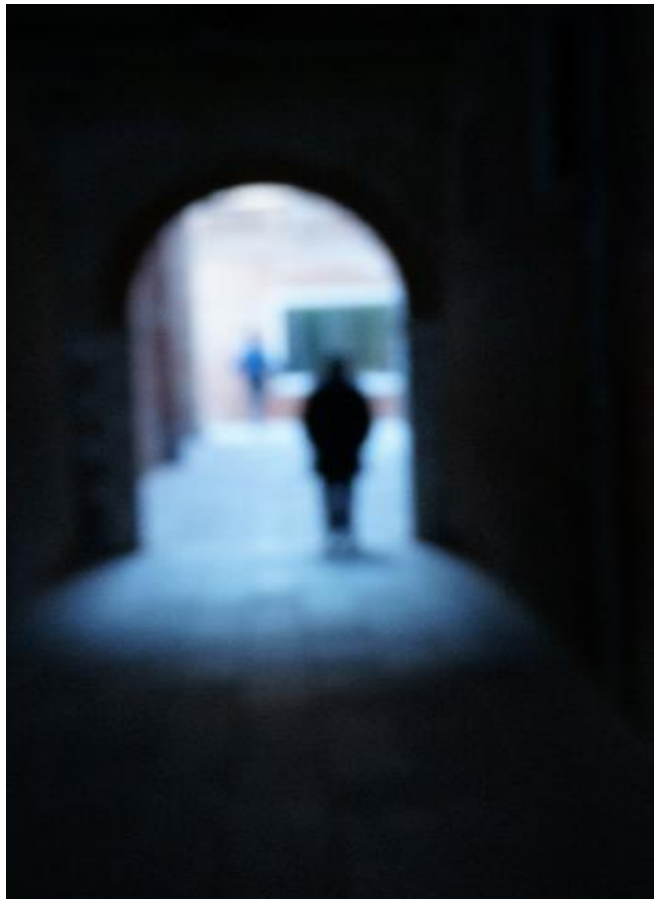


Community Collaborative Charter School – Madera

Petition for Authorization

Presented to

THE MADERA UNIFIED SCHOOL DISTRICT



Affirmations and Assurances

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for the charter for Community Collaborative Charter School (CCCS) is true to the best of my knowledge and belief. I also certify that this application does not constitute the conversion of a private school to the status of a public charter school. Further, I affirm and assure that CCCS shall:

Be nonsectarian in its programs, admission policies, employment practices and all other operations. Not charge tuition.

Not discriminate against any student on the basis of disability, gender, 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.

Admit all pupils who wish to attend the school EC47605 (d)(2)(A)

Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in MADERA UNIFIED SCHOOL DISTRICT EC47605 (d)(2)(B)

Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements unless specifically covered as a student under California Edcode 47605.6. (*Option 2*)

Not require any child to attend the charter school or any employee to work at the charter school.

In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation 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.

The board, any administrators, managers or employees, and any other committees of CCCS shall comply with federal and state laws, nonprofit integrity standards, and the MADERA UNIFIED SCHOOL DISTRICT's Charter School policies and regulations regarding ethics and conflicts of interest.

Ryan Woodard, Lead Petitioner

Term of Charter

The term of this Charter shall commence on July 1, 2015 and will expire five years thereafter on June 30, 2020.

Revocation

MADERA UNIFIED SCHOOL DISTRICT may revoke the charter if CCCS commits a material breach of any terms of its charter. Further, MADERA UNIFIED SCHOOL DISTRICT may revoke the charter if CCCS commits a breach of any provision set in the Charter School Act of 1992. Furthermore, MADERA UNIFIED SCHOOL DISTRICT may revoke the Charter of CCCS on any of the following grounds.

- CCCS committed a material violation of any of conditions, standards, or procedures set forth in the charter.
- CCCS failed to meet or pursue any of the pupil outcomes identified in the Charter.
- CCCS failed to meet general accepted accounting principles, or engaged in fiscal mismanagement.
- CCCS violated any provisions of law.

Prior to revocation, and in accordance with EC section 47607(d), MADERA UNIFIED SCHOOL DISTRICT will notify Community Collaborative Charter School in writing of the specific violation and give CCCS reasonable opportunity to cure the violation unless MADERA UNIFIED SCHOOL DISTRICT determines, in writing, that the violation constitutes a serve and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter Renewal

The charter school must submit its renewal petition to the MADERA UNIFIED SCHOOL DISTRICT no earlier than September of the year before the charter is due to expire and no later than January 21 of the year the charter is scheduled to expire.

Element 1. Description of the School's Educational Program (EC § 47605 (b)(5))

- The contact person for CCCS is Ryan Woodard (858-610-1102)
- The term of this charter shall be from July 1, 2015 to June 30, 2019.
- The grade configuration is K -12.
- Method of Instruction will be Independent Study.
- The number of students in the first year will be 100
- The grade level(s) of the students the first year will be 9-12.
- The scheduled opening date of CCCS is July 1, 2015.
- The admission requirements include: none
- The operational capacity will be 1,500 students. If space is available, traveling students will have the option to attend any one of our learning centers or participate in a lottery for available spaces.

Type of students CCCS will serve

CCCS will give students from culturally diverse and historically underserved populations a high- quality innovative educational alternative. This will satisfy the seven statutory purposes for charter schools outlined in California Education Code 47601:

- a) Improve pupil learning.

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

CCCS will serve at-risk/out of work/out of school youth ages 16-24 who have dropped out of school prior to achieving a high school diploma. The US high school dropout rate was 8.1% in 2012. In high schools in our initial service area of greater MADERA County, the average dropout rate is 21.6% -- three times the national rate. This has a severe impact on the employability of our youth and the safety of our communities.

We expect over 80% of students to have backgrounds of:

- Expulsion
- Truancy
- Group/Foster homes
- Juvenile justice system participation
- Court probation
- Gang affiliation
- Homeless
- Pregnant and parenting teens

Poor academic performance and prior disciplinary problems will not disqualify a student from attending the school. We will welcome these students, as we believe that the personal attention coupled with a rigorous and personalized academic program can greatly benefit many students who have been unable to succeed in traditional public high school environments.

The CCCS program is especially well- suited to students who have had academic or behavioral problems in traditional public schools; the school's core mission is to serve these types of students. Community Collaborative Charter School students must commit to working hard to meet their educational goals and agree to abide by the school's rules and regulations.

CCCS students will participate in a comprehensive program, including counseling, to help them overcome problems associated with absent or incarcerated parents, exposure to violence, drugs, gangs, criminal justice adjudication and multiple other barriers inhibiting their participation in education, job training, actual employment, or becoming productive members of society. Students will be encouraged to self-reflect in order to develop self-esteem and self-efficacy sufficient to withdraw from gang affiliation or criminal engagement. In addition to a high school diploma, CCCS will give students an opportunity to become job ready; when the student is ready for college or employment, career counseling and college and job placement will be offered.

Our Mission and Vision

Mission

Our mission is to transform lives and promote productivity by providing a quality education to students who for one reason or another have failed in the traditional school setting ***or are unable to get the type of education they desire in the traditional school setting.*** These individuals will fall through the cracks unless a program such as CCCS closes the gap. With the help of motivated parents, guardians, community members and school staff, we can provide opportunities for success. We will use all available means to motivate each individual to reach and achieve his or her highest potential.

Vision

We will decrease youth crime within the community by providing comprehensive resources for youth and families at-risk. We are committed to community transformation through education, which includes: life skills training, violence prevention strategies, and family advocacy.

CCCS students are discouraged and close to dropping out of school. They are experienced under-achievers, having already been expelled from their home schools and, sadly, already seasoned participants in the criminal justice system. They have continually experienced failure and are in imminent danger of becoming another statistic. Community Collaborative Charter School offers a chance for these types of students to succeed.

Community Collaborative Charter School will offer students a nurturing and safe environment. Its curriculum will be appropriate to the level of the student so that each student can experience academic success. At the core of CCCS'S vision is the principle that all students can achieve when they feel physically safe and academically nurtured.

CCCS will help students set and meet their academic goals as well as master the California Content Standards through a well-integrated curriculum that incorporates character education and creativity within a solid core academic framework. CCCS will support students by collaborating with them and their families to develop a safe and welcoming atmosphere. At CCCS, students will be allowed to be youths- unlike on the street.

Community Collaborative Charter School will create young leaders who will positively impact our communities and the world at-large. Our graduates will be self-confident and service-minded. They will demonstrate empathy for peers who continue to struggle.

CCCS classrooms will always be open and we solicit parental involvement. Parents will be expected to volunteer for at least eight hours a month to help run weekend activities such as club functions, band, sports teams, drama productions, as well as fund raising and business and community collaboration.

CCCS's program helps to empower an economically and ethnically diverse group of students to improve their academic performance and to attain high educational and career goals. Students are more likely to experience success when their ethnic cultures are respected. To this end, our vision encourages teachers to embrace multiculturalism in their classrooms and lessons.

What It Means To Be an Educated Person in the 21st Century

The Secretary's Commission on Achieving Necessary Skills report (SCANS), developed by the U.S. Department of Labor in 1991, outlines the skills necessary for today's youth to acquire in order to participate in the modern workplace. The report breaks down the skills into "foundation skills" and "competencies." The former include communication skills, thinking, and reasoning skills, and personal qualities such as responsibility, self-esteem, information gathering and processing skills, and the ability to find, organize, and deploy resources. CCCS agrees in large part with this report's conclusions and believes that

educated people in the 21st century must possess many of these skills in order to reach their potential and be productive members of society. Underlying the report is the realization that, even more than at the end of the 20th century, information and

communication will be the hallmarks of the ever changing and ever shrinking 21st century world. To function effectively in the environment and in the 21st century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze, and use information in many mediums;
- Communicate effectively using spoken words, written text, and symbols (mathematical and graphical);
- Think creatively and logically to make decisions;
- Use continuous improvement systems and practices in problem solving, strategic planning, and process management;
- Adapt to change and work within a multi-cultural society.

An educated person in the 21st century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to:

- Have a passion for learning how to learn and for asking questions and getting information.
- Be self-motivated and driven to learn throughout his or her life.

How Students Become Self-Motivated, Competent life-long learners

The research-verified instructional strategies CCCS will use are outlined above. CCCS's

approach to effective pedagogy will lead students on the path to becoming proactive learners capable of setting goals, creating action plans, making decisions based on data, gleaning cause and effect relationships between effort and engagement, and ultimately becoming confident responsible and "response-able" learners with a positive self-image and the tools they need to continuously improve and achieve success.

CCCS will consciously shift the responsibility for learning from teachers to students. Teachers will facilitate learning and create learning experiences, then use data and feedback from all students to improve instruction.

Option 2

Option 2 will deliver a unique dropout recovery program targeting at-risk, out of school, out of work students between the ages of 18-24 in accordance with Ed Code 47605.6 2 (A). CCCS shall be entitled to ADA for student over 19 years old in accordance with Ed Code 47612 (b). The following paragraphs provide information and benefits of participation in WIA type programs.

Work Investment Act

The federal Workforce Investment Act (WIA), which superseded the Job Training Partnership Act, offers a comprehensive range of workforce development activities through statewide and local organizations. Available workforce development activities provided in local communities can benefit job seekers, laid off workers, youth, incumbent workers, and new entrants to the workforce, veterans, persons with disabilities, and employers.

The purpose of these activities is to promote an increase in the employment, job retention, earnings, and occupational skills improvement by participants. This, in turn, improves the quality of the workforce, reduces welfare dependency, and improves the productivity and competitiveness of the nation. California will receive approximately \$454 million from the federal government this year to provide services for adults, laid-off workers, and youth.

Title I of the WIA authorizes services for youth, adults, and laid-off workers. Eligible youth must be 14 to 21 years of age, low income, and meet at least one of six specific barriers to employment. A year-round youth program emphasizes attainment of basic skills competencies, enhances opportunities for academic and occupational training, and provides exposure to the job market and employment. Activities may include instruction leading to completion of secondary school, tutoring, internships, job shadowing, work experience, adult mentoring, and comprehensive guidance and counseling. The program emphasizes services for out-of-school youth.

Eligible adults must be age 18 or older. While eligible laid-off workers are generally individuals who have been terminated from their last employment and are unlikely to return to their previous industry or occupation, displaced homemakers and self-employed individuals also may qualify for these services. Adult and laid-off worker services are provided through locally based One-Stop Career Centers. Comprehensive

One-Stop centers provide access to a full range of services pertaining to employment, training and education, employer assistance, and guidance for obtaining other assistance. While WIA requires One-Stop centers to provide specific services, local areas may design programs and provide services that reflect the unique needs of their area.

One-Stop centers use varied strategies in providing the appropriate services to meet the needs of their customers:

- **Core Services** are available and include, in part, labor market information, initial assessment of skill levels, and job search and placement assistance.
- **Intensive Services** are available to eligible unemployed individuals who have completed at least one core service, but have not been able to obtain employment, or employed individuals needing additional services to obtain or keep employment that will lead to personal self-sufficiency.
- **Training Services** are available to eligible individuals who have met the requirements for intensive services and have not been able to obtain or keep employment. Individual Training Accounts are established to finance training based upon the individual's choice of selected training programs.

The Governor has appointed a State Workforce Investment Board (WIB) consisting primarily of representatives from businesses, labor organizations, educational institutions, and community organizations. The State WIB assists the Governor in designing a statewide plan and establishing appropriate program policy.

The 49 Local Workforce Investment Areas (LWIAs) administer WIA services as designated by the Governor. Factors that are considered in designating these LWIAs include geographic location, population, and commonality of labor market areas. The Chief Elected Official (CEO) of each LWIA appoints a Local WIB with a local membership similar to the State WIB. The Local WIB develops and submits a local area plan to the Governor, appoints local One-Stop operators, and selects eligible organizations to provide services for youth and adults. In cooperation with the CEO, the Local WIB appoints Youth Council that will help establish youth policy for local education and job training.

Benefits of WIA

The activities provided by WIA at the local level offer a variety of benefits to both program participants and the communities in which they reside:

Job Seekers

- Universal access to job search and labor market information
- Advice, counseling, and support
- Education and skills training
- Individual choice of service

Youth

- Basic skills assessment
- Resources and guidance help to attain educational goals

- Leadership development opportunities
- Exposure to work environment through training and adult mentoring

Employers

- Influence over local area employment policy
- Improved and trained employee pool
- Development of on-the-job and customized training opportunities
- Assistance for laid-off workers

Community

- Access to local area job market information
- Improved workforce quality
- Services designed for local area needs
- Reduced need for welfare

The California's Eligible Training Provider List (ETPL) was established in compliance with the Workforce Investment Act (WIA) of 1998. The purpose of the ETPL is to provide customer-focused employment training for adults and dislocated workers. Training providers who are eligible to receive Individual Training Accounts through WIA Title I-B funds are listed on the ETPL

Instructional Framework

CCCS believes that if we a) enroll our target population of high-need students; b) reengage them in school; c) provide rigorous and relevant learning experiences; and d) give pathways to careers and/or college, then we can ensure our young people will be successful in high school and prepared to earn a living family wage and be competitive in today's 21st century economy.

Reaching Target Populations of High-Need Students

CCCS are located in urban areas with high rates of high school non- completion

- 76.4% of students are identified as eligible for free or reduced priced lunch
- 30.6% of our students are Black/African-American
- 44.7% Latino
- 9% Asian
- 12.6% are white
- 32% identified as English Language Learners

Performance Based System

CCCS will provide curriculum, instruction, and assessment that are focused on knowledge, skills, and understandings. Students develop meaning at their own pace and are placed, promoted, and graduate according to their demonstrated learning rather than seat time, age, or credit accumulation. The following are elements of the Performance Based System:

Rigorous Curriculum

Though the combined use of Edmentum/Plato on-line curriculum, site based support staff, community outreach to include participation from local work force development organizations, along with prioritized district and/or state standards, serve as the basis for

curriculum in the academic disciplines. The CCCS are designed to help facilitate rigorous and relevant understanding in the classroom by highlighting what is most essential in a discipline and supporting students in mastering the standards and provide a framework for teachers to authentically assess student work. Both the CCCS competencies and the prioritized standards are present in all aspects of curriculum design. When schools use curriculum that integrates both competencies and the prioritized standards, they can be certain that they are using a rigorous curriculum.

