime. After eating and recess, she returns for the afternoon period. On Monday, her class goes to the library for a story, lesson, and checkout by the library tech. On Tuesday her class has a ukulele lesson from a band teacher. On Wednesday, her class does a social studies or science lesson. On Thursday, the Accelerated Reader Program is emphasized and quiz results are printed out and rewards are given.

After school Taylor can take ballet on Monday, choir on Tuesday, and/or fiddle on Wednesday during the after school elective program.

Support: Parents, teacher, Learning Center, Read Naturally, SIPPS, AR, Music, Ballet.

I. Attendance Accounting and Independent Study Law Compliance

Cottonwood Creek will offer, at a minimum, the same number of minutes of instruction as required by law set forth in Education Code § 51745 et seq. and its implementing regulations. There is no typical school day as each child is on a personalized learning plan as designed by the collaboration of the parent, student and teacher.

Cottonwood Creek will comply with all applicable independent study laws including, but not limited to, California Education Code Sections 51745, et seq.; 47612.5; 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705; and 19850-19854. These laws require, among other things, that Cottonwood Creek will operate pursuant to an adopted independent study Board policy, each student will have a Master Agreement; and Cottonwood Creek must file for a funding determination as a condition of funding.

J. Sample Site-Classes Daily Schedules

CCCS operates on a non-classroom based calendar of 175 instructional days. Site-classes on Monday through Thursday begin at 8:15 am and end at 1:30 pm for all students, including kindergarten. CCCS also offers an after school elective program from dismissal until 2:30 p.m., where students are provided homework assistance and a variety of elective and enrichment classes.

Sample K-5 Site Classes Schedule (Monday-Thursday)

Time	Minutes	
8:15 – 8:30	15	Homeroom / Morning Meeting
8:30 – 9:50	80	Morning Groups and Stations (Reading and Math)
9:50 – 10:05	15	Recess
10:05 – 11:55	110	Math / Standards Plus Read Aloud / History / Social Science Reading Intervention
11:55 – 12:40	45	Lunch
12:45 – 1:30	45	History / Science
1:30 – 2:30	60	After School Electives

Sample 6th-8th Grade Site Classes Schedule (Monday-Thursday)

Time	Minutes	
8:15 – 8:30	15	Homeroom / Morning Meeting
8:30 – 10:05	95	<i>Students rotate all morning (English, Math, Science, Technology)</i>
10:05 – 10:25	15	Recess
10:25 – 12:00	95	Junior High Rotation Continues
12:00 – 12:40	40	Lunch
12:45 – 1:30	45	History
1:30 – 2:30	60	After School Electives

K. Academic Calendar for 2014-15

The 2014-15 CCCS instructional calendar generally follows the Cottonwood School District calendar. Since Cottonwood Creek follows a non-classroom based calendar, there are 175 instructional days.

Teacher Workdays / Staff In-Services	August 20 –August 22
Back to School Night	August 21
First Day of Instruction	August 25
Labor Day	September 1
Learning Period 1 Ends	September 19
Learning Period 2 Ends	October 10
Learning Period 3 Ends	November 7
Veterans' Day	November 11
Thanksgiving Break	November 25-28
Learning Period 4 Ends	December 5
Winter Break	December 22 - January 2
End of First Semester / L.P 5 ends	January 16
Martin Luther King, Jr. Birthday	January 19
Lincoln's Day	February 9
Learning Period 6 Ends	February 13
Presidents' Day	February 16
Learning Period 7 Ends	March 6
Learning Period 8 Ends	March 27
Spring Break	April 6-10
Learning Period 9 Ends	May 1
Memorial Day	May 25
Last Day of Instruction / L.P. 10 ends	May 29
Teacher Work Day	June 1 (Pupil free day)

L. Teaching Methodologies

Cottonwood Creek Charter School uses the following, broadly described teaching methodologies to address the State Standards:

Personalized Learning

Personalized Learning is dedicated to developing individualized learning programs for each child whose intent is to engage each child in the learning process in the most productive and meaningful way. The key attributes that comprise the Personalized Learning model are based upon a solid foundation of the latest educational research findings as to how students learn most successfully, including a strong emphasis on parental involvement, smaller class sizes, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

Direct Instruction

Direct Instruction is an intensive instructional method based on the theory that learning can be greatly accelerated if instructional presentations are clear and concise. The basic components of direct instruction are (1) Setting clear goals for students and making sure they understand these goals; (2) Presenting a sequence of well-organized assignments; (3) Giving students clear, concise explanations and illustrations of the subject matter; (4) Asking frequent questions to check for understanding; and (5) Giving students frequent opportunities to practice what they learned.

Backward Design of Curriculum Materials

Cottonwood Creek Charter School faculty will collaboratively plan units of study with an emphasis on mastering the California State Standards, using the 'backward design' guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to "begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences."

Data-driven Decision Making

Formative and summative assessments results are used to inform instructional practices on a regular basis, including decisions about cooperative learning groups, instructional materials, targeted intervention, and enrichment. Assessment results guide ongoing professional development and staffing.

Differentiated Instruction That Addresses Multiple Intelligence Theory

Our emphasis on Howard Gardner's Multiple Intelligence theory embraces the notion that an educated person in the 21st century is one who has developed a broad range of skills and interests. Gardner identifies eight intelligences:

Linguistic intelligence, Logical-mathematical intelligence, Musical intelligence, Bodily-kinesthetic intelligence, Spatial intelligence, Interpersonal intelligence, Intrapersonal intelligence, Naturalist intelligence

While all students are required to become proficient in the verbal and mathematical intelligences measured by standardized tests, our multiple intelligence approach also values the other intelligences as distinct from each other and supporting of each other.

Visual and Performing Arts Integration

The positive impact of the arts on learning has been widely documented in academic research examining a variety of arts education programs using qualitative and quantitative methodologies. Scholars agree that the arts have encouraged students to approach subjects more analytically and creatively, eliciting higher levels of engagement in classroom learning and therefore increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002).

It is well documented that arts education helps develop analytical and critical thinking skills, elicits higher levels of classroom engagement, and triggers creativity, all of which leads to increased academic achievement (Winner and Hetland, 2002; Catterall, Chapleau, and Iwanga, 2002; Burton, Horowitz, and Abeles, 2002). High arts-involved students also watched fewer hours of TV, participated in more community service and reported less boredom in school. (Catterall, 2002.) Another study found that students exposed to arts education were better able to understand relationships among different experiences, view problems from different perspectives in order to work towards a solution, construct and organize ideas, and maintain focus over lengthier periods of time. (Brice Heath, 2002.)

Family and Community Involvement

Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students' success throughout their lives. According to *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002*, a federally-funded research synthesis produced by the Southwest Educational Lab, multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations
- Improvement in student attitude and behavior
- Improved parent and child communication; positive parent - teacher interaction
- Increased community support for schools
- Increased rate of homework completion
- Higher test scores and grades
- Fewer referrals and placements in special education

- Higher graduation rates
- Higher enrollment rates in post-secondary education

M. Methodologies and Instructional Program Address the Needs of Our Target Population

The methodologies described above are implemented on a daily basis to provide all our students access to a research-based instructional program that meets their individual academic needs. As Cottonwood Creek is a K-8 span school, we have looked at our results both through a whole school lens as well as through an elementary vs. middle school lens. Also, our analysis has focused on our targeted subgroups of socio-economically disadvantaged and minority students.

Overall, Cottonwood Creek does an excellent job meeting the needs of our target population in all subject areas as evidenced by the data shared at the beginning of this petition.

N. Scope and Sequence of Skills to be Taught / Core Academic Areas

CCCS teachers will continue to implement an academically challenging integrated K-8 curriculum, incorporating state-adopted materials while focusing on the innovative instructional approaches detailed above.

Cottonwood Creek Charter School will continue to have a strong core academic program that includes language arts, mathematics, science, history/social science, and health/physical fitness. It will provide an enrichment curriculum that includes fine arts, music, and technology. Students will be expected to be active in the community through various community service projects. The curriculum at Cottonwood Creek will be aligned with the State Standards.

Below is a summary of our core academic areas:

Mathematics

Cottonwood Creek's Mathematics program is designed to prepare our students to be major contributors to the complex society in which they live. In order to achieve this goal, we present our students with multiple, varied opportunities to experience Mathematics as a discrete discipline and across the curriculum. Our program is built upon the California Common Core State Standards and upon an incremental approach to mathematics instruction.

Cottonwood Creek Charter School utilizes the Saxon Math Program as the primary math curriculum for students in all grades (K-5). Our K-5 classes supplement their Saxon Math Program with the Standards Plus Common Core Math Program.

How Saxon Addresses the Research

In *Saxon Math*, each increment builds on the foundation of earlier increments, leading students to a deeper understanding of mathematical concepts. The incremental instruction of related increments is carefully distributed throughout each grade level, ensuring that students have the opportunity to master each increment before being introduced to the next related one. A study by Imrisek (1989)

found that a group of sixth-grade students using the Saxon text scored significantly higher than a non-Saxon group on the posttest and that the Saxon group was exposed to a larger amount and wider variety of subject matter than the non-Saxon group. A number of research studies have shown Saxon's incremental approach to be effective. In 1984 Klingele and Reed explicitly identified incremental development as a point of study, comparing Saxon's approach to a nonincremental teaching approach. They found significantly larger test-score increases with the Saxon group, which used the incremental approach. Hansen and Greene (2000), whose investigation found that Saxon students exhibited greater growth in math achievement than students using a non-Saxon text, noted that "many students attribute their success in math to Saxon's incremental style." In a textbook evaluation Klein and Marple (2000) pointed out that an attractive feature of the Saxon program is the development of mathematical concepts using methods that are gradual, systematic, and accessible to students.

In Addition to Saxon at the K-5 levels

Our math program also guides our students in the development of strong mathematical Reasoning skills that is fundamental in developing the basic skills and conceptual understanding for a solid mathematical foundation. The cornerstone of our Mathematics program is: exploration, discovery, application, analysis, synthesis, and evaluation. (Bloom). The Standards Plus Common Core Math Program provides our primary grade students with the necessary mathematical skill set to be global mathematical thinkers. We allow extra time in each mathematics period for exploration and discovery. Reflection is an important part of our program. Our students utilize journal writing and group discussions to demonstrate their understanding of the concepts. They also draw models in their journals to reinforce their comprehension. Our program allows our students to understand the why and when to use a procedure, as well as how to use a procedure. Additionally, our students create hypotheses for extensions of concepts and test their hypotheses. Our students use manipulatives, including, but not limited to: unifix cubes, tangrams, geoboards, attribute blocks, base ten blocks, pattern blocks, geometric solids, protractors, compasses, and calculators to explore concepts.