Backward Design

Curriculum development begins with identifying what students need to know, understand, and be able to do for a course or subject. Using a backward planning process (e.g. Understanding by Design), the school's scope and sequence is developed by identifying the appropriate competencies and state content standards students will learn in each course. Next, teachers develop curriculum maps, authentic assessments, unit lesson plans overviews, and finally the daily lesson plans that will enable their students to meet the prioritized standards by demonstrating their knowledge, understanding and ability in the competencies.

Appropriate Materials and Resources

The selection of appropriate materials and resources is driven by decisions about what students need to know, understand, and be able to do, not by a prescribed choice of textbooks or prescriptive program materials. CCCS has selected software, and ancillary materials that will support students' learning by emphasizing our competencies and the prioritized standards and be responsive to their unique experiences and interests. Additionally, the classrooms utilize curriculum materials and resources drawn from a wide range of group identities and backgrounds (including, but not limited to, multi-cultural literary anthologies, exploration of multiple perspectives on American History, development of civilization, surveys of world histories, cultures, religions and traditions).

Effective Instructional Practices

Instruction in and out of the classroom is always intentionally and explicitly connected to the competencies and state and local prioritized standards. Teachers present lessons that provide students with the opportunity to apply the competencies to the content and skills identified in the prioritized standards. Competency-based and standards-aligned instruction supports a rigorous learning environment where all students are accountable for developing deep understandings of the content to be learned.

Student-centered instruction

Student-centered instruction operates within the framework that students learn and retain more when the material is consciously and relevantly explained and connected to students' experiences, cultures, interests, backgrounds, and abilities. This approach stimulates student curiosity and enhances the desire to learn. Teachers use these culturally responsive practices in order to encourage students to work in familiar ways and build on their deeply rooted personal and group knowledge, beliefs, and identities. In such classrooms, teachers differentiate instruction to provide all students equal access to the curriculum through a variety of activities, materials, and assessments designed to meet all

students' needs and abilities. By using student-centered instruction (unlike traditional instructional models), the teacher acts as a guide and shares control of the learning environment. This practice results in higher student motivation, effort, and achievement. Students should feel they are in a learning lab where their experiences and abilities to explore, apply, and analyze their learning is encouraged and where all learning styles and different types of intelligences are served. Student-centered instruction encourages students to actively engage in creating, analyzing, and discussing content specific information while sharing perspectives, posing differing viewpoints, working collaboratively to draw conclusions, and making choices about and evaluating their own learning.

Authentic Assessment

CCCS will use assessments that allow students to demonstrate their understanding of the prioritized standards through the competencies. Following the methods of backwards design, assessments are developed to measure the learning objectives identified, which are directly linked to our competencies and prioritized standards.

Authentic Products and Performances

Students are assessed, as much as possible, on authentic products and performances, i.e. students must be able to apply knowledge and skills learned in their courses to meaningful problems that adults might encounter in their professional, civic, and personal life, and then to defend their processes and solutions. Authentic assessments ask students to discuss, perform, write, evaluate, analyze, and create artifacts that demonstrate and extend their learning of content standards through the competencies as they complete their task.

Continuous Assessment

It is important to regularly assess students because learning happens on a continuum. Continuous assessment is crucial in providing feedback to the teacher on the effectiveness of classroom instruction, and for teachers and students to know how well the students are doing. Frequent assessment also allows students to have multiple opportunities to demonstrate their learning.

Individualized Student Pace and Progress

Students progress at the pace that is appropriate for them as individual learners. All students are expected to meet the same Prioritized Standards, yet the length of time it takes each student to meet them is dependent upon the individual. Students are promoted to the next course level or graduate when they demonstrate understanding of the Prioritized Standards. Students that need more time to meet the Prioritized Standards for a course are not considered to have "failed" that course, but simply to need more time. CCCS will be able to promote students into the next course or phase once the criteria for the course have been met, without time-in-seat requirements.

Competency-based Tracking and Reporting System

A school-wide system will be implemented for tracking and reporting student competency attainment over time and across subject areas.

Phases to Identify and Group Students

Students will be identified as and grouped by the developmental phases for purposes of designing tutorial or interest-based groups. These phases are used to group students based on their learning needs, not by their age or previous credit accumulation.

Intake Assessment and Placement

Credit accumulation, assessments (including tests and other evaluative tools) are used to determine new students' learning needs and place them in appropriate courses. Age, and previously enrolled grade are not the main indicators for placement.

Supportive School Culture

CCCS will intentionally develop a positive and supportive school culture. This culture developed through specific relationship-building activities and deep-rooted school norms nurture the strengths of uniqueness and diversity. Diploma Plus Schools build supportive school communities through the following:

Positive Relationship Building

CCCS will implement an advisory structure that serves all students. Regular advisory sessions are scheduled, and provide a setting in which students can develop connections to a key adult who holds high expectations for them, monitors their academic progress, and helps them navigate through high school and prepare for post-secondary education and careers. Advisories should address youth leadership, self-determination and perseverance, mutual respect, and the ability to resolve disputes (as well as other topics). Advisories should help students build strong and productive interpersonal relationships at all phases of the education experience, and incorporate career and college exploration and planning.

School Wide Rituals, Celebrations, and Gatherings

CCCS will employ practices such as community meetings, school-wide events, or celebrations that build and reinforce the community spirit and cohesion of the school and intentionally build a positive school culture.

Opportunities will be available for students to develop a group identity, norms, and relationships, plan and hold events such as specific meetings, special celebrations, trips, etc. that allow students within each individual to build relationships, group identities and norms. These opportunities are intentionally designed to support the different needs and issues that are relevant to the distinct student needs, create group cohesion and pride, and promote positive peer relationships to foster academic and personal success.

Parents, Family, and/or Caregivers Engaged in the School in Meaningful Ways

Teachers and administrators will have regular communication with all parents, guardians, and/or other significant adults concerning student successes as well as any attendance, social-emotional, or academic issues. They also pursue ways in which parents, guardians and/or other significant adults can help with homework, support career development and post-secondary planning, and other topics. The school will host events for parents, guardians, and/or other significant adults and invite them into the school for a variety of reasons, including: to see student work, gain information about the educational program, and learn about opportunities for students. These key stakeholders are invited to

participate in school improvement and decision-making in formal and informal ways and are welcomed on the campus. In addition, students' adult supports serve as educators of teachers about their children. They are an invaluable resource for the school staff to learn about their children, the culture, and important values of their families, and their connections to the community.

Collegial and Professional Learning Communities for Faculty

The faculty will engage in regular planning time, learning communities, Critical Friends Groups, and/or other avenues to build their professional community and deepen the connections to their colleagues. They also actively participate in various activities, and connect with teachers at other sites to share quality practices, learn from one another, and collaborate on projects.

Positive Connections to the Wider Community

CCCS will develop and maintain strong relationships with parents, families, employers, community organizations, and colleges, with each playing a significant educational role at the School. In addition, and as needed, the school will connect students to services that help them attend school regularly and become healthy, self-sufficient adults. Services can be provided on campus or in the community (through community partners, social service agencies, other educational institutions, and workplace partners).

Positive School Norms

CCCS will work with internal and external community partners to develop positive school norms that are reflected in all aspects of a school's culture. Reflecting on the underlying causes rather than responding to symptoms of problems is the key method used to establish these norms. It is important to gain insight from many different resources in order to create and maintain a validating and respectful climate for all school community members.

Youth Leadership and Voice

Effectively involving students within school governance is a conscious and deliberate choice made by the School. Student representatives hold positions on school committees, boards, etc. in order to represent student voice and provide opportunities for student leadership.

A Student Advisory Board or Student Council

Students will have a student advisory board or student council responsible for communicating the needs, questions, and desires of students to the staff. These boards are not only a social event planning committee but also a group of elected individuals dedicated to creating change within their school environment regarding all facets of student education. The school's student board interpret and apply information from the student body, evaluate current program effectiveness, explain what students need, and create ways to positively involve the student body in each element of the school.

Student Input on Individualized, Student-centered Learning Plans

Individualized, student-centered learning plans are essential for student leadership and voice. Effectively involving students in the creation and analysis of their learning plan

places students in control of their education. They become active participants instead of passive onlookers; critiquing and working on skills and interests necessary for personal engagement and future success.

Cultural Responsiveness

The school will develop strong partnerships with community-based organizations to present speakers, mentors, role models, and experts across a variety of group memberships. (e.g. Big Brother/Big Sister, Girls Inc., Council of La Raza, LGBT youth organizations, Teaching for Tolerance, etc.) CCCS will also provide instruction, training, and experiences in team building activities, dialoguing across differences and building positive ally relationships among and across adult and student peer groups.

Faculty and Staff that are Representative of the Student Population

CCCS will strive to have faculty and staff that are representative of the student populations in order to best serve their students. In addition, CCCS will actively employ the media that represent the communities from which the students come and collaborate with professional and community organizations across group membership to identify potential staff member pools. CCCS will actively identify, hire, and retain faculty and staff that are experienced with diverse populations and are committed to social justice, equity, and multiculturalism.

A Commitment by Faculty and Staff to Learning and Responding to Personal and Group Identities and Cultures of their Students

The faculty and staff learn and respond to the personal and group identities and cultures of their students by structuring opportunities to build knowledge, skills, and awareness of issues of diversity and cultural responsiveness and their implications for teaching and learning; providing experiences for faculty and staff to explore their own notions of the impact of group identity and privilege; and increasing the availability of current research, literature, articles about diversity, social justice, and cultural responsiveness.

Future Focus

CCCS will intentionally focus on students' futures through awareness, exposure, and preparation opportunities, and by providing transitional experiences for students. This involves a multi-year sequence of civic, career and college exploration activities and opportunities that are embedded in advisories, classroom activities, and out-of-school time. The following experiences and opportunities are provided for all students:

Post-Secondary Education Preparation -Post-secondary Awareness, Exploration, and Preparation

If appropriate, students begin preparing for college and exploring post-secondary options. Students' awareness and exploration of post-secondary education options may include campus visits, web and library research on post-secondary options, interviews with adults about their college experiences, parent engagement to promote college awareness, information on and preparation for college entrance exams (including the PSAT and SAT), financial aid advising, college application process advising, mentoring activities, and the

use of a college-friendly high school transcript.

On-campus Classes and Credits

Identified students complete one or more post-secondary courses for credit, with most students taking courses on a college campus. Unless exceptional circumstances exist, successful completion of the post-secondary component is considered to be a (C or better earned in at least one college course, preferably delivered on the college campus. To prepare students for the college preparation component, CCCS will arrange tours with their college partners, provide advice on course selection and orientation experiences, and integrate college success skills into classes prior to and during the phase in which students participate in post-secondary coursework. The school and our college partners coordinate schedules and activities to provide counseling and academic support services both at the School and on the college campus during the time that students are taking college courses.

Career Preparation - Career awareness, exploration, and preparation

Students will be engaged in career awareness, exploration, and preparation experiences. These include researching a range of career opportunities, understanding workplace expectations, and exposure to a range of careers in classroom and work-based settings. Students learn about the workplace through career fairs, opportunities to talk with people in different professions, hearing from career speakers, connecting with career mentors, and engaging in multiple workplace experiences (i.e., job shadowing, or progressively intensive work-based learning experiences that build career awareness) and offer the opportunity to explore careers of interest and prepare students for their internships.

Internships and other Workplace Experiences

Identified students will participate in a structured and learning-rich internship that provides the students with sustained exposure to a workplace, deep exploration of an industry or career, and strong connections to their co-workers and the workplace supervisor. The internship is supported by a work-based learning plan and is structured to provide for the acquisition of occupational knowledge and skills. Activities in the classroom are also connected to internship experiences, and provide the opportunity for the student to relate academic concepts to real world applications. The student's performance is assessed by the worksite supervisor and through formal student reflection.

Personal Competencies used throughout the School

Personal Competencies, a list of the personal habits needed to be successful in the 21st Century, are used throughout the school to support students in identifying and acquiring the personal skills needed to be successful in both academics and the workplace. These competencies are used along with the subject-specific competencies in all courses in order to provide students with necessary feedback and to hold them accountable for these important 21st Century skills. In addition, the use of these Personal Competencies helps to reinforce the connection between students' academics and the world of work.

Civic Engagement - Community awareness, exploration, and preparation

Students will participate in appropriate community awareness, exploration, and preparation throughout the year. This can be accomplished in many ways as long as it is

connected to students' academic learning. These activities may include: community asset mapping, assessing a local political campaign, service learning projects, interviewing community members about an issue, fundraising for a cause, or partnering with local community organizations to learn about local concerns and projects.

Community Action Projects

The Community Action Project serves a number of purposes, both academic and civic. Because the Community Action Project is rooted in the practice of service learning, it is designed to enable students to deeply learn some aspect of the school's curriculum, support the growing efficacy of the students, and positively impact some element of the students' community. It also serves as an opportunity for students to improve their interpersonal skills through the experience of working effectively within a group. The Community Action Project also has an explicit civic goal. This project enables students to develop civic participation skills, values, and attitudes that can be a critical influence on young people's decisions to get involved in their communities later in life.

Effective Supports

CCCS have external and internal structures that support programs and help ensure student success.

Fundamental School Needs - Positive and functional relationships

The CCCS model depends upon developing and sustaining a range of effective collaborations with the school district and external partners. These include: full support of the local school district or similar agency (e.g. chartering authority); partnerships with local organizations, Work Investment Act partners, and governmental entities to provide (or facilitate linkages to) wrap-around support services; partnerships with local employers, employer groups, or workforce development organizations to provide students with a range of career exploration and development experiences and opportunities; and partnerships with local two- and/or four-year colleges and other post-secondary education and training institutions to provide a range of post- secondary exposures and opportunities throughout students' experiences, including but not limited to college coursework.

Effective Operations

CCCS will develop the resources, supports, systems, and staffing that are customary for traditional schools and that are necessary for the school's success. The following components are required to be in place.

- Start up and implementation supports
- Equitable resources
- Appropriate school size
- Sufficient and appropriate staffing: this includes (but is not limited to) a full complement of teachers in the major content areas, and appropriate counseling/advisory staff
- Range of student support services
- Sufficient technology for school data support
- Fund development capacity

- Effective marketing and communications capacity

Control the School Budget

Institute Appropriate School Structure

- Operate on a schedule and calendar that fits the needs of the students
- Establish promotion, attendance and discipline policies
- Use performance-based and competency-based assessment to gauge student progress, and set promotion and graduation criteria
- Choose curriculum and resources that support student needs
- Set appropriate scope and sequence that supports student success.

Shared and Effective Leadership

Shared leadership assures that all staff members' voices are heard and responded to in a professional and respectful way, in order to increase staff participation, development, and sustainability. At CCCS the power structure is not top down nor unilateral; it encourages all staff members to be involved in the process of deciding and implementing key educational, structural, socio-emotional, and developmental goals and objectives for all students.

Effective School Administration

It is essential that CCCS have an effective school administration team. This includes having a dynamic and visionary leader dedicated to implementing the school's mission and vision. This administrator is a servant leader who is innovative and seeks to be an effective communicator devoted to creating systematic change and focusing on increasing student achievement. Additionally, CCC must have an effectively operating school administration team (which may include a vice principal, lead teacher, guidance counselor, administrative assistant, adjustment counselor, dean of students, etc.) with clearly defined roles and responsibilities. A Student Achievement Support Team, Composed of School Leadership, Master Teachers, Counselors, and other Key Staff. CCCS will have a capable and invested Student Achievement Support Team (SAS Team) whose main focus is to support and deepen the implementation of the of the CCCS model and improve student outcomes through this work. The SAS Team also contributes to the goal of having shared and effective leadership structures in the school since it includes teachers, college and career counselors, administrators, and others in the decision-making structures of the school.

Online Courseware – Edmentum/Plato

Plato Courseware is built on standards-based online curriculum grounded in a tradition of solid research, sound pedagogy, and applied innovation. They have developed rigorous, relevant curriculum that will challenge students with a 21st century approach and engage them with interactive, media-rich content.

Whether the student is falling behind, at grade level, or advanced, their individual unique needs can be accommodated in an environment in which they will thrive. Plato Courseware can be used in a lab setting, as a blended model where online courses supplement the traditional classroom, or with a completely virtual experience.

- Interactive, media-rich content actively engages students

- Robust flexibility allows you to customize courseware to meet each student's unique needs aligned to Common Core and state standards
- Award-winning courseware proven by third-party research and studies
- Broad range of core subjects, electives, global languages, and Advanced Placement courses
- High-quality content for original credit, supplemental learning, credit recovery, unit recovery, and extended learning

For many learners, regaining the educational ground they've lost can seem like an overwhelming task. Edmentum addresses those concerns with an online experience that is media rich and highly interactive, making credit recovery engaging and attainable. For over 50 years, Edmentum has been providing proven, effective credit recovery solutions to school districts across the country. By focusing on instruction that fills learners' knowledge gaps and providing them with personalized learning experiences, we target the specific issues that have prevented students from moving forward in the past. The depth of research and the breadth of scope of Edmentum courses can create a credit recovery program that will make a real difference in the lives of our students. In order to do this, the curriculum will allow is to:

- Provide pretests which precisely identify a student's knowledge gaps
- Personalize a learning path prescribed based on pretest results
- Offer a comprehensive offering of rigorous full-semester courses based on state and Common Core standards
- Proven effective curriculum

Core Courses

A comprehensive offering of engaging courses, aligned to state and national standards and based on leading research and proven best practices.

Math Courses

Integrated Math

This course provides an introduction to Algebra I and Geometry. It covers linear equations, graphing lines, quadratic equations, function notation, rational expressions, and equations. Additional topics include lines and planes, rays and angles, two-column proofs, congruent triangles, trigonometric relations, polygons and circles, geometric solids, coordinate geometry, graphing equations, and data analysis.

Algebra 1

A comprehensive study of all of the concepts of Algebra I required to meet state and Common Core standards. With multiple opportunities for practice and review, students easily master skills including variables, linear equations, quadratic equations, function notation, and exponential functions.

Algebra 2

Algebra 2 expands on the algebraic functions learned in Algebra I by bringing in concepts of linear, quadratic, and simultaneous equations; laws of exponents; progression; binomial theorems; and logarithms. The course units are competency-based. Learners experience

new situations that they practice in a real-world environment and match to previous learning.

Consumer Mathematics

This course explains how four basic mathematical operations – addition, subtraction, multiplication, and division – can be used to solve real-life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for the Real World activities are

Geometry

The course is designed to enable students to develop a deep understanding of geometry objectives through lessons, tutorials, activities, online discussions, and learning aids. It is based on the Common Core State Standards Initiative and on a modern understanding of student learning in mathematics and STEM disciplines. Most lesson activities throughout the course employ a dynamic geometry tool, GeoGebra, helping learners to explore properties of geometric shapes and to test conjectures. GeoGebra allows learners to construct and modify geometric figures, take measurements, and describe geometric shapes algebraically, and tutorials provide direct instruction and interactive checks of understanding.

Math 6

Math 6 explores basic math concepts and their real-world applications. Students increase their skills with decimals, fractions, percentages, and ratios. The course provides tools for problem solving and includes an introduction to algebra and geometry. Among the topics studied are discrete math and probability, surface area, equations, statistics, and data analysis.

Math 7

Introduces students to concepts they will continue to use throughout their study of mathematics. Among these are surface area, volume, and probability. Real-world applications facilitate understanding, and students are provided multiple opportunities to master these skills through practice problems within lessons, homework drills, and graded assignments.

Pre-Algebra

This course sharpens students' arithmetic skills and illustrates abstract concepts by introducing linear equations, number patterns, the order of operations, linear inequalities, fractions, exponents, and factoring. Some basic components of geometry are discussed.

Pre-calculus

Pre-calculus builds on algebraic concepts to prepare students for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where students manipulate functions and their graphs. Pre-calculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle. Finally, students are introduced to polar coordinates, parametric equations, and limits.

Probability and Statistics

This course is designed for students in grades 11 and 12 who may not have attained a deep and integrated understanding of the topics in earlier grades. Students acquire a comprehensive understanding of how to represent and interpret data; how to relate data sets; independent and conditional probability; applying probability; making relevant inferences and conclusions; and how to use probability to make decisions.

English Language Arts Courses

English 6

This course provides a strong foundation in grammar and the writing process. It emphasizes simple but useful composition and language mechanics strategies with multiple opportunities for modeling practical, real-world writing situations that will enable students to improve their written communication skills quickly. Through a variety of grade-appropriate reading selections, students develop a clear understanding of key literary genres and their distinguishing characteristics.

English 7

Integrates the study of writing and literature through the examination of a variety of genres. Students identify the elements of composition in the reading selections to understand their function and effect on the reader. Practice is provided in narrative and expository writing. Topics include comparison and contrast, persuasion, and cause and effect essays, as well as descriptive and figurative language. Lessons are supplemented with vocabulary development, grammar, and syntax exercises, along with an introduction to verbal phrases and research tools.

English 8

Extends the skills developed in English 7 through detailed study of parts of sentences and paragraphs to understand their importance to good writing. Students also acquire study skills such as time management and improved test-taking strategies. Other topics include punctuation, word choice, syntax, varying of sentence structure, subordination and coordination, detail and elaboration, effective use of reference materials, and proofreading.

English 9

English 9 introduces the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, spelling, and sentence and paragraph structure.

English 10

This course focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing skills. Skills acquired in English I are reinforced and refined. Literary models demonstrate paragraph unity and more sophisticated word choice. A research paper is required for completion of course. Topics include grammar, sentence and paragraph structure, organizing compositions, and the research paper.

English 11

Each unit in English 11 uses a central theme to teach reading, writing, grammar, and mechanics, providing learners with a cohesive and connected learning experience. Units provide a comprehensive overview of American literature from pre-1800 forward, including early American literature, depression-era literature, and contemporary literature. Assigned readings include American masters, and course discussions provide an opportunity for discourse on specific course concepts and their applications. In this way, the course encourages the development of critical twenty-first-century skills.

English 12

English 12 builds on the reading, writing, grammar, and mechanics concepts developed in English 11. Each unit allows students to learn both reading concepts and writing skills. By reading and analyzing a variety of literature, students learn about elements of fiction, such as theme, plot, and setting. They examine figurative language in poetry and drama and continue to focus on important writing skills, such as sentence and paragraph structure, sequencing, and proofreading. English 12 spans literary history from the Anglo-Saxons and the medieval period through the Victorian age and contemporary literature.

Structure of Writing

This semester-long course focuses on building good sentences. Students will learn how to put words, phrases, and clauses together and how to punctuate correctly. They will start using sentences in short compositions. As an extra bonus, students will add some new words to their vocabulary, and they will practice spelling difficult words. Near the end of the course, students are to submit a book report. Early in the course, encourage students to start looking for the books they want to read for the book report. They might also preview the introduction to that lesson so they know what will be expected.

Science Courses

Biology

Students develop a clear understanding of the sometimes complex concepts at the root of life science. Course units cover genetics and evolution, cell structure, multiple units on the diversity of life and on plant structure and function. For example, the unit on cell structure and specialization drills down into mitosis, meiosis, and cancer and carcinogens.

Chemistry

The course surveys chemical theory, descriptive chemistry, and changes in matter and its properties. Students learn how to classify different states of matter as well as how atoms and compounds are structured. Additional areas of discussion include chemical energetics, measurements, bonding, stoichiometry, ionization, hydrocarbons, oxidation and reduction. A variety of simple lab experiments are included.

Earth and Space Science

This course surveys basic physical sciences such as geology, biology, meteorology, oceanography, astronomy, botany, and physics and their impact on the earth. Students are guided to a better understanding of how the earth and the universe are structured.

Integrated Physics & Chemistry

The lessons in this course employ direct-instruction approaches. They include application and inquiry-oriented activities that facilitate the development of higher-order cognitive skills, such as logical reasoning, sense-making, and problem solving.

Life Science

Each unit in Life Science uses a central theme to teach a Life Science concept, thus providing learners with a cohesive and connected learning experience. The course begins with an overview of scientific inquiry, and subsequent units explore the cellular and chemical bases of life, classification and diversity of life, and genetics.

Physical Science

Beginning with the first unit, Properties and Structures of Matter, Physical Science is a comprehensive exploration of the physical world. The course studies inanimate matter as well as topics in astronomy and geology, and broaden the student's understanding of the states of matter by applying them to weather and atmosphere. Other units include; Forces and Motion; Energy and its Application; and Chemistry Fundamentals.

Physics

Physics introduces students to the physics of motion, properties of matter, force, heat, vector, light, and sound. Students learn the history of physics from the discoveries of Galileo and Newton to those of contemporary physicists. The course focuses more on explanation than calculation and prepares students for introductory quantitative physics at the college level. Additional areas of discussion include gases and liquids, atoms, electricity, magnetism, and nuclear physics.

Social Studies Courses

African American Studies

This semester-long course traces the experiences of Africans in the Americas from 1500 to the present day. In this course, students will explore history, politics, and culture. Although the course proceeds in chronological order, lessons are also grouped by themes and trends in African American history. Therefore, some time periods and important people are featured in more than one lesson.

American Government

American Government is a comprehensive survey of the operation and development of federal, state, county, and city governments. The course examines all aspects of government: its statute making, diplomacy, labor policies, public finance, and the contrasts between national, state, and local levels of government. Areas of discussion include the Constitution; civil rights and equality; the legislative, judicial and executive branches; the Federal Reserve System, and foreign policy.

American History 1

Examines the founding and development of the United States from the start of European exploration and settling of the original colonies to how it grew and became a powerful united nation. Topics covered include the pre-colonial cultures of Indigenous peoples, the arrival and impact of Europeans in North America, the Revolutionary War, Manifest Destiny, the Civil War, the Industrial Revolution, the United States in the 20th Century, and the influence of immigration on American society and culture.

American History 2

Building on American History 1, this course develops an understanding of American culture, historical events, and life, learners develop skills to identify, analyze, and evaluate information presented in a variety of formats, including Internet-based research. In addition, learners develop the ability to evaluate and discuss (both orally and in writing) the impact of various events, issues, persons, and trends on American culture, historical events, and life.

Civics

Interactive, problem-centered, and inquiry-based, each unit in Civics emphasizes the acquisition, mastery, and processing of information. Every unit features both factual and conceptual study questions. Instructional strategies include Socratic instruction, student-centered learning, and experiential learning. Topics covered range from Basic Concepts of Power and Authority and National Institutions of Government to analyses of society and citizenship.

Economics

This courses leverages diverse resources from the National Council on Economic Education in partnership with the National Association of Economic Educators, and the Foundation for Teaching Economics. It begins with providing a basic understanding of the U.S. economy and its relationship to the world economy. It then covers macro issues such as government and the economy and micro issues such as entrepreneurship and consumer issues.

Middle School US History

This semester of Middle School US History covers the people who lived in the Americas before European settlers arrived, how the United States was founded, and how it grew and changed over time. The students may be familiar with some of the topics that appear in these lessons, but others will be new. Students should read all the content and think about it carefully as they work through the course.

Middle School World History

This is an engaging, course offering students an in-depth but easily understood view of the human experience, from the earliest civilizations through the Age of Enlightenment. Interactive features allow students to apply their mastery of lessons through such activities as customizing maps and designing feudal villages. An audio pronunciation guide assists students' ability to say and remember the names of people and places. Frequent self-check practice questions and homework assignments prepare students for the accompanying assignments.

Native American Studies: Contemporary Perspectives

This course complements Native American Studies: Historical Perspectives. It explores Native American worldviews, art, media perspectives on Native Americans, and contemporary perspectives and organizations. It concludes by providing a global perspective by examining issues face by indigenous peoples throughout the world.

Native American Studies: Historical Perspectives

By providing historical perspectives, this course provides a comprehensive understanding of the roots of Native American culture. The topics addressed include an exploration of the Native American history in the arctic and subarctic, various regions of the U.S., and the development of Native American life as it became increasingly affected by European-American legal, cultural, and demographic influences.

World Geography

The course is designed to enable students to develop a deep understanding of world geography objectives through tutorials, lesson activities, online discussions, unit activities, and learning aids. The course begins at a conceptual level, presenting facts, skills, and ideas that students will apply when thinking about real-world issues. It then focuses on specific regions of the world, with each lesson highlighting an area of the world that shares geographic commonalities in terms of location or culture. These regional units discuss the similarities and differences among regions and the reasons for each. The engaging content includes vibrant images and informational videos that connect students to global cultures and the physical world.

World History Since 1500

This course follows human history from the Renaissance and the end of the Middle Ages until the present day. Topics covered include the Renaissance, the Enlightenment, the French Revolution, Industrial Revolution, the African and Asian colonial experience, the rise of European Nationalism, and the horrors of World War I. In the second half students learn about the rise of totalitarian ideologies of Fascism and Communism, World War II, the Cold War, Post-Colonial Africa, the Rise of Asian Economies, and the Global War on Terror.

World History Before 1815

In this course, students study human events from the first use of agriculture 15,000 years ago through the end of the French Revolution in 1815. Included are lessons on the ancient civilizations of Europe, Asia, Africa, and the Americas. Later lessons examine the great periods of global exploration and expansion, as well as scientific discovery. Also studied are the revolutions in England, America, and France.

World History Since 1815

This course follows human history from the end of the French Revolution until the present day. Topics covered include the Industrial Revolution, the African and Asian colonial experience, the rise of European Nationalism, and the horrors of World War I. In the second half students read about the rise of totalitarian ideologies of Fascism and Communism, World War II, the Cold War, Post-Colonial Africa, the Rise of Asian Economies, and the Global War on Terror.

Advanced Placement Courses

We will challenge accelerated students and help them achieve even more with ten semester courses that address 100% of the standards defined by the College Board.

Biology

To generate skills for lifelong learning, 25 percent of the lessons in AP Biology use student-driven, constructivist approaches for concept development. The remaining lessons employ direct-instruction AP approaches. In both cases, the lessons incorporate multimedia-rich, interactive resources to make learning an engaging experience. The AP approach to advanced biology topics helps students achieve mastery of abstract concepts and their application in everyday life and in STEM-related professions.

Calculus

This course grounds the study of calculus in real-world scenarios and integrates it with the four STEM disciplines. The first semester covers functions, limits, derivatives, and the application of derivatives. The course goes on to cover differentiation and anti-differentiation, applications of integration, inverse functions, and techniques of integration.

Chemistry

AP Chemistry includes most of the 22 laboratory experiments recommended by the College Board to provide a complete AP experience in a blended environment. More than 25 percent of the online lesson modules are inquiry-based and employ online simulations, data-based analysis, online data-based tools, and —kitchen sink labs that require no specialized equipment or supervision. Many of the lessons include significant practice in stoichiometry and other critical, advanced chemistry skills.

English Lit & Comp

Each unit of Advanced English Literature and Composition is based on a researched scope and sequence that covers the essential concepts of literature at an AP level. Students engage in in-depth analysis of literary works in order to provide both depth and breadth of coverage of the readings. Units include Close Analysis and Interpretation of Fiction, Short Fiction, the Novel, and Poetic Form and Content. Writing activities reinforce the reading activities and include writing arguments, analysis, interpretation, evaluation, and college application essays.

US History

This course develops critical thinking skills by encouraging multiple views as students realized that there are often multiple accounts of a single historical event that may not be entirely consistent. Electronic discussion groups encourage collaboration, and a variety of practice activities are provided, from multiple choice actions to advanced interactions. Units include: The Historical Process; Early America; Revolutionary America; The Civil War; Populism and Progressivism; the emergence of the U.S. as a world power; and contemporary themes.

Global Languages

Edmentum has partnered with Middlebury Interactive Languages to provide a robust, comprehensive, and effective online language curriculum. The courses meet the standards established by the American Council on the Teaching of Foreign Languages. The 26 semesters of highly interactive, graphically rich and visually stimulating language curriculum prepares your students for success in the global community of the 21st century.