CPM Math at 6th-8th grades

Cottonwood Creek's 6th-8th grade students receive their mathematics instruction from the **CPM (College Preparatory Mathematics) Program**. CPM began as a grant-funded mathematics project in 1989 to write textbooks to help students understand mathematics and support teachers who use these materials. CPM is now a non-profit educational consortium managed and staffed by middle school and high school teachers that offers a complete mathematics program for grades six through 12 (Calculus). CPM provides:

- Professional development programs for CPM and non-CPM teachers
- Curriculum materials (standards- and researched-based) that use problem-based lessons, collaborative student study teams and spaced practice with course concepts.

- Learning strategies that are consistent with the Common Core State Standards and other models such as the strategies identified as effective by Dr. Robert Marzano at McRel.

Mathematics is a dynamic discipline at Cottonwood Creek Charter School. It creates an opportunity for students to see its connectedness across the disciplines and in the real world. Our goal is not just to create competent mathematicians, but students who will be the innovators and inventors of tomorrow.

English/Language Arts

The Cottonwood Creek Charter School's Language Arts program is designed to provide students with the foundational skills necessary to be leaders in the twenty-first century. Our learning environment is challenging and nurturing, and systematically sequenced for student success. The goal is to prepare our students to be major contributors to the complex society in which they live. To achieve this goal, we present our students with opportunities to experience reading and writing as discrete disciplines by which they gain the tools necessary for optimal learning across the curriculum.

Our primary objective is to assist students in mastering the skills for English Language Arts specifically in the four strands outlined in California's Common Core State Standards: Reading (including word analysis, fluency, systematic vocabulary development and comprehension), Writing (including the alphabetic principle, strategies and applications, and the writing process), Speaking and Listening (including following one to four step instructions, summarizing, and paraphrasing), and Language Conventions (including punctuation, grammar, spelling).

In order for our students to fully engage in their learning and reach their own personal best, they must have the necessary tools to do so. Our English Language Arts curriculum provides them with these tools. The English Language Arts curriculum is utilized and emphasized throughout and across the other disciplines, which constitute the remaining instructional school day. By continuing to keep students accountable for and aware of the reading and writing skills used to study other subjects, we help them make connections between the standards and between skills and strategies.

For the primary grades, the focus and emphasis in English Language Arts is on decoding and word recognition, reading and writing fluency, vocabulary development, comprehension with some analysis of text, and composing correct sentences in order to communicate ideas. In grades three through five, students will continue to improve word analysis, fluency and systematic vocabulary development that were begun in the primary grades. The California Treasures Program is the core Language Arts Curriculum for grades K-5.

Sixth through eighth grade students receive daily reading instruction that exposes them to a range of texts and tasks. Our junior-high students are taught how to analyze complex reading passages, comparing and contrasting different aspects of the text.

Students in grades six through eight also begin to use the research process and a variety of learning resources and technologies as tools in preparing various types of reports and presentations. Each year in their writing, 6th-8th graders will demonstrate increased sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas.

Due to the fundamental skills of reading, writing, speaking and listening presented in the English Language Arts curriculum, our students will learn and practice these skills for mastery as they use them continuously across the curriculum. Our goal is not only to create students who will be literate contributors to society but will also be the leaders for a better tomorrow.

Reading Renaissance and the Library at Cottonwood Creek

All grade levels at Cottonwood Creek utilize the Reading Renaissance Program as part of their English Language Arts Program. Teachers have been trained to assess students throughout the year utilizing the STAR Reading Assessment, set quarterly reading goals for each student based on their ZPD (Zone of Proximal Development), and track and monitor progress as each student reads and takes comprehension tests in order to reach their reading goal.

Our library plays an important role as it supports our Reading Renaissance Program. The Library has been developed over the last two years. We were able to purchase 1,873 books from the beginning reading level to the advanced reading level. The majority of the books are fiction and supports the accelerated reader program. The non-fiction was chosen mainly for the support of the science and social science curriculum. We have about 200 active patrons who use the library on a weekly basis. In our first year, students and staff checked out around 4,000 books in the library. This year we are even more active and project circulation at around 5,500 books.

The library is staffed by a library tech. She is able to be in the library Monday through Thursday for 2 hours in the mornings. This enables the 5th grade through junior high students to access the library. In the afternoons, she has scheduled time with the Kindergarten through 4th grade classes. This includes story time, library skills instruction, and checking out. We also have a credentialed library and media teacher on campus that oversees the library and has it open and available every day after school for one hour. Our home school program also has access to the library through one of our home school teachers.

We are still actively developing our library and looking at ways to increase our inventory as well as the library availability over the summer months.

History/Social Science

Cottonwood Creek Charter School's History/Social Science program is also designed to stimulate discovery in all students. Our goal is to prepare our students to be historically, ethically, culturally, geographically, economically, and socio-politically literate citizens in the complex society in which they live. To achieve this goal, we present our students with varied opportunities to explore and experience History/Social Science.

Cottonwood Creek Charter School places strong emphasis on its students' social development in the primary grades. Students learn how to work together in the school community: as a whole, in the classroom, and in a variety of group settings. As our students progress through the grades, they further develop social skills and a sense of responsibility towards themselves and others in the community. Additionally, in the primary grades our curriculum focuses on understanding now and long ago. Students begin with very basic opportunities to further develop their understanding of times past. They grow to understand cultural diversity now and long ago. Basic understanding progresses to the next level through a historical study of cultural diversity leading up to the present, including the influence and contributions of diverse, ordinary and extraordinary people.

Literature is used extensively throughout our primary History/Social Science curriculum. Teachers read to students. Students read and discuss biographies and autobiographies of famous and ordinary people, myths, fairy tales and historical tales with emphasis on cause and effect, bravery, leadership, and life in times past. From fourth through eighth grades, our students further refine social skills, as they become more active members of our school community. They begin to utilize their understanding of community and social responsibility to participate on and more actively support our various councils. They grow in an understanding of the democratic process as they run for specific offices and execute the duties and responsibilities of each office. Experience on councils will translate into a better appreciation and understanding of democratic values and good citizenship.

Literature, art, music, science, and mathematics will be integrated extensively throughout our History-Social Science program for our students in grades four through eight. Our students will read from a variety of biographical sources, both primary and secondary, to further their understanding of the role of key individuals in the development of various societies and cultures. They will read a variety of historical novels to gain information about life experiences during various periods of history, in various circumstances, and in various cultures. They will experience major examples of music and art of various periods and their influence to the development of cultures. Finally, they will explore the contributions of various mathematicians and scientists throughout the ages. Our goal is that our students will recognize that these courses of study are only the beginning of a lifelong journey in understanding the culture of all nations, including our own.

Science

Cottonwood Creek Charter School's Science program is also designed to stimulate discovery in all students. Our goal is to prepare our students to make meaningful contributions to the complex society in which they live. To achieve this goal, we present our students with varied opportunities to experience Science.

Our program in grades Kindergarten through eight is built upon the strands of the California Next Generation Science Standards (NGSS). The foundation of our Science program is built on: exploration, discovery, application, analysis, synthesis, and evaluation. (Bloom, 1956). We develop a scientific inquiry in our students by asking meaningful questions and conducting careful investigations. Our Science curriculum in grades Kindergarten through five focuses on a limited number of topics in each strand. This allows students a more in depth study of the topics. Topics include, but are not limited to, plants, magnetism, ecosystems, weather, water cycle, motion, energy, rocks and minerals.

Sixth through eighth grades revisit the strands studied in the lower grades in more depth. Students are able to build on their prior knowledge base as well as dispel some of their previously held assumptions with new information as they clarify their ever-evolving model of the world. Topics in the sixth, seventh and eighth grades include: topography, tectonics, heat, ecology, resources, cell function, structure and functions of systems in the human body, simple machines, motion and force. Students in the seventh grade will create a simple machine to help them perform a daily task. They will present their machines to the entire school community and explain how the machines help them save time and energy. All students in sixth through eighth grades will participate in our annual Science Fair. They will select a topic with the guidance of their science teacher. Students will then make a characterization from experience and observation; develop a hypothesis to explain their characterization; predict the possible outcome of their hypothesis; perform experiments to confirm or negate their hypothesis; and publish their findings. Students will meet regularly with their Science teacher to discuss their progress and any problems they may be encountering. Our students' projects will be displayed for the entire community to view. Experts from various fields of Science will be invited to judge the Science Fair entries. Students will make oral presentations to these experts to defend their projects.

Physical Education/Health/Nutrition

The physical well-being of our students, currently and in the future, depends on direct instruction and opportunities for them to practice and apply knowledge and skills related to a healthy lifestyle, including physical activity and nutrition.

Classroom teachers incorporate health and physical education into core content areas during the regular school day. Beginning in kindergarten, topics such as nutrition, diet, healthy choices, interpersonal relationships and conflict resolution are introduced and built upon at each grade level.

All students learn about fitness, physiology and practice maintaining proper health by developing responsible lifelong habits in and out of the classroom. The knowledge and skills important for students to know and do may include: food pyramid guidelines, types of food and nutritional values, exploration of food labels, eating patterns among certain cultures, long-term consequences of dietary habits, variables that affect dietary requirement, such as age, amount of activity level, weight and other health conditions.

The upper elementary grade levels also participate in a drug and alcohol awareness education program to reinforce good decision-making and positive self-esteem. Information sessions for parents on health issues such as nutrition and disease, and socio-emotional well-being are provided as needed during grade-level meetings. Residents in fields such as medicine and dentistry from local universities visit the school as guest speakers to promote healthy lifestyles that include eating habits, dental hygiene and personal care. These professionals give students exposure to various healthcare careers.

Fine Arts

The value of the fine arts curriculum in the elementary school environment supports students' multiple intelligences, various learning styles, and a well-rounded education of the whole child. As part of our curricular efforts, our fine arts program includes visual and musical arts, in addition to theater and performance arts as part of our elective classes. We have incorporated the California Fine Arts Framework's five strands into our music, visual and theater arts curriculum: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications. Our Fine Arts Instructors will address these specific strands and strategies across the curriculum to enhance and support student learning and by creating opportunities for students to express themselves.

As part of the after-school elective program, the CCCS Art Teacher introduces artifacts, paintings, drawing, architecture, and sculpture that enhance student knowledge of art history. Students also compare the art for similarities and differences between different cultures. Additionally, the Art Teacher collaborates with classroom teachers to develop projects that connect to and expand concepts and vocabulary in English language arts, social studies, science and mathematics. For example, fifth graders studying Native Americans researched artifacts of different tribes and created replicas based on pictures and written reports detailing their functions and artistic characteristics.

Music and Dance

At CCCS, students in Kindergarten through third grade receive one hour of weekly music instruction. Kindergarten students participate weekly in the Kindermusic Program which focuses on rhythm, movements and beginning music tones and sounds. 1st grade students receive Recorder lessons throughout the year as students learn beginning sounds and notes. All 2nd and 3rd grade students receive weekly Ukulele lessons. Ukulele serves as a great strings instrument introduction as many of our 2nd and 3rd students transition to Guitar, Fiddle, or Violin in 4th-8th grades. As part of Cottonwood Creek's after school elective program, 4th-8th have a variety of music classes to choose from: Guitar, Piano, Fiddle, Violin, Drums, and Choir.

Dance has become a very important part of Cottonwood Creek's Elective Program. Ballet, Tap and Hip Hop are all taught throughout the year by trained dance instructors. Students perform dance routines throughout the year, including at Open House, The Winter Festival, and the local Cottonwood Rodeo Parade.

The ballet elective program at CCCS has enjoyed considerable success. It is one of the most popular electives, filling the cafeteria with two dozen enthusiastic kindergarten thru third grade ballerinas. Students routinely practice the basics of ballet, perfecting their plies and arabesques at the barre and across the floor. Not only are students learning the importance of pointing their toes and lifting their chin, but also that of discipline and respect. The CCCS ballerinas performed twice (a small recital in October and an homage to the Nutcracker in December) on the campus's stage to showcase their hard work.

Technology

Students use technology to build and enhance communication, research and problem -solving skills, and globally connect the school community with people and information. As noted by the CDE's Technology Frameworks, computers and other types of technology can amplify the resources teachers have available to offer students, through up- to-date information and online access to content experts. Additionally, software-based reference materials offer extensive information and resources.

Wherever possible, different forms of technology are integrated into core content areas to reach all types of learners. For example, English Learners and other students create overheads of diagrams or figures to demonstrate comprehension of the water cycle and record scripts on audiotape to accompany the overheads. Other inquiry- based activities, such as web quests, are designed to challenge students to interact with resources on the Internet to gather information and solve problems. Teachers develop web quests around any topic to challenge more advanced students or provide additional reinforcement for academically at-risk students.

For middle grades in particular, CCCS recognizes the need to provide students with an understanding of and capability to use current and emerging media and technology. Technology instruction is woven throughout subject areas so that as students move on to high school they will do the following:

- Know how to access pre-selected sites on the Internet and use e-mail as a means of electronic communication.
- Know the value of keyboarding and be able to demonstrate its proper use.
- Know the impact of technology on society and understand how to be an ethical user of technology.
- Know how to create and use a spreadsheet as a tool to present and graph real data.
- Know how to create and use a database as a tool for storing and accessing information.
- Know how to use the computer to design a presentation and publication for disseminating information.

- Know how to use management and systems features common to multiple platforms and applications.

Many technology topics are integrated within the core subjects. Students in grades 6-8 have access to individual laptop computers with cameras, an LCD projector, a printer, and a digital video camera. These tools are used to enhance understanding and apply content knowledge in core subject areas. In addition, sixth and eighth grade students participate in a semester -long technology elective to provide opportunities for more focused presentation of technology topics.

O. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES

CCCS aims to utilize state-adopted textbooks and materials identified within each curricular area, and selects supplemental instructional materials that are in line with our mission and vision.

Currently, CCCS uses the following instructional materials:

- **Language Arts** – California Treasures Language Arts (K-5); Houghton Mifflin English (6-8); CSU Expository Reading and Writing (6-8); Read Naturally (K-5); Zaner Bloser Spelling Program (4-8); Reading Renaissance Reading Program (K-8); Standards Plus Language Arts supplemental program (K-5).
- **Math** – Saxon Math (K-5), Standards Plus Math (K-5); College Preparatory Math (6-8); Accelerated Math (5-8).
- **History/ Social Science** – Houghton-Mifflin (K-5, supplemented by thematic units), Glenco Social Studies (6-8).
- **Science** – Glenco Science , GEM materials supplemented by thematic units (K-5), Zingy Science, supplemented by thematic units & science fair units (6-8).

Grade level teachers meet and advise the principal as to areas of need and recommended books and materials for the following year. Curricular adoptions will be implemented by school leaders and purchased well enough in advance to ensure timely implementation. Most importantly, all curricular materials must have a proven record with our targeted student population and must have been developed through sound, research-based methods that utilize the latest information on teaching, learning and brain functions. Curricular materials are also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs.

P. FIELD TRIPS

Listing of 2012-2014 Classroom Field Trips

Not only do students experience lessons outside of the classroom related to the arts, but they also go on a number of other trips supporting their studies in ELA, history, science, and math. In recent years, our students have experienced the following field trips led by CCCS classroom teachers.

- Burney Falls
- Subways Caves / SpatterCone Trail
- Shasta Caverns

- Turtle Bay Museum
- Shasta Dam
- Apple Hill / Sacramento
- Mt. Shasta Ski Park
- Mt. Shasta Ice Skating Rink
- Coleman Fish Hatchery
- Whiskeytown Lake Nature Hike
- Whiskeytown Kayak Tour
- Hawes Farm and Ranch
- West Valley FFA Farm
- Shasta County Farm Day / Shasta District Fairgrounds
- Sierra Cascade Logging Conference
- Sierra Cascade In-Woods Logging Demonstration
- Barry R Kirshner Wildlife Sanctuary
- Ide Adobe State Park
- 8th grade California Coast Camping Trip

Q. TEACHER RECRUITMENT

Administrative recruitment and orientation of highly qualified, experienced and dedicated employees ensures that the entire school team – teachers, counselors, special education providers, instructional aides, community volunteers and classified staff – share a single vision of an engaged, disciplined student body focused on high academic achievement. To ensure that employees are as good the school's culture, we have developed an extensive recruitment and hiring process.

Staff members are recruited through various communication channels, including local newspapers, education networking websites, the school website, local universities and word of mouth referrals. CCCS engages in a thorough review of the qualifications of candidates that apply for employment at the school. The Principal and other instructional leaders review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. The Principal and a hiring committee consisting of teachers interview the candidates. All candidates are asked to teach a lesson to a classroom of students at CCCS then debrief on the strengths and weaknesses of the lesson. In some cases, the hiring committee may observe candidates teaching a lesson in their current classrooms. Following interviews, instructional leaders contact references, review letters of recommendation and notify each person of their status once a decision is made. Candidates that are offered employment receive a written offer of employment from CCCS. In addition, CCCS verifies the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state and ESEA requirements to teach the subject that he/she is being hired to teach.

R. PROFESSIONAL DEVELOPMENT

The goal of professional development at CCCS is to allow faculty to reflect on teaching practices, analyze student outcomes, revise and assess instructional practices, attend training tailored to teachers' needs, and create professional learning goals at the beginning of the year and during each quarter. CCCS utilizes a combination of reflective professional development and both formal and

informal opportunities for training.

The Principal is primarily responsible for leading professional development, including selecting professional development topics that are data-driven and aligned with school -wide learning expectations. Informal and formal assessments drive professional development topics including: daily assignments, teacher observations, writing samples, teacher-generated quizzes and tests, student presentations and required benchmark and CAASPP testing data. The faculty collaboratively analyzes disaggregated assessment data to address curriculum modifications and specific instructional strategies to achieve performance goals. Teachers also individually determine professional development topics based on their specific needs and interests as they reflect on curriculum development, instructional strategies and their current student population.

The Principal leads teacher training, using both regular informal classroom visits and bi-annual formal observations and evaluations as opportunities to reflect with teachers on their practice during weekly or bi-weekly check-ins with each teacher. A BTSA Support provider meets separately with new teachers to provide them with individualized induction plans that support standards-based teaching and differentiated instruction. Teachers also observe each other, collaborating both at grade level and across grade levels. Cross grade-level development time helps to build continuity of academic content, school-wide behavioral standards, academic vocabulary and performance expectations. Teachers share lesson plans, instructional materials, booklists, internet resources and behavior charts for individual reinforcement of positive behavior goals.

S. CCCS WILL ADDRESS THE NEEDS OF ALL SUB- GROUPS, INCLUDING AT-RISK STUDENTS

Teachers assess all new students, and administer baselines assessments to returning students. These evaluations are derived from the State Standards and local assessments. Throughout the year, teachers also assess students through informal measures such as checklists, running records, class work and observations, and through more formal means, such as CAASPP testing and quarterly benchmark assessments. At this point, instructional modifications such as differentiated instruction, scaffolding, and alternative assignments are used to address the needs of individual students. In addition, teachers provide individualized instruction for students during class, at break, or after school.

Plan for Students At Risk of Low Achievement

Student Success Team

Despite the many strengths of the school's programs, methods, and organizational design, additional support may be necessary in instances when students are not making satisfactory academic progress or when their behaviors are impeding their own progress or the progress of others. On those occasions, after classroom interventions have been tried and documented over time with limited success, a referral to the Student Success Team (SST) will open a new pathway of support to students.

The purpose of the SST is to ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school's resources. A request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST is comprised of the referring teacher, an administrator, the student's parent/guardian, and a translator when necessary. Additional team members are added as appropriate to each student (e.g. additional teachers or instructional aides who work with the student, counselors or other support

providers working with the student in or outside of school, or additional administrators). When appropriate, students are asked to participate. The team meets in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. In accordance with CDE guidelines, the SST is a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers and school administrator identify the student's strengths and assets upon which an improvement plan can be designed.

The SST process begins by clarifying the student's strengths and other known background information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan which includes modifications and supports to be provided by the teacher as well as other intervention strategies for the family to implement at home and outside of school, along with a timeline for successful intervention. A designated, qualified lead faculty member with experience and training in Special Education, ELL and other support services will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development, below.)

Following the implementation of an SST plan and mandatory first follow up meeting, if concerns continue a second follow up meeting may be set where revisions to the original SST plan are discussed. Upon enrollment at the school, parents will receive the required information about what to do when they know or suspect their child may need additional supports or when parents are puzzled about their child's development.

Intervention Program

Following each cycle of assessments, all teachers analyze student data in order to address the needs of students performing below standards/expectations. Upon identifying students who are under-performing, teachers in conjunction with instructional aides prepare the strategies to be used for re-teaching and intervention.

In order to implement these interventions, teachers have the support of instructional aides, after school intervention program teachers, and resource teachers in the case of students with identified special needs. CCCS currently employs 4 part-time instructional aides, allowing all K-3 teachers to get between 60 minutes and 140 minutes of aide time a day, depending on grade level. Many of these instructional aides have extensive experience working in academic settings, making them a valuable resource for effectively differentiating instruction. Cottonwood Creek Charter's after school intervention program serves between 15 and 20 students each year, allowing extra time (generally two hours/week for students in need of support in language arts and one hour/week for students struggling in math) outside of regular school hours for students most in need of support. Intervention classes are taught either by classroom teachers or by instructional aides. Instructional aides are often able to work with the same grade/subject area that they support during the school year, allowing a great deal of continuity between intervention inside and outside of school hours.