Chinese I

Students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters. The course represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Chinese II

Students continue their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters. The course represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French I

Students begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters. The course represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening

comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French II

Students continue their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French-speaking areas across the globe, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

French III

In this expanding engagement with French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Continuing the pattern, and building on what students encountered in the first two years, each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German I

Students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept,

numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major German-speaking areas in Europe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

German II

Students continue their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major German-speaking areas in Europe. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin I

Students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Latin II

Students continue their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening

comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish I

Students begin their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish II

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. The course exemplifies a marriage of the best in language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Each week consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Spanish III

In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish, and respond orally or in writing to these works. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store.” Continuing the pattern, and building on what students encountered in the first two

years, each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

AP French

The majority of the course is conducted almost entirely in French. The tips and grammar tutorials are a mix of French and English to aid in the student's comprehension of the material since this is an online course. The course is divided into eight units. Each semester includes four content units. The last unit of the second semester is a review specifically for the AP Exam. Each unit is based on an overall theme and highlights a specific country or region of the French world. Each unit is divided into three lessons and a unit wrap-up. Each lesson contains approximately twelve to fifteen activities. Although this course is completely online, you will have a teacher who will be available to answer any questions you might have regarding the course and the content. The teacher will also be correcting your assignments and any audio or essay submissions.

AP Spanish

The majority of the course is conducted almost entirely in Spanish. The tips and grammar tutorials are a mix of Spanish and English to aid in the student's comprehension of the material since this is an online course. The course is divided into ten units. Each semester includes four content units and one semester review and test. The last unit of the second semester is a review specifically for the AP Exam. Each unit is based on an overall theme, and highlights a specific country or region of the Hispanic world. Each unit is divided into three lessons and a unit wrap-up. Each lesson contains approximately ten to twelve activities. Although this course is completely online, you will have a teacher who will be available to answer any questions you might have regarding the course and the content. The teacher will also be correcting your assignments and any audio or essay submissions.

Elective Courses

Students will have access to over 30 diverse and interactive elective courses to keep students motivated and engaged in the learning process. Empowering students to pursue their passions helps each one of them to achieve their potential.

Art History and Appreciation

This course explores the main concepts of art, expression, and creativity as it helps students answer questions such as what is art; what is creativity; and how and why people respond to art. It covers essential design principles such as emphasis, balance, and unity. Units include: Art, History, and Culture; Western and World Art Appreciation; and Art and the Modern World.

Computer Applications and Technology

Throughout this course students are presented with a variety of computer applications and technology concepts and demonstrate their understanding of those concepts through

practical problem-solving exercises. A course project includes activities related to the course objectives and can be assigned for work throughout the course.

American Literature

This course surveys American authors and the historical development of literature in America. The course illustrates how the events in history and the cultural heritage of the times influenced the work of authors. The ability to analyze literary works is stressed. Topics include Puritanism, Deism, Neoclassicism, Romanticism, Transcendentalism, Realism, and Naturalism.

Anthropology I: Uncovering Human Mysteries

Anthropology uses a broad approach to give students an understanding of our past, present, and future, and also addresses the problems humans face in biological, social, and cultural life. This course explores the evolution, similarity, and diversity of humankind through time. It looks at how we have evolved from a biologically and culturally weak species to one that has the ability to cause catastrophic change. Exciting online video journeys are just one of the powerful learning tools utilized in this course.

Anthropology II: More Human Mysteries Uncovered

This course continues the study of global cultures and the ways that humans have made sense of their world. It examines ways that cultures have understood and given meaning to different stages of life and death. The course also examines the creation of art within cultures and how cultures evolve and change over time. Finally, students apply the concepts and insights learned from the study of anthropology to several cultures found in the world today.

Archeology: Detectives of the Past

The field of archeology helps us better understand the events and societies of the past that have helped to shape the modern world. This course focuses on the techniques, methods, and theories that guide the study of the past. Students learn how archaeological research is conducted and interpreted, as well as how artifacts are located and preserved. Finally, students learn about the relationship of material items to culture and what we can learn about past societies from these items.

British Literature

This course provides a comprehensive look at the evolution of British literature from the Anglo- Saxon period through the Modern Age. The course emphasizes the cultural and historical elements that shape literary movements. Twenty-six of the thirty-four lessons focus on literary analysis, while writing lessons focus on real-world applications, analytical essays, and research papers. Language lessons focus on usage, mechanics, and critical thinking. Of course all course readings and literary texts are provided online.

Career Explorations

Throughout this course, students will practice valuable life and career skills, including resume writing, interview techniques, budgeting, time management, and long-term planning. This course also encourages learners to use a number of employment resources

both in print and on the Internet. Practical topics are engagingly presented and include search skills, industry clusters, entrepreneurship, and effective resume preparation and interviewing skills.

Criminology: Inside the Criminal Mind

Crime and deviant behavior rank at or near the top of many people's concerns. This course looks at possible explanations for crime from the standpoint of psychological, biological, and sociological perspectives, explore the categories and social consequences of crime, and investigate how the criminal justice system handles not only criminals, but also their crimes. Why do some individuals commit crimes and others do not? What aspects in our culture and society promote crime and deviance? Why are different punishments given for the same crime? What factors shape the criminal case process?

Digital Photography I: Creating Images with Impact

Digital Photography I focuses on the basics of photography, including building an understanding of aperture, shutter speed, lighting, and composition. Students will be introduced to the history of photography and basic camera functions. Students use basic techniques of composition and camera functions to build a personal portfolio of images, capturing people, landscapes, close-ups, and action photographs.

Digital Photography II: Discovering Your Creative Potential

In this course, we examine various aspects of professional photography, including the ethics of the profession, and examine some of the areas in which professional photographers may choose to specialize, such as wedding photography and product photography. Students also learn about some of the most respected professional photographers in history and how to critique photographs in order to better understand what creates an eye-catching photograph.

Forensic Science I: Secrets of the Dead

In this unit, students are introduced to forensic science. We discuss what forensic science consists of and how the field developed through history. Topics covered include some of the responsibilities of forensic scientists and about some of the specialty areas that forensic scientists may work in. Objective and critical thinking questions are combined with lab activities to introduce students to analyzing the crime scene, a wide variety of physical evidence such as firearm and explosion evidence, and DNA evidence.

Forensic Science II: More Secrets of the Dead

Although the crime scene is the first step in solving crimes through forensic science, the crime laboratory plays a critical role in the analysis of evidence. This course focuses on the analysis of evidence and testing that takes place within the lab. It examines some of the basic scientific principles and knowledge that guide forensic laboratory processes, such as those testing DNA, toxicology, and material analysis. Techniques such as microscopy, chromatography, odontology, mineralogy, and spectroscopy will be examined.

Gothic Literature: Monster Stories

From vampires to ghosts, frightening stories have influenced fiction writers since the 18th century. This course focuses on the major themes found in Gothic literature and

demonstrates how core writing drivers produce thrilling psychological environments for the reader. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

Great Minds in Science: Ideas for a New Generation

Is there life on other planets? What extremes can the human body endure? Can we solve the problem of global warming? Today, scientists, explorers, and writers are working to answer all of these questions. Like Edison, Einstein, Curie, and Newton, scientists of today are asking questions and working on problems that may revolutionize our lives and world. This course focuses on ten of today's greatest scientific minds. Each unit takes an in-depth look at one of these individuals, and shows how their ideas may help to shape tomorrow's world.

Health

This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Students are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. The five units explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health.

International Business: Global Commerce in the 21st Century

From geography to culture, Global Business is an exciting topic. This course helps students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations are all explored in this course. Students cultivate an awareness of how history, geography, language, cultural studies, research skills, and continuing education are important in business activities and the 21st century.

Introduction to Philosophy: The Big Picture

This course is an exciting adventure that covers more than 2,500 years of history. Despite their sometimes odd behavior, philosophers of the Western world are among the most brilliant and influential thinkers of all time. As students learn about these great thinkers, they'll come to see how and where many of the most fundamental ideas of Western Civilization originated. They'll also get a chance to consider some of the same questions these great thinkers pondered.

World Religions: Exploring Diversity

Throughout the ages, religions have shaped the political, social, and cultural aspects of societies. This course focuses on the major religions that have played a role in human history, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, and Taoism. Students trace major developments in these religions and explore their relationships with social institutions and culture. The course also discusses some of

the similarities and differences among the major religions and examines their related connections and differences.

Law & Order: Introduction to Legal Studies

From traffic laws to regulations on how the government operates, laws help provide society with order and structure. Our lives are guided and regulated by our society's legal expectations. Consumer laws help protect us from faulty goods; criminal laws help to protect society from individuals who harm others; and family law handles the arrangements and issues that arise in areas like divorce and child custody. This course focuses on the creation and application of laws in various areas of society.

Music Appreciation: The Enjoyment of Listening

Music is part of everyday life and reflects the spirit of our human condition. To know and understand music, we distinguish and identify cultures on local and global levels. This course provides students with an aesthetic and historical perspective of music, covering a variety of styles and developments from the Middle Ages through the 21st Century. Students acquire basic knowledge and listening skills, making their future music experiences more informed and enriching.

Personal & Family Finance

How do personal financial habits affect students' financial futures? How can they make smart decisions with money in the areas of saving, spending, and investing? This course introduces students to basic financial habits such as setting financial goals, budgeting, and creating financial plans. Students learn about topics such as taxation, financial institutions, credit, and money management. The course also addresses how occupations and educational choices can influence personal financial planning, and how individuals can protect themselves from identity theft.

Personal Finance

This course focuses on reviewing and applying arithmetic skills utilized at home and in business. Students learn how to budget, spend, invest, and make every day financial decisions. Topics include budgeting, computing income and property taxes, investing in the stock market, finding interest rates, analyzing statistics, and balancing financial accounts.

Personal Psychology I: The Road to Self-Discovery

Self-knowledge is the key to self-improvement. More than 800,000 high school students take psychology classes each year. Among the different reasons, there is usually the common theme of self-discovery. Sample topics include the study of infancy, childhood, adolescence, perception and states of consciousness. The course features amazing online psychology experiments dealing with our own personal behavior.

Personal Psychology II: Living in a Complex World

This course enriches the quality of students' lives by teaching them to understand the actions of others. Topics include the study of memory, intelligence, emotion, health, stress and personality. This course features exciting online psychology experiments involving the world around us.

Physical Education

This course's three units include Getting Active, Improving Performance, and Lifestyle. Unit activities elevate students' self-awareness of their health and well-being while examining topics such as diet and mental health and exploring websites and other resources. In addition to being effective as a stand-alone course, the components can be easily integrated into other health and wellness courses.

Real World Parenting

What is the best way to care for children and teach them self-confidence and a sense of responsibility? Parenting involves more than having a child and providing food and shelter. Students learn what to prepare for, what to expect, and what vital steps parents can take to create the best environment for their children. Parenting roles and responsibilities, nurturing and protective environments for children, positive parenting strategies, and effective communication in parent/child relationships are other topics covered in this course.

Social Issues

Because the specifics of social issues change rapidly, this course is designed to have students discover contemporary and relevant perspectives on issues that may have been around for centuries. Students engage in significant research and each lesson ends with an essay assignment that encourages students to express their opinions. Topics include media, government, civil liberties, poverty, terrorism, crime, the environment, and many more.

Sociology I: The Study of Human Relationships

The world is becoming more complex. How do beliefs, values and behaviors affect people and the world in which we live? Students examine social problems in our increasingly connected world, and learn how human relationships can strongly influence and impact their lives. Exciting online video journeys are an important component of this relevant and engaging course.

Sociology II: Your Social Life

Sociology is the study of people, social life, and society. By developing a "sociological imagination" students are able to examine how society itself shapes human action and beliefs, and how in turn these factors re-shape society itself. Fascinating online video journeys will not only inform students, but motivate them to seek more knowledge on their own.

Veterinary Science: The Care of Animals

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. This course examines some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times humans as well. Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

World Literature

World Literature provides students with a survey of some of the world's best and most well-known literature. Lesson notes supplement reading assignments and emphasize common themes found across cultures and historical timelines. Submissions use a combination of objective multiple choice and short answer questions, as well as subjective questions that require students to support their opinions. Finally, two full-length writing assignments ask students to apply their knowledge in essay form.

Test Preparation Courses

Test preparation courses prepare students for the leading college entrance and placement tests, and for career certifications and work skills examinations. More than a collection of content, these rigorous and engaging courses are subject-specific and aligned to each test's objectives. Tests Covered Include:

ACT

The ACT assesses high school students' general educational development and their ability to complete college-level work.

Courses:

ACT English

ACT Mathematics

ACT Reading

ACT Science Reasoning

SAT

The SAT assesses academic readiness for college. It keeps pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

Courses:

SAT I Language Arts

SAT I Mathematics

ACCUPLACER

ACCUPLACER tests provide information about academic skills and, in conjunction with a student's academic background, are used by advisors to provide guidance on post-secondary course selection.

Courses:

ACCUPLACER Math

ACCUPLACER Reading

ACCUPLACER Sentence Skills

COMPASS

The COMPASS placement test helps college educators quickly evaluate incoming students' skill levels and place them into appropriate courses.

Courses:

Compass Test Preparation - Mathematics

Compass Test Preparation - Reading

Compass Test Preparation - Writing

Work Keys

Work Keys is a job skills assessment system that helps employers select, hire, train, and retain a high-performance workforce. Work Keys scores help compare a learner's skills to the skills real jobs require.

Course:

ACT WORK KEYS

National Career Readiness Certificate

Based on WorkKeys, the National Career Readiness Certificate is the recognized national standard for measuring fundamental employability skills and is a reliable predictor of workplace success.

Courses:

Career Readiness Certificate - Bronze Level

Career Readiness Certificate - Gold Level

Career Readiness Certificate - Silver Level

ASVAB

The ASVAB is a test developed and maintained by the Department of Defense. ASVAB scores count toward the Armed Forces Qualifying Test (AFQT) score.

Courses:

ASVAB Mathematics

ASVAB Technology and General Science, Part 1

ASVAB Technology and General Science, Part 2

ASVAB Word Knowledge and Paragraph Comprehension

General Educational Development (GED)

The General Educational Development tests measure the skills and knowledge similar to a high school course of study. GED graduates earn a GED credential.

Courses:

GED Mathematics

GED Reading

GED Science, Part 1

GED Science, Part 2

GED Social Studies - Geography and World History

GED Social Studies - US History, Civics and Economics

GED Writing

Remediation Courses

Remediation courses improve skills in specific subject areas to advance learners to the appropriate curriculum level for credit bearing course readiness. Each course consists of a series of assessments and prescribes curriculum based on each assessment to determine the level a student needs to reach and help guide and support them to success.

Courses:

Mathematics

Language Arts

Reading Comprehension

How parents will be informed of the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements

Community Collaborative Charter School will provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission will be notified should problems arise regarding the eligibility of the charter school's courses to meet college entrance requirements. CCCS will seek accreditation from the Western Association of Schools and Colleges (WASC), and will submit courses to the University of California for approval of "a-g" course requirements for entrance to the UC system. CCCS anticipates having at least WASC candidacy status by the end of its first academic year. This will ensure that high school courses will be transferable to other local high schools. Parents of students seeking to transfer to another public high school will also be notified, should problems arise regarding the transferability of the charter school's courses to another high school. CCCS staff will support students' entrance into higher education institutions through communication with admissions staff.

It is the intent of CCCS to provide students with the instruction and life skills necessary to allow them to be admitted to and flourish at the California State University, University of California or other postsecondary programs. As a necessary component of this preparation, CCCS will ensure that UC-bound students have completed the following "a-g" requirements:

- 1) English: 4 years of college preparatory English composition and literature
 - 2) Math: 3 years (4 years is recommended), including Algebra I, Geometry, Algebra II, or higher mathematics
 - 3) History and Social Science: 2 years, including 1 year of U.S. History (or 1 semester of civics or American government) and 1 year of social science
 - 4) Laboratory Science: 2 years, including 1 biological science and 1 physical science
 - 5) Language (other than English) 2 years of the same language
 - 6) Visual and Performing Arts: 1 year of dance, drama or theater, music, or visual art
 - 7) College Preparatory Elective: 1 year of any college preparatory subject
- Element 2. Measureable Student Outcomes (Ed §47605 (b)(5)(B))

CCCS's student outcomes are derived from the California Content Standards and CCCS designated standards based on our definition of an educated person in the 21st century. These competencies are a list of habits of mind that are necessary to understand and internalize the content of the different disciplines while becoming prepared to meet the demands for success in the 21st century. Annually, CCCS will revise its curriculum to best reach our student outcomes. We will create a data-informed culture that will allow

leadership, teaching staff and students to engage in a meaningful and reflective dialogue to discuss and analyze the measurable results of our program and students.