Early Intervention

Early Intervention is a function of general education and provides Response to Intervention (RTI) for the Charter students. Every student/parent receives an interview during the enrollment process, which also serves as an opportunity to identify students with existing IEPs, 504 plans or students who may be at risk for failure within the school system. Teachers give additional attention to any identified needs at

this point of entry for accommodations or modifications to general education program curriculum and/or instruction. Cottonwood Creek teachers begin carefully monitoring the progress of these students to assure programs are appropriate and success is being experienced.

When cumulative records are received for transferring students, a clerical staff member reviews each file specifically looking for evidence of special education participation, 504 plans and English Language Learners that may not have been identified in the enrollment process. When these documents are found, appropriate teaching staff is immediately notified to begin the process of follow-up with the TEACHER who will review this information with parents as needed.

Students eligible for special education will be given every opportunity for meeting their academic needs within the least restrictive environment of the general education programs. Cottonwood Creek plans to use various proven intensive interventions to provide appropriate programs for all students including, but not limited to:

- Modifications and accommodations on IEP and 504 plans;
- Student Success Team meetings featuring response to intervention;
- Individual and small groups tutoring services offered by teachers and other credentialed staff;
- Missing assignment follow-up weekly meetings;
- Reading Specialists and highly qualified tutors;
- Supplemental curriculum programs such as Total Reading, SIPPS, Read Naturally, Accelerated Reading, and Accelerated Math.

These programs will be reviewed and evaluated annually for effectiveness. Potential new programs that meet our rigorous standards are researched and adopted yearly by the school if appropriate to provide options for different tiers of intervention necessary to meet the changing needs of the diverse student population.

Plan for Students Who Are Academically High Achieving

Students who are high achieving and self-motivated are pro-active in selecting projects and establishing timelines for completing work. In collaboration with the team of student/parent and teacher, the following options are available:

- Weekly tutoring in challenging classes
- Curriculum supplements that are designed to challenge high-achieving students
- Extracurricular Activities through Vendor Course Instruction and Work Experience
- Peer Mentoring

Real time interaction with a highly qualified, ESEA-compliant teacher is a requirement in our core subject areas. The charter also uses a variety of state adopted curricula, which include customized instruction for universal access to less proficient students, English learners, and advanced students. Teachers attend numerous trainings throughout the year designed to enhance their ability to personalize instruction for each type of learner.

Plan for English Learners

Cottonwood Creek, in accordance with our mission, considers the individual student's needs and learning style, and the family's needs when choosing their particular English Language Learner (ELL) instructional approach. Cottonwood Creek ensures that its ELL students have full access to the school's curriculum.

Cottonwood Creek meets all applicable legal requirements for ELLs as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Cottonwood Creek implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

- Home Language Survey: Cottonwood Creek administer the state-required home language survey upon a student's initial enrollment.
- CELDT (California English Language Development Test): Any new student who indicates on the Home Language Survey that English is not their native language will be administered the CELDT within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

- Primary Language Proficiency Assessment: In addition to taking the CELDT within the first 30 days of enrollment, any student whose Home Language Survey indicates that English is not their native language spoken at home will also take an assessment in their native language within 90 days when such an assessment is available.
- Any new student who is thereby identified as an English Language Learner will be referred to the Area Coordinator Educator to ensure that he or she is assigned to a qualified Personalized Learning Teacher (Teacher) who holds CLAD or BCLAD certification.

Strategies for English Learner Instruction and Intervention

A Language Development Team (LDT) made up of the parents and student, the Teacher who holds the CLAD or BCLAD certification will oversee all ELD instruction, and others involved in the student's instruction. LDT will work closely with the Teacher, and together, the team and teacher will come to a consensus on the selection of the ELL student's curriculum. The team will train parents in the use of adopted curriculum, evaluating the student progress at each meeting, and modifying curriculum and support, based on imbedded assessments. English Language Learners will meet with their Teacher a minimum of once each week.

All programs chosen for an ELL student will address the progress of the student through these four important steps to English mastery:

1. Oral, Aural, Reading and Writing Comprehension

2. Oral Language Production
3. Guided Reading and Writing
4. Independent Reading and Writing

Our instruction will be primarily in English, utilizing such approaches as Specially Designed Academic Instruction in English, (SDAIE), to help ensure that ELL students comprehend the curriculum material. ELL students at Cottonwood Creek will also receive additional classes that focus exclusively on English language development skills, to be provided either in a tutoring program at home or on the school site with a CLAD or BCLAD certificated teacher using direct instruction and/or using specialized curriculum.

The English Language Development (ELD) Standards will provide the basis for instruction: This set of California state content standards for English Language Learners in grades K-12 will be utilized by the teacher to inform and guide instruction. These standards address English language development skills in listening, speaking, reading, and writing. Students will be designated as Fluent English Proficient (FEP) according to the State's criteria for reclassification on the CELDT and CST, along with teacher and parent input. All teachers will be provided professional development opportunities in order to improve their skills when working with English Language Learners.

Plan for Students with Disabilities

Overview

The Cottonwood Creek Charter's personalized learning approach provides an individual plan to all students in the general education program through the Master Agreement (MA). The MA is required by Independent Study laws and as such defines the specifics of the personalized learning/general education plan for each student. This plan is then enhanced by the special needs student's Individualized Education Plan (IEP) to provide an additional level of specificity for the individual student's educational program design.

Cottonwood Creek shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA").

Cottonwood Creek is categorized as a public school of the District in accordance with Education Code Section 47641(b).

Cottonwood Creek shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

Section 504 of the Rehabilitation Act

Cottonwood Creek recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site

administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEIA"

The following description regarding how special education and related services are provided and funded is included below for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter, and is not binding on the District. The specific manner in which special education and related services are provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of Cottonwood Creek and the District, which MOU shall be executed following approval of the charter renewal petition. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services are provided by the Charter School and the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and Cottonwood Creek as agreed upon in a MOU:

Cottonwood Creek shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). Cottonwood Creek shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, Cottonwood Creek reserves the right to make written verifiable assurances that Cottonwood Creek shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Cottonwood Creek seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. Cottonwood Creek will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. Cottonwood Creek will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between Cottonwood Creek and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that Cottonwood Creek and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as Cottonwood Creek functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding ("MOU") would be developed between the District and Cottonwood Creek which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of Cottonwood Creek.

The District shall be designated the Local Educational Agency (“LEA”) serving Cottonwood Creek students. Accordingly, Cottonwood Creek shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). Cottonwood Creek agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Cottonwood Creek seeks services from the District for special education students enrolled in Cottonwood Creek in the same manner as is provided to students in other District schools.

Cottonwood Creek acknowledges the importance of cooperating with the District so that the District can provide special education services to Cottonwood Creek students. Cottonwood Creek agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Cottonwood Creek students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. Cottonwood Creek believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at Cottonwood Creek will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Cottonwood Creek staff shall participate in all mandatory District in-service training relating to special education.

It is Cottonwood Creek’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs Cottonwood Creek that current District practice is for the individual school sites to hire site special education staff or the District and Cottonwood Creek agree that Cottonwood Creek must hire on-site special education staff. In that instance, Cottonwood Creek shall ensure that all special education staff hired by Cottonwood Creek is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by Cottonwood Creek (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Cottonwood Creek students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Cottonwood Creek shall follow District policies as they apply to all District schools for responding to implementation of special education services. Cottonwood Creek adopts and implements District policies relating to notification of the District for all special education issues and referrals.

Cottonwood Creek shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to

imposing a suspension or expulsion. Cottonwood Creek shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

Cottonwood Creek shall have the responsibility to identify, refer, and work cooperatively in locating Cottonwood Creek students who have or may have exceptional needs that qualify them to receive special education services. Cottonwood Creek will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is Cottonwood Creek's understanding that the District shall provide Cottonwood Creek with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that Cottonwood Creek is provided with notification and relevant files of all students who have an existing IEP and who are transferring to Cottonwood Creek from a District school. The District shall have unfettered access to all Cottonwood Creek student records and information in order to serve all of Cottonwood Creek's students' special needs.

In the event that Cottonwood Creek receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, Cottonwood Creek and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

Cottonwood Creek will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. Cottonwood Creek shall work in collaboration with the District to obtain parent/guardian consent to assess Cottonwood Creek students. Cottonwood Creek shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is Cottonwood Creek's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Cottonwood Creek shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Cottonwood Creek: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the

student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Cottonwood Creek representatives who are knowledgeable about the regular education program at Cottonwood Creek and/or about the student. It is Cottonwood Creek's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

Cottonwood Creek understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Cottonwood Creek students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

Cottonwood Creek shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. Cottonwood Creek shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Cottonwood Creek will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, Cottonwood Creek shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. Cottonwood Creek shall also provide all home-school coordination and information exchange unless directed otherwise by the District. Cottonwood Creek shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. Cottonwood Creek shall comply with any directive of the District as relates to the coordination of Cottonwood Creek and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

Cottonwood Creek shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to

those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. Cottonwood Creek shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. Cottonwood Creek shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to Cottonwood Creek and no student shall be denied admission nor counseled out of Cottonwood Creek due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Cottonwood Creek shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. Cottonwood Creek shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. Cottonwood Creek shall immediately notify the District of any concerns raised by parents. In addition, Cottonwood Creek and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with Cottonwood Creek's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Cottonwood Creek shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

Cottonwood Creek and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so

that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

Cottonwood Creek and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Cottonwood Creek if the District determines such action is legally necessary or advisable. Cottonwood Creek agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, Cottonwood Creek agrees that it shall be jointly represented by legal counsel of the District's choosing.

Cottonwood Creek understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Cottonwood Creek student necessary to protect its rights.

SELPA Representation

It is Cottonwood Creek's understanding that the District shall represent Cottonwood Creek at all SELPA meetings and report to Cottonwood Creek of SELPA activities in the same manner as is reported to all schools within the District.

Funding

Cottonwood Creek understands that it will enter into a MOU with the District regarding Special Education funding. Cottonwood Creek anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Cottonwood Creek students through the SELPA Annual Budget Plan, and shall be entitled to count Cottonwood Creek students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Cottonwood Creek students with placements at locations other than at Cottonwood Creek's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a

County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from Cottonwood Creek the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Cottonwood Creek site.

Contribution to Encroachment

Cottonwood Creek shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, Cottonwood Creek shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice Cottonwood Creek for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Cottonwood Creek students, regardless of home district.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“The measurable student outcomes identified for use by the charter school ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Education Code Section 47605(b)(5)(B).

The measurable school and pupil outcomes for Cottonwood Creek are designed to reflect our dedication to educate children so that they can flexibly apply the skills and information they have learned in school to a variety of settings. Student outcomes are derived from the California State Standards, our definition of an educated person in the 21st century, and our school values. The Principal and faculty are accountable for the academic achievement and psychological well-being of CCCS students. The Cottonwood Creek Charter School’s Principal is ultimately responsible for meeting target goals, and will be held accountable by the Board of Directors.