Early College Enrollment

Post-secondary educational enrichment opportunities will be available for students at the local community colleges, (Although there is currently no existing agreement with the mentioned schools); transportation is the responsibility of the student.

Our students will have opportunities to take additional courses at these colleges to complete required high school graduation credits with passing grades. Articulation agreements will be developed with the aforementioned post-secondary institutions.

We will prepare our students for college with classes on college readiness, study skills, test preparation, advanced placement and standardized tests.

Student Engagement: Clubs

Student-directed and teacher-supervised clubs will meet after-school and on weekends as part of our after school program. Clubs will meet periodically organized around specific topics. Potential clubs include: art club that has been designing and making murals around the school; Athletic teams; a mother-daughter club; a strategy games club that regularly meets to play games like chess and Checkers. Other clubs will be formed based on expression of student interest and staffing. Parents will assist in the operation of the clubs.

Students who are struggling with a particular class may attend a study club, which will be offered weekly after school. This is a credited club supervised by teachers but also designed as a peer-tutoring activity. All teachers remain on site for thirty to forty minutes after the students are dismissed to work on school planning; during this time teachers are on call to assist students with questions. Students who have demonstrated competence in specific subjects will be eligible to apply to be peer tutors in the study club. Again, receiving credit for this service.

Students may be enrolled for credit in one club per semester. However, students may participate in as many clubs as their schedule will allow.

Professional Staffing

Teacher job descriptions will list specific teacher characteristics that best support student achievement of all students at CCCS. The CCCS team will tap into its network of youth services to spread word about its hiring needs. The school will also announce openings on websites, social media networking platforms, and educational employment listings, and, if needed, will contact teacher education programs, place announcements in education publications, and so on.

CCCS will use a hiring process that reveals the alignment of candidates' educational philosophy and skills with CCCS'S instructional approach and philosophy. A paper screening will be the first step to check that candidates meet basic qualifications (see "Human Resources") and for evidence of alignment with CCCS'S approach. Ideal candidates will have experience serving the target student population, using a standards-based curriculum and practicing CCCS's instructional strategies. Ideal candidates will also have experience differentiating instruction to meet the needs of all students, using assessment to

inform instruction, and understanding the bigger context of CCCS's progress in meeting Academic Performance Index (API) and Annual Yearly Progress (AYP) growth goals. Candidates will participate in an interview and, as feasible, demonstrate teaching skill through an in-class observation, a video or a written response to questions about pedagogy. Teachers and students will participate in the hiring process, and the principal will finalize all hiring decisions.

CCCS will attract and retain teachers by offering an appropriate compensation package and by creating an attractive work environment. This includes involving teachers in decision-making to a greater extent than is typical at non-charter public schools. They will have regular opportunities to collaborate with colleagues and to participate in professional development that meets their needs. CCCS will attract teachers who are interested in serving the target student population through CCCS's innovative approach. For teachers frustrated by seeing these types of students underserved through traditional educational pathways, it can be immensely satisfying to see their needs truly met. School leadership will strive to maintain respect and professionalism in the workplace.

Professional Development

CCCS is committed to supporting its staff and teachers by providing constant opportunities for professional growth and development. CCCS believes that one of the best methods for professional development consists of experiencing sustained and focused PD while learning from others facing similar situations. To help young people learn the more complex and analytical skills they need for the 21st century, teachers must learn to teach in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, education systems must offer more effective professional learning than has traditionally been available. CCCS will foster a collaborative school environment where teachers will be given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, student achievement strategies, and general student-related discussions between teachers. Each new teacher will be paired with an experienced teacher to facilitate the transition into the existing school culture. Teachers will be encouraged to seek assistance from CCCS staff or other teachers throughout the year. CCCS desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

An aspect of CCCS professional development sessions will be for CCCS leadership to articulate the goals and student outcomes expected for the upcoming year. School wide priorities will be identified by the director and integrated into the staff development materials and discussions. Additionally, topics to be discussed will include second language teaching strategies, classroom management and discipline, promoting parental involvement, and technology in the classroom

Professional Development Themes

CCCS professional development experiences will be focused on and not limited to the following educational initiatives:

- Culturally Relevant Pedagogy

- Lesson Planning
- Project Based-Learning
- Socio-emotional needs of our target students
- Meeting the needs of English Language Learners
- Special Education
- Teaching for Social Justice
- Differentiation, Scaffolding and Cooperative Learning
- Creating a data-informed instructional model

Professional Development Resources

CCCS will utilize the following professional development resources to ensure we achieve our professional learning goals as funding and budget requirements allow:

- MADERA County Office of Education
- Ed Equity
- Center for Culturally Responsive Teaching and Learning
- San Diego State University Urban Schools Institute

Proposed Master Schedule

The Master Schedule is student-driven. CCCS will assess student course needs for the upcoming year, design the schedule based on the number of students needing specific classes, and offer classes accordingly.

Phase1 is a time when a CCCS student is encouraged and supported to engage in a self-reflective process. This process will enable them to clarify their self-identity as a learner and community member. An emphasis during this phase of their learning will be developing their identity as a scholar, community member, and an agent of social change.

Phase 2 is a time when a CCCS student thinks, researches, and analyzes the needs in their community as they more deeply reflect upon the nature of the social injustices that plaque the community of their residence.

Phase 3 is a time when a CCCS student takes what they experienced and learned during phase 1 and 2 of their education to take direct action in their community.

These actions will occur as a result of internships, vocational training, development and implementation of service learning projects, and the completion of community action research projects.

As a project-based learning environment rooted in the development of critical literacy, all project-based learning experiences will create opportunities for students to apply personal and school knowledge towards endeavors that will benefit and transform their communities. This direct participation will reflect CCCS and the role of education as a means for students to experience the ideals of a democratic education.

English language learners

English Language Learners (ELL) will be given the California English Language Development Test (CELDT) to determine each student's home language and English

language proficiency level. The CELDT will be administered to all new students with a home language other than English (as indicated on their Home Language Survey) and to all English learners annually to determine student's individual proficiency level for reclassifying if necessary. CCCS will administer the CELDT test through MADERA UNIFIED SCHOOL DISTRICT.

Teachers in school activities will monitor each student identified as an ELL for academic progress and performance. All teachers will be trained in Specially Designed Academic Instruction in English (SDAIE) techniques during CCCS's professional development to support the special needs of each ELL. CCCS will seek to recruit teachers that hold either a BCLAD or CLAD credential that can use their bi-cultural training to better serve our ELL's. If necessary, after school supplemental programs or summer classes will be available to support ELL development.

English Language Learners (ELL) will have full access to CCCS's educational program. English language learners have different challenges learning to read, write, speak and comprehend English and understanding content material. They may not understand material presented in advanced English or spoken at a rapid pace. To support ELL students and low-skilled readers, teachers will use supplemental vocabulary development and anticipatory pre-reading of text; provide instructional materials appropriate to the students' reading level or in their native language as needed to help students understand content. To support ELL students teachers will use instructional strategies varied according to students' skill levels in speaking, listening, reading and writing in English; and use SDAIE (Specially Designed Academic Instruction in English) methods such as using clear, slow speech and visual and kinesthetic instruction. CCCS staff with appropriate EL certification will provide instruction for English Learners. CCCS will provide English Language Development instruction as a core class. The curriculum will align with state content standards in ELD to help students catch up to their peers in English. Depending on students' needs, they may also receive ELD instruction as additional classes, or as supplemental instruction.

Before a young person begins at CCCS, we will administer the home language survey to determine whether English is the student's native language. Within 30 days of enrollment, all students whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT) to determine their English language proficiency level. These students will also be administered a primary language assessment in their native language within 90 days of enrollment. Based on the CELDT results, we will determine which of our students are English Language Learners. CCCS will use annual CELDT data, teacher observations, and STAR test data to identify ELL student needs and reclassify English Language Learners students' English proficient when appropriate.

CCCS will make teachers aware that raising ELL students' rate of English acquisition and overall academic performance is not a moral imperative; it is also a factor in the Academic Performance Index (API), and in Annual Yearly Progress (AYP). Instructional staff will monitor progress of ELL's throughout the year to ensure that it is on track for meeting

growth goals.

How CCCS will remedy the problem of pupils not at grade level

CCCS seeks to serve students who are not being well served by other educational options. Consequently, we will actively seek to serve high school students that have dropped out of the traditional public education system. In accordance with Education Code section 47612, as may be amended from time to time, CCCS will also be able to enroll and generate apportionment for students who are over 19 years of age due to its status as a WIA program.

Effective education is seen by CCCS as a team effort, and parents/guardians are an integral part of this team. Consequently, each Personalized Learning Plan (PLP) is reviewed with the parent/guardian, whenever possible. The responsible adult will be required to sign off on his/her support of, and cooperation with, the Plan before the student can proceed with his/her education at CCCS. The contract will include:

- Assisting in the development and implementation of the student's Personalized Learning Plan (PLP), including completion of homework, high student attendance, and participation in tutoring, as needed
- Creating a stable learning environment at home for the student
- Meeting with the student's teachers on a regular basis
- Supporting the student's after school experiences

When a parent or guardian is not available to participate in this process, the student's Case Manager will fill in the role of the responsible adult for the PLP.

Plan for Students who are Socio-economically Disadvantaged and/or Academically low Achieving

Almost all of CCCS's students are expected to be socio-economically disadvantaged and most are expected to be academically low achieving. Connecting learning to life is extremely important for students who are socio-economically disadvantaged and academically low achieving. These students must overcome shame and embarrassment to build self-esteem and self-confidence. The mind has to be conditioned and open to lifelong learning. Instruction will utilize hands-on learning activities and relevance to the life experiences of the students. Also, students PLP will include necessary remediation needed to help them reach the same high expectations required of them as for all students. This may mean providing simplified versions of assignments that focus on more core skills, pairing students with a teaching assistant or volunteer and referring students to supplemental academic enrichment programs.

CCCS will take a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards academically low performing students. We will identify students who are performing below grade level through the results of the state STAR assessment as well as from classroom assessment and assignments. Staff will be trained to identify students who are struggling to stay at grade level.

Services for academically low-achieving students will begin with an assessment of student abilities and needs. Depending on identified needs, students will receive one or more of the

following interventions:

- Classroom-based: Instructional activities will be modified to accommodate needs.
- Students needing additional assistance in particular subjects or skill areas may obtain additional help from peers, staff, and volunteer tutors.
- A Student Success Team meeting will be conducted with all student's parent/guardian and school personnel if a student is still not achieving at grade-level standards after the above two strategies have been attempted. More information about the Student Success Team can be found in the following section on Special Education Students.
- CCCS may develop additional group intervention and classes either during, before, or after school depending on student needs and staff availability and scheduling demands. For example, if a substantial number of 9th and 10th grade students are below grade level in mathematics and require support, extra math tutorial sessions in our after-school program.

Some sites may elect to split the time between vocational skills development and the academics during this phase by having students participate in academic courses in the morning and vocational skills development in the afternoon, or vice versa. A careful assessment of the local opportunities will be conducted in conjunction with an evaluation of individual student learning goals and needs. This assessment will be conducted by CCCS principal in conjunction with the classroom teacher, other instructional staff, and WIA program staff at each site, and will be the basis for each site's unique "typical day."

Gifted students

Gifted students will be identified through a referral process by teachers or parent request. The school will select a teacher as the gifted coordinator who will arrange for testing through MADERA UNIFIED SCHOOL DISTRICT' psychological services. Students can also be identified gifted through high achievement. We will follow the same process used by MADERA UNIFIED SCHOOL DISTRICT for identification.

Gifted students will be clustered in mixed-ability classrooms using differentiated instruction to not only challenge the gifted students but to challenge all students. Many gifted students have the capacity to learn more deeply, move at a brisker pace, or make more connections than instructional blueprints might suggest. Therefore, these students will have the opportunity to create action plans for meeting these more aggressive goals and tracking their learning progress in their Student Assessment Binders.

The focus is to set high goals, devise plans for reaching those goals, tolerate frustrations and share joys along the way, and sight new horizons after each accomplishment.

Steps to be taken by teachers in coaching advanced learners for growth will include:

- Continually raise the ceilings of expectations so that the advanced learners are competing with their own possibilities rather than with a norm.
- Making clear what would constitute excellence for the advanced learner so he/she knows what to aim for in his/her work.
- Raising the support system available to advanced students as they work toward the high level of expectations so that they can achieve genuine success.
- Balancing rigor and joy in learning so that students become life-long learners.

Special Education - Overview

Community Collaborative Charter School recognizes its responsibility to enroll and assist students with disabilities who can benefit from its programs and who otherwise qualify for enrollment as well as 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 CCCS program. Any student who has an objectively identified disability which substantially limits a major life activity including but not limited to learning is eligible for accommodation by CCCS. CCCS is committed to providing the fullest inclusion and least restrictive environment that enables students with disabilities to participate in both the academic and community aspects of CCCS.

CCCS 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"*).

CCCS intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of a Special Education Local Plan Area (*"SELPA"*). CCCS shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(b) either on its own or with a grouping of charter school LEA as consortium.

CCCS 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. CCCS shall be solely responsible for its compliance with Section 504 and the ADA.

CCCS shall be categorized as a "public school" within SELPA in conformity with Education Code Section 47641(b). CCCS shall comply with a Memorandum of Understanding (IIMOU) between SELPA and CCCS related to the delineation of duties between SELPA and CCCS.

All students will be given equal access to the school regardless of disabilities and CCCS will not discriminate against any student based on his/her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education. CCCS will provide appropriate services for the exceptional needs student according to the plan developed pursuant to Education Code Section 56710 and in compliance with the California Master Plan for Special Education (Education Code Section 56000 et. seq.). CCCS intends to contract with a Special Education provider and will monitor the compliance with all applicable federal and state laws.

CCCS personnel, school administrators, and other mandated IEP team members will attend staff development and/or training meetings sponsored by SELPA and other trainings as necessary to obtain information to support compliance with IDEA regulations.

Charter schools do not operate 0-5 preschool programs and CCCS understands that

additional training may be necessary to understand the Child Find procedures and requirements.

Memorandum of Understanding

Prior to MADERA UNIFIED SCHOOL DISTRICT ("MADERA UNIFIED SCHOOL DISTRICT") Governing Board approval, CCCS will either execute a Memorandum of Understanding ("MOU") by and between the MADERA UNIFIED SCHOOL DISTRICT ("MADERA UNIFIED SCHOOL DISTRICT") and CCCS regarding the provision and funding of special education services consistent with the requirements of the MADERA UNIFIED SCHOOL DISTRICT Special education Plan Area ("SELPA") Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the MADERA UNIFIED SCHOOL DISTRICT' MCD requirements.

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding ("MOU") by and between the MADERA UNIFIED SCHOOL DISTRICT and the charter school (if considered a Local Educational Agency ("LEA") regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to MADERA UNIFIED SCHOOL DISTRICT for review and must contain a commitment to ensure that MADERA UNIFIED SCHOOL DISTRICT-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the Modified Consent Decree requirements (see below). A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

Services for Students under the "IDEIA"

CCCS will follow 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 maintaining the confidentiality of pupil records. CCCS will comply with SELPA protocol as to the delineation of duties between SELPA and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between CCCS and SELPA to review special education policies, procedures, protocols, and forms of SELPA will ensure that CCCS and SELPA have an ongoing mutual understanding of SELPA protocol and will facilitate ongoing compliance.

A Memorandum of Understanding (MOU") will be developed between SELPA and CCCS, which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to support the students of CCCS.

Assessment and IEP Process

CCCS will comply with all federal, state, and district mandates when designing its Assessment and IEP Process. This includes the following:

- Search and Serve/Child Find.
- Referral for Assessment.
- Assessment.

- Development and Implementation of an Individualized Education Program (IEP)
- IEP Review.
- Due Process Procedures.

Step 1: Search and Serve (child find)

The parents of all new students at CCCS will be informed that special education and related services are available at no cost to them. In addition, students who show signs of need for Special Education will be referred for consideration.

The SST approach is a total school commitment to providing assistance in the general education classroom to students with unique or special needs. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom.

The SST is not a special education function. It is not subject to the special education timelines or legal requirements. CCCS will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom is not sufficient in meeting the student's needs.

Step 2: Referral for Assessment

At CCCS the referral process will be a formal ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents or guardians may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for an assessment.

If it is determined that an assessment is appropriate, the parent will receive an assessment plan (AP). The AP describes the type and purposes of the assessment that may be used to determine eligibility for services.

The parent must consent to the AP by signing the AP before the assessment can take place. CCCS, in consultation with its Special Needs Services Provider, has sixty (60) days, not counting school vacations greater than ten (10) days, from the receipt of the parent's signed AP to complete the assessment and hold an Individualized Education Program (IEP) meeting.

If the parent does not consent to the AP, CCCS may take steps to protect the student if it is believed that the student is being denied necessary services. CCCS may request that the parent meet to resolve this difference of opinion or, failing that, initiate a due process hearing to override the parent's refusal to consent.

Step 3: Assessment

The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Assessments may include individual testing, observations of the students at school, interviews with the student and school personnel who work with the student, and a review of school records, reports, and work samples.

CCCS guidelines for assessment:

- Student will be assessed only after the parent consents to the assessment plan.
- Student will be assessed in all areas related to his or her supposed disability.
- Assessment will be administered in the student's primary language or a qualified interpreter will be provided.
- Assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so.
- Assessment will be adapted for students with impaired sensory, physical, or speaking skills.
- Testing and assessment materials and procedures must not be racially, culturally, or sexually discriminatory.

If the parent disagrees with the assessment of their child made by CCCS and its Special Needs Services Provider, the parent may obtain an independent educational assessment. Upon the parent's request, CCCS will provide information about how to obtain this independent assessment by a qualified examiner.

Step 4: Development and Implementation of an Individualized Education Program (IEP)

After a student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, the charter school, and an invited SELPA representative. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting.

The following people are members of the IEP team:

- The parent or guardian and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, parents will understand all proceedings. The parent may participate using other methods such as conferencing by telephone. If necessary, the charter school will provide an interpreter if the parent has a hearing disability or their primary language is not English.
- A CCCS administrator or qualified representative who is knowledgeable about the program options appropriate for the student.
- The student's teacher.
- A representative from SELPA and MADERA UNIFIED SCHOOL DISTRICT of residence (if applicable).
- A representative from the Special Needs Services Provider if not MADERA UNIFIED SCHOOL DISTRICT, County, or SELPA.
- Other persons, such as the student, whom the parent or the school wishes to invite.
- When appropriate, the persons who assessed the child or someone familiar with those assessment procedures.

The team must consider the least restrictive setting. The regular education programs will

be the first consideration and the necessary supports and services will be discussed. The IEP will be tied to the standard curriculum and measured by the same means. After the written IEP has been finished; it will be implemented by CCCS through its selected Special Needs Services Provider. The parent can review and request revisions of the plan. The IEP will contain:

- The services that student will receive.
- How these services will be delivered.
- The instructional program(s) where these services will be delivered.
- The rationale for placement decisions.
- Annual goals and short-term objectives focusing on the student's current level of performance.
- How the student's progress will be measured.
- Transition goals for work-related skills.
- ESL goals as necessary.
- Times for IEP meetings:
 - After a student has received a formal assessment or reassessment.
 - When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
 - When a parent or a teacher requests a meeting to develop, review, or revise an IEP.
 - When a student in an IEP is faced with a suspension for more than ten (10) days or an expulsion, the IEP will meet to determine whether the student's misconduct was a manifestation of his or her disability.

Step 5: IEP Review

If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting the student's needs. The IEP will be revised as needed to meet the needs of the student.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment that can be obtained at CCCS. CCCS will have written permission from the parent or guardian before it reassesses the student. CCCS will convene an IEP meeting within 30 days in response to parent's written request.

CCCS will make available to all parents and teachers SELPA, state, and federal literature regarding special education programs, regulations, and laws. The promotion and retention of special education students will be determined according to their IEP.

Step 6: Description of Due Process and Procedural Safeguards

If there is a disagreement with the proposed special education program, a due process hearing shall be initiated pursuant to Chapter 5 (commencing with Section 56500) unless a pre-hearing mediation conference is held. CCCS shall, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special

education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs shall be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

Section 504 of the Rehabilitation Act

A 504 designation means that student's disability limits one or more major life activities. These activities include self-care, vision, breathing, hearing, walking, speaking, organizational skills, manual dexterity, and/or learning. If a student's disability relates to one of these activities the student can be given specific accommodation relating to environmental/accessibility, instructional/classroom, behavioral/social, placement locations, and discipline. The referral can come from a parent, teacher, administrator, counselor, or anyone else who works with the student.

When a referral is made 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 who 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 include those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligent 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 CCCS's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's education including substitutes and tutors must have a copy of each student's 504 Plan. The 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 the 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 annually to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Instructional Program Implementation Plan

December 2014 - March 2015: Creation of schedule, course selection, Diploma Plus training for administrators and board members, school visitations of successful Diploma Plus programs.

March 2015 - May 2015: Begin recruitment process and hiring of teachers, first parent/community meetings and recruitment of students.

April 2015 - June 2015: Hiring of teachers, curriculum development (pacing charts, assessment development, lesson planning), Diploma Plus training, instructional program refinement, final selection of curriculum and other instructional materials, hired teachers observe classes in Youth Build schools.

June 2015 - July 2015: Continued work on course development and professional development on designated school courseware, review of CST data of incoming students, testing of incoming students for placement and CELDT, begin work on submission of initial visit materials for WASC, formation of WASC team and creation of documents for WASC Initial Accreditation, and attendance of teachers at professional development opportunities and classroom preparation.

July 2015 - March 2016: Classes begin continuous work throughout the school year reviewing results and amending action plans for each course/teacher, continued professional development on identified needs based on student data, recruitment of new students for 2015-2016 school year.

March 2016 - June 2016: Planning for next school year, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary and continuous review of overall results, initial WASC visit and status notification, selection and ordering of curriculum and other instructional materials for next school year, lottery and

final acceptance letters for new students.

June 2016 - July 2016: Professional development, focus on student need specific for new hires, development of any new courses and creation of a buddy support plan for new teachers, review of end- of-year data as results come in from the state and data analysis and evaluation/comparative studies CST vs. internal assessments vs. class grades (correlation), continuous work on improvements needed based on new data and final goal-setting for school year 2015-2016.

July 2016 - March 2017: Classes begin continuous work throughout the school year on reviewing results and amending action plans for each course/teacher, continued professional development on Diploma Plus methodologies with support from the Principal and Diploma Plus, recruitment of new students.

March 2017 - June 2017: Planning for next school year, recruitment and hiring of new teachers and other staff as needed, revision of year-end assessments as necessary.

Accountability - Overall School Outcome Goals

The following are realistic levels of overall school performance regarding student achievement. These are the standards that the CCCS school will demonstrate it can achieve by the fifth year of operation, with assessments to be conducted on a mutually agreed upon schedule. Interim progress reports will be issued annually for the first two years and in future years at intervals to be agreed upon by MADERA UNIFIED SCHOOL DISTRICT and CCCS.

Academic Growth

All data will be disaggregated to show how sub groups, e.g. LEP, non-LEP, mobility, gender, etc. perform. The school principal, staff, and teachers will be held accountable to the Board for meeting CCCS outcome goals. CCCS will pursue the following academic outcome goals:

1. CCCS will rank 4 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
2. CCCS will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
3. CCCS will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal.
4. CCCS's academic performance, CAHSEE scores, and graduation rate will be equal to or better than the academic performance of the schools within the district.
5. CCCS'S academic performance, CAHSEE scores, and graduation rate will be equal to or better than the academic performance of the MADERA UNIFIED SCHOOL DISTRICT in areas containing similar pupil populations.

Request for Alternative Schools Accountability Model

Given CCCS's unique mission and target population may apply to the CDE for ASAM (Alternative Schools Accountability Model) status. ASAM provides a framework for accountability for schools serving very high-risk student populations. ASAM consists of two types of indicators, which recognize the distinctiveness of ASAM student populations and goals:

- Performance Indicators (e.g., credit completion, attendance, graduation)
- Pre-Post Assessment Indicators selected based on technical review for ASAM student populations

The goal is to combine indicator data to categorize the effectiveness of ASAM schools in meeting expected performance standards. The school will select three indicators on which to report data annually for state-level alternative accountability.

All ASAM schools are required to administer the STAR Program tests and other state-mandated assessments. STAR results and API scores are reported separately in compliance with the accountability requirements of the No Child Left Behind Act of 2001 (e.g., AYP for all schools including those participating in ASAM). ASAM accountability is based on each school's performance over time on three indicators specifically designed for ASAM. ASAM provides supplemental accountability information to API & AYP.

Positive School Outcomes

Student satisfaction ratings with CCCS will be positive. Indicators of student satisfaction include: high attendance, active involvement in school, ability to meet educational goals, and participation in extracurricular activities and seminars.

Our standards:

- Attendance rate will be 80% or higher
- Students that are with the program for more than two years with at least 80% attendance during those two years will pass the CAHSEE.
- 75% of students that begin our program will complete the program within 3 years.

As CCCS gets more baseline data and reasonable expected rates of progress toward the above school-wide outcomes, they may be modified to reflect the more reachable goals, in cooperation with MADERA UNIFIEDSCHOOLDISTRICT if desired.

Educators will find CCCS a positive and exciting environment as evidenced by creating or trying innovations, developing new curricular materials, involving students and families (when applicable) in the development process, working collaboratively.

Positive Student Outcomes:

CCCS will pursue the following student outcomes:

- Students will demonstrate mastery of California content standards in English Language Arts, Math, Science and Social Studies
- Students will demonstrate mastery of 21st century competencies

- Students will demonstrate mastery of CCCS-designated outcomes, including vocational training and college enrollment, career-readiness skills, internships, and completion of service learning projects.

How the outcomes chosen are consistent with skills, knowledge, and attitudes expected of the pupils:

The skills, knowledge and attitudes expected of pupils are the basis for the student for assessments and for the curriculum. The skills, knowledge and attitudes expected of pupils are comprised of key California content standards, 21st century skill competencies and CCCS- designated standards. Our specific, measurable student outcomes are tied to the prioritized California standards, across all subject areas. Students will be promoted based on demonstrated mastery of these outcomes.

The proposed evaluation of the impact of CCCS is designed to assess the short-and long-term impact of the charter in a number of areas:

- Student achievement and school performance outcomes.
- Classroom instruction and student learning.
- Preparation for post-secondary education and student exposure to technology and work-based learning experiences.
- Parent (when applicable) and community involvement including collaboration with the community, internships, service learning projects and higher education.

Measurement of Classroom Instruction and Student Learning

In addition to examining student and school performance, CCCS will carefully assess classroom instruction and student learning at CCCS. To evaluate these aspects of charter implementation, CCCS will implement evaluation instruments including:

- Surveys (school, staff, and student)
- Classroom observation rubric
- Interview guides and focus group protocols on an annual basis all CCCS staff will be surveyed to evaluate CCCS's implementation of the charter and progress toward school-wide goals. The surveys will be used to assess staff perceptions of curriculum and instruction, assessment practices, professional development, teacher articulation and support, student intervention and support, school governance, parent/community involvement, etc. Students will complete a similar survey designed to incorporate student perspectives on the quality and character of the high school experience at CCCS. The results of the staff and student surveys will then be analyzed alongside classroom observations and focus groups. The analysis will assess:
 - innovation and creativity
 - extent of standards integration
 - extent of differentiated [e.g., ELL, Special Ed) and personalized instruction opportunities for professional development and articulation
 - access to instructional materials
 - use of assessment results to guide instruction

- classroom learning environment and extent of project-based learning
- benefits of student participation in the tutorial
- In addition, other focus groups will be conducted with school administrators, counselors and other school staff to examine:
 - school governance and decision-making
 - resource allocation and linkages to school-wide improvement goals
 - teacher recruitment, support and retention
 - opportunities for professional development and articulation
 - staff access to instructional materials
 - relationship between student programming and raised academic expectations
 - facilitation of the use of assessment results (data-informed reform)
- Student Presentations - Students will be asked to present their project work to CCCS community as well as to outside professionals on a regular basis. These presentations are meant to serve both as an instructional tool, helping students to develop public speaking skills, and as an evaluation tool. The frank feedback of outside professionals will be a central component of the presentation program.

Informal Assessment - Perhaps the most important element of the assessment program will be the day-to-day, informal feedback that instructors and advisors will give students. No student should ever be surprised by the grade given at the end of the term, as faculty will be asked to provide frequent guidance and to counsel students regularly about their performance. In addition, teachers will communicate regularly with parents.

Vocational and College Entrance - CCCS believes that all students should go on to pursue higher degrees or vocational studies after completing their secondary education. It is our goal to achieve 100% acceptance and entrance into higher education/vocational programs. The school will develop a system for tracking vocational and college graduation rates.

Grading Policy

Students will have regular examinations, performances, projects, papers and other assignments that will be graded using a conventional letter-grade system. Letter grades ranging from an A to an F will be given for all courses. Missing work may result in a grade of Incomplete (I).

Teachers will determine the deadlines for submission of missing work, as well as, the consequences and final grade when students fail to complete missing work. Grade point averages will be based only on CCCS courses. Courses taken at other institutions will not be reflected in CCCS'S grade point average, but will appear on student transcripts with letter grades earned and the name of the sponsoring institution.

Use and Reporting of Data to Establish, Evaluate, and Improve Policies and Progress toward Identified Student Outcomes

The school's board will work with school leadership and the principals to analyze student

performance data to establish policies and make programmatic and staffing decisions that support improved achievement of all students. The board will participate in the feedback loop described below to identify any gaps in student achievement and ensure that appropriate corrective plans are put into place. This process will occur at least annually, with ongoing monitoring of student performance data by the board for continual improvement of instruction.

As part of an ongoing feedback loop using student progress to inform instruction, each year, CCCS will analyze STAR test results, with analysis of numerically significant subgroups not achieving at our school's norm, in what content areas, and in what specific skill sets. Data will be disaggregated by content area, student subgroup (e.g., linguistic, ethnic, gender, as well as high and low achievers, special education students, and English learners), grade-level, and classroom-level. Analysis of state testing data will occur alongside review of school assessments. Data analysis will also include attendance rates and other factors as appropriate. CCCS will also include attendance rates and other factors as appropriate. CCCS will also annually survey major stakeholder groups (e.g., parents/guardians, students and teachers) about our effectiveness and opportunities for improvement. In addition, CCCS may use longitudinal and other data in measuring student progress.

CCCS will continually work to achieve a culture of assessment that, in the ideal, would be characterized as follows: "Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with, student, families, and support personnel in ways that improve understanding and encourage further academic *progress*." (California Standards for the Teaching Profession, p. 17)

CCCS's instructional staff will use data on progress toward identified student outcomes for ongoing improvement of instructional practices to address student needs. At no time will CCCS become complacent with the examination of assessment findings, but will continuously rethink current pedagogical practices, using the most up-to-date evidence based research practices to meet the changing needs of new and existing student populations. An analysis of the student's progress will help administrators assess the teacher's professional development. Also, teachers will participate in professional development to enhance their understanding of how to use student performance data to modify instruction according to student needs. Teachers will use data to inform instruction continuously throughout the year, at either grade level, departmental or staff meetings.

CCCS will ensure that teachers understand CCCS's API growth goals each year and will train teachers to analyze standardized test and other assessment data to identify any gaps in student performance or negative trends and to determine how to address them. CCCS will make teachers aware that is not only a moral imperative to raise the academic performance of students with special education needs, it is also a factor in the Academic Performance

Index (API) and in Annual Yearly Progress (AYP). Instructional staff will monitor their progress throughout the year to ensure that it is on track for meeting growth goals.

Element 3. Methods to Measure Student Outcomes (Ed § 47605 (b)(5)(C))

CCCS agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If CCCS does not test (i.e., STAR, CELDT, CAHSEE) with MADERA UNIFIED SCHOOL DISTRICT, CCCS hereby grants authority to the state of California to provide a copy of all test results directly to MADERA UNIFIED SCHOOL DISTRICT as well as the CCCS.