A. PUPIL OUTCOMES

CCCS has adopted student and school outcomes that support the achievement of the school’s vision and mission, based on the State Standards and our definition of an educated person in the 21st Century. Full implementation of the educational program and frequent monitoring of student and school outcomes ensures that the school is an academic success and is achieving all of its overarching goals. To make certain that the school’s primary goal of increased academic achievement for *all* students is met, student achievement data obtained from standardized assessments are disaggregated annually to clearly identify the academic performance of students by sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities).

Additional internal assessments, such as teacher-created and publisher assessments, are analyzed individually by teachers and in collaborative groups during weekly professional development sessions in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction.

B. OUTCOMES THAT ALIGN WITH CALIFORNIA’S EIGHT STATE PRIORITIES

In Element 1 of this petition, Cottonwood Creek’s LCAP Goals and Actions were detailed. Pursuant to Education Code Section 47605(b)(5)(B), here in Element 2 are Cottonwood Creek’s LCAP Goals, Actions and Measurable Outcomes that align with the Eight State Priorities:

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential and will be Highly Qualified in subjects taught. 100% of core teachers will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate Highly Qualified status; Business Manager will annually review credential status
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with Highly Qualified status and will be appropriately assigned

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition

SUBPRIORITY C – FACILITIES

GOAL TO ACHIEVE SUBPRIORITY	Students will be provided clean, safe, and maintained learning environments.
ACTIONS TO ACHIEVE GOAL	Students will attend clean, safe, well maintained schools as identified by prioritized needs.
MEASURABLE OUTCOME	Annually, 90% all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – CCSS IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE	Identify and participate in intensive professional development and trainings on

GOAL	the CCSS.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum.
MEASURABLE OUTCOME	100% EL students will reach English language proficiency within four years of initial classification as English learner through the implementation of the CCSS and related instructional strategies
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Governing Board
ACTIONS TO ACHIEVE GOAL	Cottonwood Creek Charter School Bylaws state that at least two parent members will serve on the Governing Board.
MEASURABLE OUTCOME	Annually, the Governing Board will have two parent members
SUBPRIORITY B	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, Cottonwood Creek administration will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for

	discussion and implementation.
MEASURABLE OUTCOME	Satisfaction surveys will generate a consistent rate of return of at least 25% unduplicated community members
SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will co-sponsor at least five community events annually in conjunction with the Charter School Parent Participation Group
ACTIONS TO ACHIEVE GOAL	Cottonwood Creek Administration will meet with leadership of the Parent Club to identify opportunities and events to create and nurture community on campus
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	70% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 70% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in

	the areas of English Language Arts/Literacy and Mathematics
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
MEASURABLE OUTCOME	100% of students, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education
SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	80% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<i>A. School attendance rates</i>	

<i>B. Chronic absenteeism rates</i> <i>C. Middle school dropout rates (EC §52052.1(a)(3))</i> <i>D. High school dropout rates</i> <i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 96% ADA rate
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 96%
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents will be informed of absences as specified in Master Agreement
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will retain and promote 85% of 7 th and 8 th grade students
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups
MEASURABLE OUTCOME	85% of the 7 th and 8 th grade classes will be comprised of students who enrolled at Charter School the prior academic year
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety</i>	

<i>and school connectedness</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
NOT APPLICABLE TO NON-CLASSROOM BASED CHARTER SCHOOL	
SUBPRIORITY B – PUPIL EXPULSION RATES	
NOT APPLICABLE TO NON-CLASSROOM BASED CHARTER SCHOOL	
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in at least six fire, earthquake or safety drills annually
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School staff and parents will host various community building events and activities throughout the year
ACTIONS TO ACHIEVE GOAL	Charter School will host at least five community events annually in conjunction with the Parent Participation Group
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
<u>STATE PRIORITY #7— COURSE ACCESS</u> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
MEASURABLE	Annually, 100% of students, including all student subgroups, unduplicated

OUTCOME	students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAINS	
<i>From the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	Instructional strategies implemented throughout school day include: CA Treasures Reading Program; Common Core Reading and Writing Lessons; Reading Renaissance Program; small group work, one-to one conferring, reading intervention program; speaking skills to present information, narrative and response to literature.
MEASURABLE OUTCOME	Annually, 85% of Kindergarten through 3 rd grade students will meet or exceed literacy benchmarks as established by county-wide DIBELS Literacy Assessment Program. Annually, 70% of 3 rd through 8 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	Daily instructions includes: focused and designed instruction; spiraling math curriculum; small group work, one-to one assistance, peer tutorial support, small group after-school tutorial; consultation with the inclusion specialist and collaboration with colleagues to support student goals and learning.
MEASURABLE OUTCOME	Annually, 70% of 3 rd through 8 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CAASPP statewide test in the area of Mathematics.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.

ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.

C. ADDITIONAL OUTCOMES

The CCCS Board and Principal work diligently to assess overall school operations and progress towards achieving our mission and vision. In addition to the specific academic achievement goals detailed above, additional goals include:

- **Special Education Students:** Special education students will demonstrate appropriate progress toward goals in their IEPs each year.
- **Parent Satisfaction:** CCCS will demonstrate a high level of parent satisfaction -- 85% or higher -- based on surveys.
- **Organizational Accountability:** The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
- **Financial Accountability:** Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school's vision and mission as demonstrated by balanced budgets that address the school's priorities and successful external audits.

ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code Section 47605 (b)(5)(C).

To measure the progress of the students at Cottonwood Creek and ensure that the goals of the charter are being met, Cottonwood Creek will adhere to the State Standards, implement state-mandated standardized tests, and conduct additional performance-based assessments. Assessment results will be revised and analyzed and will help Cottonwood Creek community make informed decisions about instruction and program modifications that are unique to each student.

A. STATE-MANDATED TESTING

Cottonwood Creek will meet all statewide standards and conduct all required state mandated student assessments as required by Education Code Section 47605(c)(1). This includes, but is not limited to, CAASPP, API/AYP, CELDT, PFT and any other requirement of the ESEA.

Cottonwood Creek administers nationally norm-referenced and standards-referenced tests required by state law. Cottonwood Creek shall furnish the following information to the District:

- CAASPP (California Assessment of Student Performance and Progress)
- California Physical Fitness Test
- CELDT (California English Language Development Test)
- STS (Standardized Test in Spanish)
- CST Science (5th and 8th)
- CAPA (California Alternate Performance Assessment)
- CMA
- All other required tests as adopted, to include all populations

B. GOALS, ACTION, OUTCOMES, AND MEASURES TO ACHIEVE CALIFORNIA'S EIGHT STATE PRIORITIES

In Element 1 of this petition, Cottonwood Creek's LCAP Goals and Actions were detailed. In Element 2, Cottonwood Creek's LCAP Goals, Actions and Measurable Outcomes were detailed. Here in Element 3, Cottonwood Creek's LCAP Goals, Actions, Measurable Outcomes, and Methods of Measurement are listed:

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential and will be Highly Qualified in subjects taught. 100% of core teachers will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate Highly Qualified status; Business Manager will annually review credential status
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with Highly Qualified status and will be appropriately assigned
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of core teachers held valid CA Teaching Credentials with Highly Qualified status
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of pupils have had access to standards-aligned materials
METHODS OF MEASUREMENT	Principal and faculty review all instructional materials before purchase
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Students will be provided clean, safe, and maintained learning environments.
ACTIONS TO ACHIEVE GOAL	Students will attend clean, safe, well maintained schools as identified by prioritized needs.
MEASURABLE OUTCOME	Annually, 90% all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing.
BASELINE	Monthly Safety Inspections: Baseline to be established in 2014/15 school year.

PERFORMANCE LEVEL	
METHODS OF MEASUREMENT	Develop a local measure to collect data on safety and school learning environment utilizing monthly safety inspections.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS.
BASELINE PERFORMANCE LEVEL	During 2013/14 school year, 25% of all teachers participated in at least five hours of Professional Development and trainings in CCSS.
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in professional development activities.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the CCSS
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS
BASELINE PERFORMANCE LEVEL	Over the past five years, Cottonwood Creek Charter has not had enough EL students to create a statistically accurate baseline.
METHODS OF MEASUREMENT	EL student performance on the MAPP statewide assessments; CELDT/ELPAC Assessments; ILP folder; teacher assessments; annual report cards
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum.
MEASURABLE	100% EL students will reach English language proficiency within four years of

OUTCOME	initial classification as English learner through the implementation of the CCSS and related instructional strategies
BASELINE PERFORMANCE LEVEL	Over the past five years, Cottonwood Creek Charter has not had enough EL students to create a statistically accurate baseline.
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment, ELD folder and reclassification documentation
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the Charter School Governing Board
ACTIONS TO ACHIEVE GOAL	Cottonwood Creek Charter School Bylaws state that at least two parent members will serve on the Governing Board.
MEASURABLE OUTCOME	Annually, the Governing Board will have two parent members
BASELINE PERFORMANCE LEVEL	Over the past five years, at least two parents have always served as Parent Members on the Governing Board.
METHODS OF MEASUREMENT	Governing Board meeting agendas and minutes identify Parent Members
SUBPRIORITY B	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys
ACTIONS TO ACHIEVE GOAL	Annually, Cottonwood Creek administration will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation.
MEASURABLE OUTCOME	Satisfaction surveys will generate a consistent rate of return of at least 25% unduplicated community members
BASELINE PERFORMANCE LEVEL	20% of parents completed the 2013 Cottonwood Creek Charter Satisfaction Survey.
METHODS OF MEASUREMENT	Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis.

SUBPRIORITY C	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will co-sponsor at least five community events annually in conjunction with the Charter School Parent Participation Group
ACTIONS TO ACHIEVE GOAL	Cottonwood Creek Administration will meet with leadership of the Parent Club to identify opportunities and events to create and nurture community on campus
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
BASELINE PERFORMANCE LEVEL	Six community events were held in 2013-2014
METHODS OF MEASUREMENT	As demonstrated throughout our five year history, the calendar of school events has included events such as Johnny Appleseed Days, Fall Festival, Thanksgiving Feasts, Open House & Back to School Events, Dr. Seuss Days, and various field trips.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	70% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning.

MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 70% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics
BASELINE PERFORMANCE LEVEL	In 2013, 64% of students in grades 2 nd through 8 th , scored proficient or higher on the California Standards Tests for English Language Arts; 78% of students in grades 2 nd through 8 th , scored proficient or higher on the California Standards Tests for Mathematics.
METHODS OF MEASUREMENT	CAASPP Score reports; Renaissance Place Assessments; Local Benchmark Assessments; Teacher observations, Pre and post unit test results, Unit assessments, Assignment & project rubrics.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
MEASURABLE OUTCOME	100% of students, including all student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education
BASELINE PERFORMANCE LEVEL	In 2013, schoolwide API target was met; API targets were met for all numerically significant subgroups
METHODS OF MEASUREMENT	CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education
SUBPRIORITY C – UC/CSU COURSE GRADE REQUIREMENTS (OR CTE)	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	80% of EL students will advance at least one performance level per the CELDT/ELPAC each academic year
BASELINE PERFORMANCE LEVEL	Over the past five years, Cottonwood Creek Charter has not had enough EL students to create a statistically accurate baseline.
METHODS OF	CELD/ELPAC Score Reports; EL Reclassification documentation maintained by

MEASUREMENT	ELPAC/CELDT Coordinator; ELD Folder in conjunction with ELD curriculum assessments and annual report cards
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment
BASELINE PERFORMANCE LEVEL	In 2013, 25% of EL students were reclassified to RFEP.
METHODS OF MEASUREMENT	Analysis and review of CELDT/ELPAC results, and CAASPP statewide assessment scores
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a 96% ADA rate
ACTIONS TO ACHIEVE GOAL	Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 96%
BASELINE PERFORMANCE LEVEL	Over the past five years, keeping our families informed about the importance of attendance has resulted in an overall increase in our ADA from 94.9% ADA in 2010/11 to 99% ADA in 2013/14; this is evidenced in our historical monthly,

	quarterly, and annual attendance reports
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences in any school year
ACTIONS TO ACHIEVE GOAL	Parents will be informed of absences as specified in Master Agreement
MEASURABLE OUTCOME	90% of enrolled students will have fewer than three absences during any one school year
BASELINE PERFORMANCE LEVEL	Over the past five years, keeping our families informed about the importance of attendance has resulted in an overall increase in our ADA from 94.9% ADA in 2010/11 to 99% ADA in 2013/14; this is evidenced in our historical monthly, quarterly, and annual attendance reports
METHODS OF MEASUREMENT	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success, is determined by monthly, quarterly, and annual attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will retain and promote 85% of 7 th and 8 th grade students
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups
MEASURABLE OUTCOME	85% of the 7 th and 8 th grade classes will be comprised of students who enrolled at Charter School the prior academic year
BASELINE PERFORMANCE LEVEL	In 2013-2014, 90% of 7 th and 8 th grade students were enrolled at Charter School the prior academic year
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by our student information system and CALPADS
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GRADE LEVELS NOT APPLICABLE TO CHARTER SCHOOL	

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- A. *Pupil suspension rates*
- B. *Pupil expulsion rates*
- C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUBPRIORITY A – PUPIL SUSPENSION RATES

NOT APPLICABLE TO NON-CLASSROOM BASED CHARTER SCHOOL

SUBPRIORITY B – PUPIL EXPULSION RATES

NOT APPLICABLE TO NON-CLASSROOM BASED CHARTER SCHOOL

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

GOAL TO ACHIEVE SUBPRIORITY	Charter School students and staff will adhere to the School Safe Plan
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Safe Plan. Students will participate in monthly Fire, Earthquake, and safety drills
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of Safe School training; Students will participate in at least six fire, earthquake or safety drills annually
BASELINE PERFORMANCE LEVEL	In 2014, 100% of school staff participated in four hours of First Aid & CPR training. In 2013/14, six earthquake or safety drills were conducted. Safe School Plan to be developed in 2014/15.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars
SUBPRIORITY D	
GOAL TO ACHIEVE SUBPRIORITY	Charter School staff and parents will host various community building events and activities throughout the year
ACTIONS TO ACHIEVE GOAL	Charter School will host at least five community events annually in conjunction with the Parent Participation Group
MEASURABLE OUTCOME	At least five campus community events will be held throughout the academic year
BASELINE PERFORMANCE LEVEL	Six community events were held in 2012-2013
METHODS OF MEASUREMENT	Annual Report and school events and activity calendar. As demonstrated throughout our five year history, the calendar of school events has included events such as Johnny Appleseed Days, Fall Festival, Thanksgiving Feasts, Open

	House & Back to School Events, Dr. Seuss Days, and various field trips.
STATE PRIORITY #7— COURSE ACCESS <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available
BASELINE PERFORMANCE LEVEL	In 2013, 100% of students including all student subgroups, unduplicated students, and students with exceptional needs, enrolled in the academic program as outlined in the school’s charter
METHODS OF MEASUREMENT	Student, teacher, course, and grade level schedules
STATE PRIORITY #8— PUPIL OUTCOMES- ACADEMIC EXCELLENCE DOMAINS <i>From the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A - ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	Instructional strategies implemented throughout school day include: CA Treasures Reading Program; Common Core Reading and Writing Lessons; Reading Renaissance Program; small group work, one-to-one conferring, reading intervention program; speaking skills to present information, narrative and response to literature.
MEASURABLE OUTCOME	Annually, 85% of Kindergarten through 3 rd grade students will meet or exceed literacy benchmarks as established by county-wide DIBELS Literacy Assessment

	<p>Program.</p> <p>Annually, 70% of 3rd through 8th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.</p>
BASILINE PERFORMANCE LEVEL	<p>DIBELS K-3 Assessment Baseline to be established in Fall of 2014.</p> <p>In 2013, 64.3% of students in grades 2nd through 8th, scored proficient or higher on the California Standards Test for English Language Arts</p>
METHODS OF MEASUREMENT	DIBELS K-3 Assessments; CAASPP test results; Reading Renaissance (STAR Reading) Assessments, pre and post unit testing, spelling inventories, student writing journals, response to literature journals, published writing and oral presentations.
SUBPRIORITY B - MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	Daily instructions includes: focused and designed instruction; spiraling math curriculum; small group work, one-to one assistance, peer tutorial support, small group after-school tutorial; consultation with the inclusion specialist and collaboration with colleagues to support student goals and learning.
MEASURABLE OUTCOME	Annually, 70% of 3 rd through 8 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CAASPP statewide test in the area of Mathematics.
BASILINE PERFORMANCE LEVEL	In 2013, 77.7% of students in grades 2 nd through 8 th , scored proficient or higher on the California Standards Test for Mathematics.
METHODS OF MEASUREMENT	CAASPP test, Curricular benchmark assessments, Standards Plus Math pre and post unit testing, STAR Math assessment reports.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are:

	non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
BASELINE PERFORMANCE LEVEL	In 2013, 63% of 8 th grade students scored proficient or advanced on the California Standards Test for History-Social Science. In the past two years, Charter School 8 th grade students have performed reasonably equivalent to the overall state results in this area.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY D - SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 60% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
BASELINE PERFORMANCE LEVEL	In 2013, 78% of 5 th and 8 th grade students scored proficient or advanced on the California Standards Test for Science. In the past two years, 5 th grade Charter School students have performed better than the statewide average.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.

Cottonwood Creek affirms that its methods for measuring pupil outcomes for the State Priorities, as described in the table above, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

B. ADDITIONAL ASSESSMENTS

1. “In House” Benchmark Assessments

Students take baseline “in house” measurements of language arts and mathematics at the beginning of the school year to determine the current level of academic achievement of all students. Students entering a certain grade level are given an assessment from their grade level during the previous year to determine skill acquisition. CCCS uses publisher-designed and school-designed tests derived from State standards to measure literacy and mathematics skills for each student at the beginning of every academic year.

- DIBELS for early literacy, fluency and comprehensions
- Read Naturally for reading fluency
- District Running Records for reading fluency
- STAR (Renaissance Learning) Reading Inventory for reading comprehension
- STAR (Renaissance Learning) Math Inventory for math comprehension

2. Performance-Based Assessments

Performance-Based Assessments are also a key component to Cottonwood Creek’s instructional program. Below is a brief description of some assessments that are used to determine learning outcomes in several subject areas.

- **Performance tasks:** Performance tasks are designed to simulate realistic challenges by requiring students to use knowledge in contexts where purposes are authentic. Students demonstrate understanding through oral presentations, drama, application of mathematical skills in Excel spreadsheets, science experiments and art displays.
- **Journals:** Student journals are used to reflect the student’s own performance in academic areas and their use of the critical thinking skills.
- **Projects:** Intermediate and middle-school students complete projects that represent a cumulative show of the student’s learning. These may be written and oral and may include the use of various media. Eighth grade students work with advisors to complete their exit projects. Rubrics indicate students’ mastery of skills.
- **Teacher observations & documentation:** The instructors document student work and work habits in the classroom, noting skills that are mastered and those requiring continued instruction. Included in these observations are the student’s attitudes and social behaviors.
- **Teacher-created tests:** Teachers design appropriate tasks that measure understanding and mastery of subjects taught (pre and post unit tests).
- **Report cards, including narrative:** Documentation of student progress towards mastery of skills is included in report cards, which are distributed at regularly-scheduled intervals during the school year. All report cards include a narrative component, with

the skills for each learning area that were taught during that reporting period indicated, and the child's progress towards mastery of those skills noted. Grades are based on teacher-prepared assessment instruments, projects, and homework completion.

- **Conferences:** Parent-teacher conferences are held throughout the year at regularly scheduled times. At these conferences, the parents share their expectations and views of the educational program, the teacher reports the child's academic accomplishments and social achievements, and together both set goals for the child. Upper grade students are involved in these conferences to reinforce their participation in the learning process, with student led conferences held occasionally.

ELEMENT 4 - GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

Cottonwood Creek Charter School is an independent charter school operated as a California non-profit public benefit corporation.

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

The following documents are included in Appendixes B and C:

- Articles of Incorporation for Cottonwood Creek Charter School
- Bylaws
- Conflict of Interest Code
- Current Board Members and their Biographies

Governance Framework

Parent and community involvement in the governance of the school is assured by virtue of their participation in and the selection of the Board of Directors. Cottonwood Creek is governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

Cottonwood Creek’s governance is designed to promote maximum participation by all stakeholders, especially parents. This governance structure follows the Brown Act (Government Code Section 54950 *et seq.*), the Public Records Act (Government Code Section 6250 *et seq.*) and Government Code Section 1090 *et seq.*

Board of Directors

Cottonwood Creek Charter School is governed by a Board of Directors (or “Board”), comprised of not less than five (5) and no more than six (6) members, whose major roles and responsibilities include but are not limited to establishing and approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget, and selecting and evaluating administrative staff. The day-to-day management of Cottonwood Creek is delegated to the Cottonwood Creek Principal, who is selected, hired and evaluated by the Board of Directors.

The Board of Directors is governed by its bylaws, which shall be consistent with the terms of the Charter, the Charter Schools Act, and all other applicable laws.

The membership, voting rights, terms, etc. of the Board of Directors are delineated in the bylaws. The

Board is comprised of parents of Cottonwood Creek students and interested community members that reside within counties served by the Cottonwood Creek Charter School, with the majority of Board members being residents of Shasta County.