Use of standardized test scores in measuring pupil progress; Use of longitudinal, survey and other data in measuring pupil progress

Placement Exams

Analysis of assessment data at CCCS will be ongoing, beginning with an initial assessment and, if indicated, an examination of a student's cumulative record. Incoming freshman and new students are given several assessments in order to determine their proficiency levels in core subjects. These assessments include:

- A written assessment consisting of one piece of paper with a prompt asking the student his or her reasons for enrolling in CCCS.
- Quick assessment (reading; list of words)
- Edmentum pre-placement tests

To ensure our educational programs serve the school's guiding principles and vision, "process" data, both objective and subjective, will be utilized to help continually improve the learning environment. Analysis of student outcomes will be used to determine how and what we teach, and to develop improved teacher support and training. Additional data from locally developed assessments and surveys will be used to determine how well CCCS is achieving its goals and meeting the needs of its stakeholders. The data collected from these assessments and surveys will be utilized to refine our educational environment, design programs to inform stakeholders of the school's goals and pedagogic approach.

Process for conducting pupil assessments pursuant to EC§ 60602.5

Assessments will be conducted pursuant to EC60602.5. The types of assessment to be used to evaluate pupil progress will follow state guidelines and may include:

- Norm-referenced achievement tests, including but not limited to STAR, Advance Placement Examinations, the SAT and/or ACT;
- Performance-based assessments;
- Teacher evaluation based upon clearly specified criteria for scoring pupil work, including state standards-aligned tests and quizzes, critical thinking and problem solving assignments, and in-class participation;
- Certification, to be maintained in student portfolios, of mastery of locally developed, state standards-aligned competencies;
- Advanced Placement subject area examinations; and
- The use of longitudinal/survey, and other data collected by CCCS to track pupil progress.

Academic Performance Index (API)

The API will be used to compare the position of CCCS with that of other schools in the state. The API will also be used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

Other Assessments

Students will be measured in non-curriculum areas such as class attendance and discipline to ensure that they are performing against their commitments to be positive influences at school. For example, Community Collaborative Charter School will actively track each student's attendance numbers as well as the number of discipline actions against them (tardiness, detentions, suspensions, etc.). Non-curriculum areas are often overlooked at urban high schools when it comes to assessment, but CCCS believes that students develop quicker when they are held accountable for both performance and conduct.

Average Daily Attendance (ADA)

A crucial factor in determining the engagement and commitment of pupils to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the school, and as pupils cannot participate in classroom activities when they are not present, the attendance of pupils will be closely monitored.

Specific standards which students must demonstrate proficiency in and/or progress toward and time frames

Specific proficiency standards and processes used to determine pupil achievement are addressed in Element 2 of this charter and will be achieved in accordance with grade level time-frame state and national standards.

Methods to ensure that all statewide standards are met and pupil assessments conducted

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, CCCS shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation processes. Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, validate and continuously improve teaching methods, gauge the school's performance in comparison to similar schools throughout the state, and provide the metrics for programmatic audits reported to MADERA UNIFIED SCHOOL DISTRICT and the California Department of Education (CDE).

Process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning

Staff has identified what students should know (California state content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.

Linking standards to curriculum and assessment

Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the school's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.

Determining assessments that will actually measure if curriculum has been learned and monitoring progress toward goals

This includes a combination of digital portfolios, projects, exhibitions, performances, and criterion-referenced assessments. Instruments used appropriately measure important student objectives, reflect the vision of the school, but do not adversely affect the learner. Progress is objectively measured by the annual statewide assessments for each grade and by other adopted statewide assessments (CELDT, etc.). Classroom teachers may also measure achievement in a traditional manner, such as through quizzes, essays, tests, and exams. Progress is discussed on a regular basis with parents and students no less than twice a year. Additionally, report cards are issued quarterly. Teachers use technology in assessment to monitor student computer skills and help them achieve academic goals. Staff development emphasizes advanced training in use of classroom management applications including the ability to use electronic work saved and networked by students to assess student progress toward project benchmarks. To evaluate multi-media presentations and ensure technology-based student work is leading to student academic achievement goals, Community Collaborative Charter School's staff will design standardized rubrics.

The staff will: set baseline expectations for incoming students (e.g., information from previous assessments); recommend additional support if needed; administer all assessments, including school, district, and state-required testing (e.g., STAR, SAT, proficiency tests, CAHSEE); develop evaluative comparisons with similar populations using disaggregated data; set priorities for professional development; and assist with the allocation of resources.

How the MADERA UNIFIED SCHOOL DISTRICT Board of Education and the charter school can monitor progress in meeting student outcomes.

Results from the standardized tests cited in this Element (STAR, CST, CAHSEE, CELDT) will be reported in an Annual Report to the MADERA UNIFIED SCHOOL DISTRICT Board of Education. The Board can monitor student progress in meeting student outcomes by reviewing this report.

Process for conducting pupil assessments pursuant to EC60602.5

CCCS will administer the CAHSEE, CELDT, CST, and other state-mandated assessments as required. It will adhere to the administration protocols specified in the relevant State Department of Education bulletins.

Identification of the grading policy

Progress reports will be sent to the parents or guardians of all students four times a year, at the mid-point and end of each semester. Grading will be by individual teachers in accordance with criteria determined by the school's teaching staff, using the following

guidelines:

Subject Marks

A-Markedly superior work

B-Superior work

C-Satisfactory work

D-Needs to improve

F-Little or no progress

Work Habits and Cooperation

E-Excellent

S-Satisfactory

U-Unsatisfactory

Marks are subject to review under special circumstances. In all matters relating to marks, CCCS will be assiduous in upholding the rights of individuals under all relevant state and federal laws, and will guarantee due process. Pupils will receive letter marks at least twice per semester.

How the pupil outcomes, including state standards, will drive curriculum decisions

CCCS's curriculum will be based on key California content standards, 21st century skills competencies, and CCCS-designated standards, which constitute the underlying framework of CCCS's curriculum. Initially, CCCS will work with the local WIA board to refine the curriculum scope and sequence that identifies the specific pupil outcomes for each phase of their learning. Each year, the principal, in consultation with the faculty, will establish CCCS's curriculum for the year. Instructional staff will continually seek to improve instruction based on an analysis of student performance data and incorporating research-based strategies. The curricular review may consider including programs that have been shown to succeed with populations akin to the student population at CCCS on an ongoing basis at the classroom level examining student performance data, the instructional staff will adjust the curriculum to ensure that students make progress toward pupil outcomes.

The curriculum of CCCS is based on delivering a standards-based and technology-infused curriculum that emphasizes and prepares students for post-secondary education and participation in the 21st century social, political, and economic environments. The school also aims to provide a more personalized learning experience for students through small class size and extended periods for project-based instruction. CCCS will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

To evaluate the unique educational experience for students at CCCS we will utilize standard State and District accountability measures including:

- Student-level data indicators
- STAR scores in reading, mathematics, language, science and social studies
- California High School Exit Exams cores

- Grade Point Average (GPA)
- California English Language Development Test (CELDT) results
- School-level accountability indicators
- Academic Performance Index (API)
- Dropout rate
- Attendance rate
- A-G course enrollment (for honors students) and pass rate
- The frequency with which assessment tools will be used

Required state assessments will be administered annually at the required grade levels. Pre- and post-diagnostics will be administered at the beginning of each school year and at the end of the year and/or at the end of major instructional units. Portfolios will be maintained throughout each year, but formal presentation defenses will occur as students conclude the educational program. Narratives will be provided at least twice a year. Ongoing classroom assessments will be used on an ongoing basis. CCCS may revise this assessment schedule as instructional staff learns which assessments are most helpful and at what intervals.

Element 4. School Governance (Ee § 4760S(b)(S)(D))

CCCS is an independent charter. It is governed by Community Collaborative Charter School (CCCS), a separate corporation organized under the California Nonprofit Public Benefit Corporation Law as a 501 (c) (3) organization. The articles of incorporation and by-laws are attached.

CCCS and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the CCCS.

CCCS will comply with the Brown Act.

Members of the CCCS executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and MADERA UNIFIED SCHOOL DISTRICT CCCS policies and regulations regarding ethics and conflicts of interest.

MADERA UNIFIED SCHOOL DISTRICT reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

CCCS and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Any amendments to the charter school's bylaws or the bylaws of a "parent" nonprofit corporation that affect or impact the charter or school operations must be approved through MADERA UNIFIED SCHOOL DISTRICT' petition amendment process.

Frequency of Meetings

The CCCS Board has regular meetings at least quarterly.

Process for Selecting the Governing Body

CCCS's board members select replacement board members. In considering prospective Board members, CCCS seeks out educational leaders in the community with a passion for education and proven experience and/or knowledge in one or more of the following areas: urban education, alternative education, curriculum, assessment, nonprofit operation, finance, law, the construction trade, and real estate.

Education Code Section 47604(b) provides that the governing board of a school district that grants a charter for the establishment of a charter school formed and organized pursuant to this section shall be entitled to a single representative on the Board. Pursuant to Education Code §47604(c), MADERA UNIFIED SCHOOL DISTRICT representative presence on the Board does not make it liable for the debts or obligations of CCCS. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will not be a county staff or board member.

The members of the CCCS Board of Directors serve three-year terms with a staggered rotation to ensure continuity. The Board elects the Board Chairman on an annual basis. The CCCS Executive Director will be an ex-officio non-voting member of the Board.

How board meetings will be conducted, including an affirmation that they will be conducted in compliance with the Brown Act

CCCS will be governed in accordance with applicable federal, state, and municipal laws, and regulations applicable to charter schools. In particular, CCCS will comply with the Ralph M. Brown Act and all other statutes applicable to California charter schools. CCCS and its participating sites will be nonsectarian in their programs, admission policies, employment practices, and all other operations and will not discriminate on the basis of disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics.

The board will appoint a member as chairperson and others as Secretary and Treasurer. The Secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. Two weeks before each board meeting, the Secretary will send out a request for agenda items. The school's Executive Director and any member of the Board of Directors may request that an item be placed on the agenda with ultimate direction to set the agenda being held by the Chairperson. The agenda for a board meeting will be emailed to all Board of Directors members prior to the meeting. The agenda will also be posted on CCCS website and in hard copy on the community bulletin boards at CCCS sites. (Expulsion hearings and other confidential governance matters will be held in closed session, unless open session is requested by the parent of the child in question, according to current law). The Treasurer will be responsible for overseeing the fiscal situation of the charter school, and will provide guidance to CCCS's primary fiscal employee to ensure that CCCS is operating in a fiscally solvent manner. The Secretary will be responsible for taking minutes at each meeting and recording board actions in these minutes.

CCCS will hold the charter granted by the MADERA UNIFIED SCHOOLDISTRICT and will oversee the operation of its participating WIA sites. CCCS will work with its school sites to provide the following services; administrative and fiscal oversight and reporting,

curriculum development and implementation, assessment of teacher and student work, teacher training and professional development opportunities, and other school related supports such as technology support, resource development and sustainability support, and regulatory updates.

CCCS will also work closely with MADERA UNIFIED SCHOOL DISTRICT to ensure alignment and compliance with State requirements and assessments. CCCS and its Board of Directors will comply with the Freedom of Information Act.

CCCS Organization Chart

CCCS Board of Directors

CCCS is governed by a Board of Directors of up to nine (9) voting members in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. This Board is responsible for ensuring that the policies and operations of CCCS's participating sites are in compliance with the charter agreement and applicable laws. The CCCS Board of Directors is responsible for establishing policies that affect the local sites operated by CCCS. For example, the Board sets policies related to staff hiring, benefits, compensation, and conditions for student suspension or expulsion. Board members also participate in raising funds and increasing public awareness of CCCS's participating sites.

In addition to legal and fiduciary responsibilities, the Board develops, implements and administers the general policies of CCCS in matters including, but not limited to:

- admissions
- budgeting and operations oversight
- personnel
- health & safety
- use and maintenance of facilities
- curriculum, instruction and assessment
- audits

The annual auditor will be selected in cooperation with MADERA UNIFIED SCHOOL DISTRICT to maximize audit streamlining and insure MADERA UNIFIED SCHOOL DISTRICT and CCCS seamless fiscal practices. Annual audit reports will be presented to MADERA UNIFIED SCHOOL DISTRICT the State Controller's Office, and the California Department of Education. An independent accounting firm will be retained to perform an annual financial audit.

CCCS shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records, from MADERA UNIFIED SCHOOL DISTRICT and shall consult with MADERA UNIFIED SCHOOL DISTRICT regarding any inquiries. CCCS acknowledges that it is subject to audit by MADERA UNIFIED SCHOOL DISTRICT. The CCCS Board of Directors is responsible for the educational outcomes and the overall educational practices and quality of participation, as consistent with the mission and vision of CCCS. Specific responsibilities include:

- Assessing CCCS goals, objectives student progress toward school-wide goals and outcomes, financial status, assessing any need for redirection and ensuring that

- needed follow through is implemented
- Evaluating school and student performance
- The Board of Directors is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and CCCS's charter
- Compliance with State and Federal law
- Approval of the annual budget
- Setting the strategic plan and vision for CCCS, together with other key stakeholders
- Overseeing CCCS's financial affairs and tracking financial encumbrances
- Amending bylaws
- Managing legal issues
- Setting and approving policies
- Approving all major contracts, including all employment contracts
- Ultimate resolution of conflicts
- Directing and integrating the work of the board committees and sub-committees

In addition, the Board has a fiduciary responsibility for CCCS sites. As such in consultation with the Executive Director, Board Treasurer, the Finance Committee of the Board and CCCS's accountant, the Board shall oversee CCCS's finances by developing sound and lawful financial controls and fiscal management policies. It will provide a system of checks and balances to address budgeting, receipts and disbursements, procurement, payroll and benefits, inventory control and petty cash. The ED will meet with the Finance Committee quarterly and with the Board bi-annually to review CCCS's financial condition and year-to-date budget while maintaining a balanced budget and presenting annual budget reports and proposals for Board review. This information will include a statement of financial condition listing revenues and expenditures for the fiscal year. Finally, the Executive Director will oversee the work of the accountant and will establish the content, frequency and process of reporting and reconciling bank accounts and ledger books.

Internal Controls

CCCS will implement a comprehensive and sound fiscal management system, including internal control objectives and activities. The goals of this system are to:

- ensure effectiveness and efficiency in CCCS's operations
- guard against fraudulent activity and misuse of school funds
- ensure fiscally prudent planning and spending and legal and regulatory compliance
- Primary internal control components and activities will include the following:
- an operational environment that emphasizes sound management ethics accountability and professionalism, while identifying and mitigating conflicts-of-interest
- on-going assessment of potential risks and adaptation of internal controls procedures to mitigate them
- a comprehensive range of preventive and detective control activities, such as appropriate authorization of transactions, segregating key fiduciary duties, safeguarding physical assets, performance reviews, and multiple levels and methods

- of financial transaction oversight
- on-going monitoring of internal controls via internal reviews and external audits

Use of data to establish, evaluate, and improve the education program and school policies

The CCCS Board of Directors shall uphold CCCS's commitment to making data-driven decisions. The Board shall use data in carrying out the responsibilities listed above, as appropriate, particularly to set policy and to conduct oversight of the educational program. The Board will participate in the feedback loop of student performance data to continually improve instruction as described in "Use of Data" in Element C.

Board Training

The members of the CCCS Board of Directors will receive periodic training in matters such as governance, fund raising, charter school finance, the Brown Act, and general laws applicable to charter schools. Such training will be provided as needed to ensure a knowledgeable, competent Board and will be conducted by expert consultants.

The process for parent involvement and instructional staff in the governance of Community Collaborative Charter School - CCCS Advisory Committee

The CCCS Board will establish a CCCS Advisory Committee that will meet quarterly to discuss all aspects of the charter school operation, budget and planning process. The CCCS Executive Director will chair the Advisory Committee.

The Advisory Committee will include one (1) Director from each of the participating WIA sites or a teacher designated by such Director; one (1) parent representative nominated by the parent involvement committee; and interested community stakeholders

The role of this Advisory Committee will be (i) to provide valuable input into the decisions made by CCCS in its regular operations (for example, curriculum development, teacher training, technology integration into CCCS student assessments, student and personnel handbooks, etc.); (ii) to provide formal input and feedback to the CCCS Board in its governance role; and (iii) to ensure a free flow of information between the member schools, CCCS management and the CCCS Board.