The Board of Directors complies with all applicable federal, state and local laws. It will retain independent legal counsel, when necessary. It purchases and maintains, as necessary, general liability, property, workers' compensation and unemployment insurance policies. The Board of Directors may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an officer or employee of Cottonwood Creek or a third party any of those duties. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board of Directors is fully responsible for the operation and fiscal affairs of the school, including but not limited to the following:

- Promote, guard and guide the mission and vision of the school;
- Ensure adherence to all state and federal requirements as well as those requirements set forth specifically in the charter petition;
- Hire, supervise, and evaluate the Principal in relation to charter school functions;
- Monitor student achievement to ensure progress toward fulfillment of the schools' mission;
- Engage in ongoing strategic planning;
- Approve and monitor the schools' annual budget, budget revisions, and monthly cash flow statements and ensure the long-term financial stability of the school;
- Act as a fiscal agent, including, but not limited to, the receipt of funds for the operation of CCCS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Review and approve annual independent fiscal audit and performance report;
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise;
- Establish Board Committees as needed, in accordance with the Bylaws;
- Attract and recruit new Board members and ensure proper training and orientation for all new members;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Such other duties and activities as may be needed, in accordance with the Corporation's Bylaws, this charter, and all applicable laws.

Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) and shall take place at least quarterly. Meeting notices and agendas shall be posted in accordance with the Brown meetings will be recorded and retained by Cottonwood Creek at the administrative office.

Conflict of Interest

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, and Corporations Code conflict of interest rules. The Code shall be regularly reviewed and updated with any charter school-specific conflict of interest laws or regulations.

Principal

The Principal is the ultimate leader of Cottonwood Creek Charter School's day-to-day operations. The Principal works closely with the Board of Directors, the Professional Learning Community of Teachers, support staff, parents and students in order to manage and coordinate the business of education with the practice of education for the benefit of our students.

The responsibilities of the Principal include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and maintain contact with District.
- Develop Board meeting agenda in conjunction with the Cottonwood Creek Advisory Board in compliance with the Brown Act and report all possible litigation to the Board.
- Hire, discipline, supervise, evaluate and dismiss all employees of Cottonwood Creek as needed.
- Provide timely performance evaluations of all Cottonwood Creek employees and report all potential employee disciplinary actions to the Board.
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with Cottonwood Creek legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Provide all necessary financial reports as required for proper ADA reporting.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Work with the District Budget Director to present a quarterly financial report to the Board.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of standardized testing.
- Plan and coordinate all activities related to enrollment.
- Attend all Cottonwood Creek Advisory Council meetings and attend as necessary at Board meetings as the charter representative.
- Establish procedures designed to carry out Cottonwood Creek policies and procedures.

Parent Community

Cottonwood Creek Charter School's mission, vision, and philosophy are built on a strong community involving all stakeholders. Parents are an integral part of our community. We recognize that families provide the primary educational environment for their children. We also recognize that providing for their children's needs at home is not enough. Parents must be actively involved in all areas of their children's education. To this end, Cottonwood Creek Charter School parents participate in and support the education of their child(ren) according to our mission, vision, and philosophy. As much as possible, parents are welcome to be part of the learning environment as volunteers in the office, classroom, and yard.

Parents hold position(s) on the Board of Directors. All current parents have voting rights in the selection of Board members. Additionally, Cottonwood Creek Charter School encourages parents to participate in the Parent Organization, which serves as an advisory committee to the CCCS Board of Directors. The Parent Organization primarily provides fundraising and volunteer services for the students' benefit. The school also works with the parent community to adopt a set of parent involvement policies and strategies.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Employment Qualifications for All Staff

The Cottonwood Creek Board is committed to recruiting staff to work at Cottonwood Creek who possess a wide range of skills and qualities, teaching and administrative experience, cultural and ethnic backgrounds. Other desired qualities and qualifications include: a commitment to the mission and vision of Cottonwood Creek, an ability to work effectively on a team with colleagues, students, families and community members, experience with a variety of instructional approaches including project-based learning, interest or expertise in technology, bi- or multilingual skills, experience working with a diverse student population, and a commitment to their own professional growth.

Principal

Cottonwood Creek Charter School will retain or employ a principal/administrator that holds appropriate California administrative credentials, certificates, permits, or other documents issued by the Commission on Teacher Credentialing in accordance with Education Code Section 47605(I). These documents will be maintained on file at Cottonwood Creek.

Teachers

Cottonwood Creek Charter School will retain or employ teaching staff to work at Cottonwood Creek. Teaching staff will hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing in accordance with Education Code Section 47605(I). These documents will be maintained on file at Cottonwood Creek. Teachers of core academic subjects will meet all ESEA requirements for "highly qualified teachers" as applicable to charter schools. These teachers will teach the core academic classes of mathematics, language arts, science, history/social studies and other electives as required. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in Cottonwood Creek's operational policies. Cottonwood Creek will hire substitute teachers in accordance with charter school law and Cottonwood Creek policy.

Instructional Support Staff

Cottonwood Creek may also employ or retain, to work at Cottonwood Creek, non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher, except in non-core courses and activities. All non-instructional staff will possess the experience and expertise appropriate for their position within Cottonwood Creek.

Non-Discrimination Statement

Cottonwood Creek Charter School believes that all persons are entitled to equal employment

opportunity. The Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Background Checks

CCCS performs all required background checks, fingerprinting and drug testing according to existing California state law. Prior to the first day of work for every employee, CCCS processes all background checks through LiveScan, administered by the Department of Justice.

CCCS adheres to state laws pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance Mantoux tuberculosis (TB).
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record.

Additional information may be found below in Element 6: Health and Safety Procedures.

Hiring and Selection Process

Recruitment and orientation of highly qualified, experienced and dedicated employees ensures that the CCCS team – teachers, counselors, special education providers, instructional aides, community volunteers and classified staff – share a single vision of an engaged, disciplined student body focused on high academic achievement. To ensure that employees are as good the school's culture, CCCS has developed an extensive recruitment and hiring process.

First, CCCS recruits and hires its own staff. Staff members are recruited through various communication channels, including local newspapers, education networking websites the school website, local universities and word of mouth referrals.

CCCS engages in a thorough review of the qualifications of candidates that apply for employment at the school. The Board of Directors is responsible for hiring the Principal. The Principal, with the support of the other instructional leaders, assumes responsibility for hiring all other school site staff.

School leaders review resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates are interviewed for positions. The Principal and a hiring committee of teachers interview candidates. Teaching and instructional leader candidates are asked to teach a lesson to a classroom of students at CCCS and/or return for a second round of interviews. School leaders may also observe teaching candidates teaching a lesson in their current classrooms. Following interviews, CCCS contacts references, reviews letters of recommendation and notifies each person of their status once a decision is made. Candidates that are offered employment receive a written offer of employment from CCCS.

Evaluations

Employees are evaluated annually. CCCS uses performance measures, both quantitative and qualitative, to evaluate all school personnel. If an employee disagrees with an evaluation, a written objection may be appended to the review.

School Leader Evaluations

The Board of Directors evaluates the Principal. The Board has developed its own evaluation tool for the Principal.

Teacher Evaluations

The Principal formally evaluates returning teachers once a year using the California Standards for the Teaching Profession. New teachers are formally evaluated twice a year. Teachers who are returning but teaching a new content area are also formally evaluated twice a year.

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 a criminal record summary as described in §44237.” Education Code Section 47605 (b)(5)(F).

The health and safety of CCCS staff and students is a high priority for the school. CCCS has thus adopted a set of health, safety and risk management policies site in consultation with its insurance carriers and risk management experts. These policies are incorporated into the CCCS student and staff handbooks and are reviewed on an ongoing basis by the Principal and CCCS Board of Directors. CCCS ensures that staff are trained annually on the health and safety policies.

Following is a summary of the health and safety policies of CCCS:

Criminal Background Checks

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

Immunizations and Tuberculosis Testing

All enrolling students and staff provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster. Faculty and staff shall be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Medication in School

CCCS adheres to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

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

Diabetes

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

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning

signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Blood borne Pathogens

CCCS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The CCCS Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

CCCS functions as a drug-, alcohol-, and smoke-free environment.

Emergency Situations

All teachers are expected to keep current certification in CPR and First Aid, and appropriate staff receives training in basic first aid. Emergency backpacks are stored in each classroom and equipped with rosters, emergency cards, first aid supplies, flashlights and hardhats. Additional emergency supplies such as food, water and portable toilets are stored in the classroom. Inventory lists of first aid and emergency supplies are stored in designated areas on the school property.

The Cottonwood Creek Charter School maintains an Emergency Response Plan, which includes plans for fire drills, a disaster plan and evacuation plan. The Cottonwood Creek Charter School ensures that staff are trained in health, safety, and emergency procedures and maintains a calendar and conducts emergency response drills for students and staff.

Staff Safety Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. CCCS relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on CCCS’ premises, or in a product, facility, piece of equipment, process, or business practice for which Cottonwood Creek Charter School is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal regarding the problem.

Employees are encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist students, parents or employees in obtaining medical care, after which the details of the injury or accident must be reported.

CCCS will maintain a comprehensive school safety plan. All staff will receive annual training in the safety procedures outlined in the plan. On an as-needed basis, CCCS may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with these rules and guidelines as strict compliance will be expected. Failure to comply with rules and guidelines regarding

health and safety or work performance will not be tolerated.

Child Abuse Reporting

CCCS adheres to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. All non-certificated and certificated staff are mandated child abuse reporters and shall follow all applicable reporting laws, the same policies and procedures used by the District.

FERPA

The Cottonwood Creek Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Facility Safety

CCCS complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School's facilities comply with applicable State and local building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements. The School maintains on file readily-accessible records documenting its compliance.

Comprehensive Discrimination and Harassment Policies and Procedures

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

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.” Education Code Section 47605(b)(5)(G).

Cottonwood Creek implements an outreach program that focuses on achieving and maintaining a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the Cottonwood Union School District. The CCCS Board annually appoints a committee who evaluates the racial and ethnic makeup of Cottonwood Creek and compares and contrasts it with the population of the District. If it is determined by the committee that the makeup, to any substantial degree, does not reflect the general population of the District, the committee shall review its policy, outreach programs, and services and implement a plan to attempt to remedy the discrepancy. Such a plan might include additional outreach programs or new and enhanced services to attract a broader base of students. The committee is also responsible for assessing the quality and effectiveness of Cottonwood Creek's relationships with the various community organizations with whom Cottonwood Creek has established partnerships.

CCCS aims to provide a rigorous academic and arts program to students who are traditionally underserved. CCCS has taken, and will continue to take the following steps to strive to maintain a racial and ethnic balance of its students that reside within the territorial jurisdiction of the District and to increase opportunities for students who are representative of the School's community.

- Conduct orientation meetings prior to the opening of each school year to inform interested parents and students of school offerings. Outreach meetings will be held in multiple locations of the target area in order to ensure all students in the area have an opportunity to attend the school.
- Conduct open houses and school tours on a regular basis during the school year.
- Develop and distribute promotional and informational materials, such as school brochures, flyers, website, and advertisements for local media that are translated into Spanish.
- Visit a broad range of community groups, agencies, neighborhood youth organizations, churches, public libraries and other locations that serve various racial and ethnic groups represented in the district.

CCCS maintains an accurate accounting of the ethnic and racial balance of students enrolled in the School, along with documentation of efforts the School has made to achieve racial and ethnic balance in accordance with the charter petition.

ELEMENT 8: ADMISSION REQUIREMENTS

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

Admissions Requirements and Assurances

Cottonwood Creek Charter School admits all pupils who wish to attend the school as required by Education Code section 47605(d)(2)(A). There are no specific admission requirements for Cottonwood Creek Charter School, other than the normal enrollment documentation as required by law.

Cottonwood Creek Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Cottonwood Creek Charter School will be non-sectarian in its programs, curriculum, and operations and will not charge tuition. Cottonwood Creek Charter School will adhere to all state and federal laws regarding the minimum age of students. As a nonclassroom-based charter school, admission to CCCS is limited to students who reside within Shasta County and counties immediately adjacent to Shasta County as required by Education Code Section 51747.3(b).

Recruitment of academically low-achieving and economically disadvantaged students

Cottonwood Creek Charter School will focus student recruitment in the immediate and surrounding neighborhoods of Cottonwood and Anderson and within the boundaries of the District. School recruitment will occur in the surrounding neighborhood to ensure recruitment of low-achieving and economically disadvantaged students.

Open Enrollment Period

Open enrollment for Cottonwood Creek Charter School will occur each year from March 1st to the last business day in April. If at the close of the last business day in April, the number of applications exceeds capacity of the school, then all applicants will be entered into a public lottery.

Public Random Lottery

Lottery Process Communication

Each year, the school will designate the last business day of April as the application deadline and only applications received prior to the deadline will be considered for the public random drawing. Public notice will be posted in a public location and the school website regarding the date and time of the public drawing once the deadline date has passed. All parents will be notified, within 10 business days of enrollment closing, of the lottery date and details via mail, email, and an automated phone message. The lottery will be conducted on a Saturday afternoon at the Cottonwood Creek site or other suitable location, so as to afford all interested parties the opportunity to attend.

Fair Lottery Procedures

Cottonwood Creek Charter School will use a neutral proctor, such as the League of Women Voters, to conduct the lottery and ensure the lottery procedures are fairly executed. The lottery will be supervised

by the Cottonwood Creek Charter School Executive Staff and Board President. Cottonwood Creek Charter School will keep a file documenting the fair execution of lottery procedures

Lottery Preference Weightings

Should the number of students who wish to attend Cottonwood Creek Charter School exceed the enrollment limit, a public random lottery will take place to determine the admission per Education Code section 47605(d)(2)(B), with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random lottery shall be given to the following students in the following order:

1. Siblings of currently enrolled students.
2. Children of Cottonwood Creek Charter teachers and founding team members of Cottonwood Creek Charter School (limited to 10% of the total population of Cottonwood Creek Charter School).
3. Students living within the boundaries of the District, who shall receive 2 opportunities in the lottery.
4. All other students living anywhere else in Shasta County or one of its immediately adjacent counties.

Waiting List

In reference to the development of the waiting list, the lottery will be conducted so that all names are drawn, and all names who are not admitted through the lottery due to capacity shall be placed on the waiting list in order of their drawing. Any applications received after the lottery will be placed, in the order received, at the bottom of the waiting list. The waiting list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waiting list carry over to the following school year.

Waiting List Communication

Cottonwood Creek Charter School will contact the parents/guardians of students who have been promoted off the waiting list and inform parents/guardians of the timeline in which they must respond by mail, phone call, or in person. Parents will have 10 (ten) business days to confirm enrollment acceptance and have one month to enroll their child.

ELEMENT 9: ANNUAL AUDIT

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

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

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

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

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

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus;

d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by

a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) 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 student and the student'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:

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 the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used 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 student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of

the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed

inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. 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 Administrative Panel to expel must be supported by substantial evidence that the student committed an 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel 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 or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific

expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. 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 their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 Charter School for readmission.

N. 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 Board of Directors following a meeting with the Principal or designee and the pupil and guardian or representative 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 Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEMS AND EMPLOYEE MATTERS

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Education Code Section 47605(b)(5)(K).

A. SALARY SCHEDULE AND RETIREMENT

The school maintains a salary structure competitive with local districts in order to attract candidates with the necessary skills and experience. Periodic review of local district salary scales will be conducted by the Principal. Annual cost of living adjustments will be made when school funding allows. Full time employees will be offered a health, vision and dental benefit package. Employees of this Charter will participate in STRS, PERS, or Social Security depending upon each individual’s eligibility.

B. OVERSIGHT OF BENEFITS

CCCS has to date contracted with The Cottonwood School District to handle our payroll and accounting services. The Cottonwood Creek Principal is responsible for ensuring appropriate arrangements for retirement coverage have been made for all employees.

ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES

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

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

ELEMENT 13: RETURN RIGHTS OF EMPLOYEES

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

No public school district employee shall be required to work at Cottonwood Creek. Persons employed by Cottonwood Creek are not also employees of the District. Employees of the District who resign from employment to work at Cottonwood Creek and later wish to return to the District will have no automatic rights of return to the District after employment by CCCS unless specifically granted by the District through a leave of absence or other agreement, and shall be treated the same as any other former District employee seeking reemployment. CCCS employees shall have any right upon leaving the District to work in CCCS that the District may specify, any rights of return to employment in a school district after employment in CCCS that the District may specify, and any other rights upon leaving employment to work in CCCS that the District determines to be reasonable and not in conflict with any law.

Cottonwood Creek will maintain an employee handbook detailing the rights and responsibilities of all employees including but not limited to sick leave, health benefits, bargaining units, contracts, seniority, and tenure. Employment by CCCS provides no rights of employment at any other entity, including any rights in the case of closure of CCCS.

ELEMENT 14: DISPUTE RESOLUTION

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

CCCS recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. CCCS is willing to consider changes to the process outlined below as suggested by the District.

CCCS and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CCCS and the District, CCCS staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of CCCS. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CCCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Principal shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Principal and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Principal shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Principal. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and CCCS. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and CCCS.

ELEMENT 15: COLLECTIVE BARGAINING

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

Cottonwood Creek Charter School shall be deemed the exclusive public school employer of the employees of Cottonwood Creek Charter School for the purposes of the Educational Employment Relations Act (“EERA;” Gov. Code §§ 3540, et seq.). Cottonwood Creek Charter School shall comply with the EERA.

ELEMENT 16: SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code Section 47605(b)(5)(P).

Closure of CCCS will be documented by official action of the CCCS Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

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

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

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

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

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

As soon as reasonably practical, CCCS will prepare final financial records. CCCS will also have an independent audit completed within six months after closure. CCCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CCCS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CCCS.

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

On closure of CCCS, all assets of CCCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CCCS, remain the sole property of CCCS and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon CCCS's closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

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

ADDITIONAL MISCELLANEOUS CLAUSES

A. Annual Operational Agreement

Cottonwood Creek and District will negotiate in good faith to develop an Annual Operational Agreement/Memorandum of Understanding establishing the specific financial, operational and service relationship between the two parties. Additionally, it may address other matters of mutual interest not otherwise resolved within the terms of Cottonwood Creek's charter.

B. Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District and the Principal.

C. Cooperation

The District agrees to cooperate with Cottonwood Creek in all matters related to the implementation of this charter and interactions with the California State Board of Education.

D. Term of Charter

The term of this charter shall begin on July 1, 2015 and expire July 1, 2020.

E. Amendment of Charter

Any amendments to this charter shall be made by the mutual agreement of the District and Cottonwood Creek. Cottonwood Creek may present a request to amend the charter at any time, and the District agrees to respond to such requests in a timely manner. Material revisions made to the Charter must be approved by the District Board pursuant to Education Code section 47607(a)(1).

F. Transportation

Transportation for all general and special education students to and from Cottonwood Creek will be the responsibility of the parents or guardians unless otherwise required by law in accordance with a student's individualized education plan (IEP). Assistance will be given in arranging carpools, or finding other alternatives, if required.

G. Insurance

To ensure that the District is not be liable for any actions taken by Cottonwood Creek, the School maintains a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Coverage amounts are based on recommendations provided by the District and CCCS's insurer. The District Board of Education is named as an additional insured on all policies of CCCS. Details of insurance coverage are outlined in a Memorandum of Understanding ("MOU") between Cottonwood Creek and the District and a copy of the School's policy is available to the District upon request.

H. Administrative Services

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

The details of the working relationship between the District and Cottonwood Creek are delineated in a Memorandum of Understanding. Cottonwood Creek shall retain the right to separately purchase administrative or other services from the District or any other service. Any administrative services to be purchased from the District shall be mutually agreed upon and outlined in a separate Memorandum of Understanding.

I. Facilities

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

Cottonwood Creek Charter School is located within the Cottonwood Union School District at 3425 Brush Street in Cottonwood, CA. The facilities are part of the former East Cottonwood Campus and CCCS obtained the facilities through a separate Facilities Use Agreement with the District. The facilities consist of approximately 23,000 square feet of classrooms, office space, and library facilities.

J. Budgets and Financial Reporting

Budget

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

Cottonwood Creek Charter School’s three-year operational budget and cash flow are attached (*Appendix I/Budget and Detailed Cash Flow*), including reasonable estimates of all anticipated revenues and expenditures necessary to operate the school. Budget Assumptions are included that clearly describe the revenue estimates, including the basis for average daily attendance estimates and staffing levels, based on the most recent projections under the Local Control Funding Formula.

Cash flow and financial projections are included, including a reserve equivalent to that required by law for a school district of comparable size.

Financial Reporting

Cottonwood Creek, working with the District, will develop an annual calendar of deadlines and reporting timelines to establish and align with District priorities for Cottonwood Creek. This information will provide the District a level of comfort and control in its dealings with the charter.

Cottonwood Creek’s calendar includes the following reports to the District Superintendent and County Superintendent of Schools as prescribed in Education Code section 47604.33:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of CCCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

CCCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, CCCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

K. Potential Civil Liability Effects

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

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

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

Further, CCCS and the District shall renew a memorandum of understanding for the renewal term, wherein CCCS shall indemnify the District for the actions of CCCS under this charter.

The corporate bylaws of CCCS provide for indemnification of the CCCS Board of Directors, officers, agents, and employees, and CCCS maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks. As stated above, insurance amounts are determined by recommendation of the District and CCCS's insurance company for schools of similar size, location, and student population. The District is named an additional insured on the general liability insurance of CCCS.

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

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