This Advisory Committee will develop annual and five-year plans that will be shared with MADERA UNIFIED SCHOOL DISTRICT. The Advisory Committee will nominate one of its members to serve on the CCCS Board, subject to the approval of the local WIA board

Parent Involvement

Involvement of parents and guardians will be encouraged throughout CCCS during the planning, program design and implementation phases. As soon as the charter is approved and CCCS is in a position to begin student recruiting, CCCS will inform prospective parents and guardians of ways to become involved in school planning and program design. These include attending community meetings where parents are informed of the latest developments and asked for input to the greatest extent appropriate. Parents will also be welcomed and encouraged to contact CCCS staff with comments and questions. When they are formed, parents will also participate on the CCCS Advisory Committee and the local Site Committees. These practices will be extended throughout the implementation phase to

ensure that CCCS fully involves parents and guardians. Large numbers of Youth Build students do not have family members or parents with whom they are in contact. Where possible, however, parents or legal guardians will be included in all parent involvement activities.

Parent Communication

CCCS will develop policies to promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses to parent inquiries, for the manner in which conflicts will be resolved-both informally and through formal grievance procedures, and for courteous, professional communications. Staff will receive training in CCCS's standards for professional resolution and harassment prevention. CCCS will serve non-English speaking parents through bilingual translation or native language delivery at meetings, in written communications and in other communications with staff to the greatest extent possible. CCCS is committed to creating a culturally responsible school culture, and that extends to making sure that parents and guardians of diverse backgrounds are welcomed and accommodated in CCCS.

The CCCS local sites will also make reasonable efforts to keep parents, legal guardians, and community members abreast of student progress towards goals as well as involved in decision- making regarding students' college or career paths. CCCS will hold parent conferences and issue report cards at least two times a year. Case managements and counselors at the CCCS sites will help students navigate their life needs such as childcare, health care, finding a home, substance abuse issues, drivers' licenses, felony conviction, etc. Home visits by counselors will be a regular part of the program at each local site.

Grievance Procedure for Parents and Students

CCCS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with CCCS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. CCCS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

CCCS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

CCCS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

MADERA UNIFIED SCHOOL DISTRICT - Charter Policy

CCCS will comply with the MADERA UNIFIED SCHOOL DISTRICT policy, as it may be changed from time to time after notice and reasonable opportunity for input from CCCS Collaborative.

Responding to Inquiries

CCCS shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from MADERA UNIFIED SCHOOL DISTRICT and shall consult with MADERA UNIFIED SCHOOL DISTRICT regarding any inquiries. CCCS acknowledges that it is subject to audit by MADERA UNIFIED SCHOOL DISTRICT including, without limitation, audit by MADERA UNIFIED SCHOOL DISTRICT Office of the Inspector General.

If an allegation of waste, fraud or abuse related to CCCS operations is received by MADERA UNIFIED SCHOOL DISTRICT, CCCS shall be expected to cooperate with any investigation undertaken by MADERA UNIFIED SCHOOL DISTRICT and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by CCCS.

Conflict of interest standards to be practiced by the members of the governing body

The Board of Directors of CCCS will adopt a Conflict of Interest Policy and comply with MADERA UNIFIED SCHOOL DISTRICT' Conflict of interest policies and forms. In accordance with that policy, Community Collaborative Charter School will follow rigid contracting and bidding practices and procedures to avoid any conflict of interest. All board members will be selected in a manner that avoids conflict of interest.

Element 5. Employee Qualifications (EC §4760S (b)(S)(E))

CCCS believes that all persons are entitled to equal employment opportunity. CCCS shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, 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.

CCCS expects to hire the following core staff for CCCS's first year: an Executive Director/teacher, seven Certificated Instructors and four non-certificated Instructors. In subsequent years CCCS will add a literacy specialist, a College and Career Specialist, a Technical Assistance Coordinator and additional Instructors to the staff, in proportion to enrollment.

Types of credentials to be held by core curriculum instructional and other staff

The school's mission, small size and educational approach will appeal to teachers and staff. A key component of CCCS is a commitment to students and staff as co-creators of a high-quality educational environment. To this end, CCCS is committed to recruiting, hiring and

developing a well-supported community of professionals dedicated to best practices.

CCCS is committed to and has budgeted for ongoing training and professional development of teaching staff. This includes: two weeks of staff development prior to the start of CCCS year during the first two years of operation; staff development workshops throughout CCCS year; and an annual Professional Development Plan to be developed with each teacher. Following the first year of employment, all full-time teachers will be able to draw on a yearly stipend allocated for continuing education. Salary ranges can be found in the attached budget.

- Regardless of their role in CCCS, every person hired by CCCS will actively help to promote the curricular philosophy, instructional program and CCCS community's guiding principles.
- CCCS will not discriminate against any employee on the basis of race, color, creed, age, sex, national origin, disability, sexual orientation, religion, or marital status,
- CCCS will adhere to the existing State of California laws regarding fingerprinting and drug testing of employees.
- CCCS will adhere to school policy pertaining to the safety and health of all employees and students. All employees and volunteers of CCCS will be required to have a criminal record summary on file pursuant to Education Code, Section 44237.
- An employee or volunteer will not be permitted to begin work until that employee has been fingerprinted and cleared by the Department of Justice.
- Teachers will meet the requirements for employment as provided by California Education Code, Section 4760S(1).
- Primary teachers of core subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.
- CCCS will not discriminate against any employee on the basis of race, color, creed, age, sex, national origin, disability, or marital status.
- Employee salaries and benefits will be based upon job duties, full-time or part-time status, and work basis as outlined in the charter.
- CCCS will adhere to all applicable state of California laws, including fingerprinting and criminal background checking of employees. CCCS will adhere to school policy pertaining to the safety and health of all employees and students.
- All employees must furnish or be able to provide:
 - Medical clearance including proof of medical exam and tuberculosis (TB) testing
 - Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record maintained by CCCS administration. Credentials will be monitored by MADERA UNIFIED SCHOOL DISTRICT in compliance with state and federal law.

Staff Selection and Qualifications of the School's Key Personnel

CCCS CEO/Executive Director

Roles and Responsibilities

The CEO/Executive Director will be responsible for maintaining a healthy nonprofit organization that sustains a well-resourced budget to meet the mission of the organization's place in the local community and in the State of California.

Qualifications

The CEO/Executive Director of the CCCS should possess an established track record of leadership, fund raising, political and community connections, and management skills in the nonprofit education community.

The preferred criteria for the CEO/Executive Director include a strong connection to the current position of charter schools in the education community, experience in developing an organization that is responsive to the changing needs and opportunities of youth education programs and research-based innovations, experience in accessing government funding for schools, experience in cultivating foundation and corporate financial support for youth education programs, and a proven track record of managing a nonprofit in compliance with state and federal legal requirements.

Using the above criteria, the CCCS Board will select (on an application and interview basis) and evaluate the CEO/Executive Director. The CCCS Board will evaluate the CEO/ Executive Director annually. The CEO/Executive Director will be evaluated on the following performance measures, which will be revised by the Board as needed:

- Implementation of policies determined by the CCCS Board
- Performance of job responsibilities
- Overall effectiveness
- Achievement of CCCS's educational goals
- Maintaining a fiscally sound charter school, including a balanced budget

If the CEO/Executive Director disagrees with the substance of an evaluation, he/she will have the opportunity to provide a written objection, which will be included in his/her personnel file. In addition, he/she may pursue CCCS's

Teacher Responsibilities

Teachers are responsible for planning and implementing a rigorous standards-based academic curriculum with vocational training. Other responsibilities include; maintaining consistent communication with students and their families, as appropriate and providing students with regular feedback on their academic progress. CCCS shall comply with Education Code Section 47605 (1), which states in pertinent part:

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

Qualifications

All Teachers at CCCS:

- Will hold a relevant single subject teaching credential from California, a permit, or other document equivalent to that which a teacher in other public schools would be required to hold. (Ed Code 47605 (1)). ~~All teachers with multiple subject credentials will be expected to attain a single subject credential within two years of employment with CCCS.~~
- Will hold a Bachelor's Degree; Master's degree preferred
- Will demonstrate proficiency in the subject they will teach
- Will be in compliance with NCLB requirements
- Have previous experience working with CCCS's target student population.
- Have high expectations of CCCS's target student population.
- Will be able to work effectively in a collaborative environment.
- Will evidence commitment to CCCS's philosophy, vision, and pedagogy, and to their own professional development.

Teachers will be required to hold a Commission on Teacher Credentialing certificate, a permit or other document equivalent to that which a teacher at non-charter public school is required to hold in accordance with state law. These documents will be maintained on file at CCCS and made available to MADERA UNIFIED SCHOOL DISTRICT upon request. All teachers will meet the requirements for employment stipulated by the charter school legislation.

CCCS teachers will meet the requirements for employment of California Education Code, Section 47605(1) and the applicable provisions of No Child Left Behind. Teachers will:

- Provide a high-quality, standards-based and academically rigorous learning experience;
- Provide continual assessment of student progress and maintain records;
- Continually evaluate classroom performance to meet the needs of the students;
- Provide an effective classroom environment that reflects and facilitates the academic Program;
- Provide peer assistance to fellow teachers;
- Continue to work on their own professional growth;
- Actively strive for continuous and open communication with parents and community members; and
- Maintain regular, punctual attendance.

CCCS will work to reduce the need for emergency-credentialed teachers by participating in the state's charter internship program and other recruitment initiatives consistent with standards established by the California Commission on Teacher Credentialing. Using the above criteria, the Principal will select (on an application and interview basis) and evaluate the teachers. Inexperienced teachers will be hired based on educational experience (e.g., former paraprofessional, school volunteer, child care, etc.), work experiences relevant to classroom instruction, and outstanding references. The Principal will evaluate teachers annually. Teachers will be evaluated on the following performance measures, which will be revised by the Principal as needed:

- Provide a high-quality, standards-based academically rigorous learning

- experience;
- Provide continual assessment of student progress and maintain records;
- Continually evaluate classroom performance to meet the needs of the students;
- Provide an effective classroom environment that reflects and facilitates the academic Program;
- Continue to work on their own professional growth;
- Maintain regular, punctual attendance; and
- Demonstrated ability to work collaboratively as part of the WIA team.

If a teacher disagrees with the substance of an evaluation, he/she will have the opportunity to provide a written objection, which will be included in his/her personnel file. In addition, he/she may pursue CCCS's grievance procedure.

Instructional Assistants

Responsibilities

Instructional Assistants help teachers provide instruction to students. They also help teachers enter student data into school information systems, prepare daily lesson plans utilizing textbook materials, supplemental instructional materials, audio and visual aids, critical thinking skills courses of study, etc.

Qualifications

The preferred criteria for Instructional Assistants include: commitment to CCCS's mission, experience with CCCS's target student population, and a high school diploma or equivalent. All Instructional Assistants will be expected to be enrolled in at least six units of college level coursework as a condition of employment. Using the above criteria, the Principal will select (on an application and interview basis) and evaluate Instructional Assistants. The Principal will evaluate Instructional Assistants annually. Instructional Assistants will be evaluated on the following performance measures, which will be revised by the Principal as needed:

- Teacher evaluations
- Performance of job responsibilities
- Achievement of school's educational goals
- Maintain regular, punctual attendance; and
- Demonstrated ability to work collaboratively as part of the team.

If necessary, opportunities to provide a written Objection, which will be included in his/her personnel file. In addition, he/she may pursue CCCS's grievance procedure.

Process to be used for inspection of credentials by MADERA UNIFIED SCHOOL DISTRICT staff

Teachers will be required to hold a Commission on Teacher Credentialing certificate, a permit or other document equivalent to that which a teacher at non-charter public school is required to hold in accordance with state law. These documents will be maintained on file at CCCS. All teachers will meet the requirements for employment stipulated by the charter school legislation.

Provisions for professional development to ensure that staff is trained to carry out the instructional programs proposed

To be a truly excellent teacher, one must continually experience the joys of learning. Excellent teachers also continually develop their skills to effectively serve all students. CCCS's mission and vision involve sophisticated educational practices that will take time to develop, as individual teachers develop the needed skills and as CCCS incrementally develops the capacity to implement.

The methods by which the faculty will be supported in their professional growth include:

Summer Institute

- Teachers will receive in-depth training prior to the start of CCCS year, and then throughout CCCS year, as necessary, based on identified needs of the school and the student.
- Teachers will be provided with the philosophical underpinnings of WIA and attend conferences which explore facets of working within the WIA model.

During the School Year

- Teachers will attend workshops on project-based curriculum as necessary throughout the year.
- The administration will maintain an internal and virtual library or research studies and guides on teaching, learning, curriculum construction, special needs education, and EL education.

Additional professional development experiences will be determined after the faculty has been hired in response to the strengths and questions of the faculty.

Responsibility for evaluating employees

The Principal will set goals with and enforce Community Collaborative Charter School teacher expectations. The Principal will complete evaluations.

Criteria and procedures used in evaluations

Teachers

All teachers will prepare Classroom Assessment Binders and Classroom Success Plans for each class as well as Teacher Assessment Binders and Teacher Success Plans. The Principal will review Classroom and Teacher Assessment Binders and Success Plans at least quarterly. Teacher evaluations will include scores on the maintenance of these documents and classroom results, including value added student achievement.

In addition, the Principal will observe teachers at least three times a year and evaluate them on these five categories and their underlying Teacher Performance Expectations (TPE): Making Subject Matter Comprehensible to Students

TPE1-Specific Pedagogical Skills for Subject Matter Instruction Assessing Student Learning

TPE 2 - Monitoring Students Learning During Instruction

TPE 3 - Interpretation and Use of Assessment Engagement and Supporting Students in Learning

TPE 4 - Making Content Accessible

TPE 5 - Student Engagement
TPE6- Developmentally appropriate Teaching Practices
TPE 7 - Teaching English Learners
Planning Instruction and Designing Learning Experiences for Students
TPE 8 - Learning About Students
TPE 9 - Instructional Planning
Creating and Maintaining Effective Environments for Student Learning
TPE 10 - Instructional Time
TPE11-Social Environment
Developing as a Professional Educator
TPE 12 - Professional, Legal and Ethical Obligations
TPE 13 - Professional Growth

Other Staff

The Executive Director is evaluated by the Board of Trustees.
All staff other than teachers and Principal report to and are evaluated by the Principal, who will set goals with them and evaluate them on their performance and on the extent to which they achieved their goals.

Effective Communication

Staff will also be trained in creating a culturally responsive school environment that makes students and families feel welcome and able to communicate with ease. CCCS will develop policies to promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses to parent inquiries, for the manner in which conflicts will be resolved - both informally and through formal grievance procedures, and for courteous, professional communications. Staff will receive training in CCCS's standards for professional communication and strategies for effective communication, such as including conflict resolution and harassment prevention.

Element 6. Health and Safety of Pupils and Staff (Ee § 4760S(b)(S)(F))

Insurance Requirements

No coverage shall be provided to CCCS by MADERA UNIFIED SCHOOL DISTRICT under any of MADERA UNIFIED SCHOOL DISTRICT self-insured programs or commercial insurance policies. CCCS shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to MADERA UNIFIED SCHOOL DISTRICT [A.M. Best A-, VII or better] to protect CCCS from claims which may arise from its operations. Each CCCS location shall meet the below insurance requirements individually.

It shall be the CCCS's responsibility, not MADERA UNIFIED SCHOOL DISTRICT, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the MADERA UNIFIED SCHOOL DISTRICT and the Board of Education of the City of

MADERA as named additional insured and shall provide specifically that any insurance carried by MADERA UNIFIED SCHOOL DISTRICT which may be applicable to any claims or loss shall be deemed excess and the CCCS's insurance shall be primary despite any conflicting provisions in the CCCS's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the MADERA UNIFIED SCHOOL DISTRICT.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect CCCS from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if CCCS does not operate a student bus service. If CCCS provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by CCCS to cover all CCCS employees who handle, process or otherwise have responsibility for CCCS funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the MADERA UNIFIED SCHOOL DISTRICT and the Board of Education of the MADERA County Office of Education as named additional insured and shall provide specifically that any insurance carried by MADERA UNIFIED SCHOOL DISTRICT which may be applicable to any claims or loss shall be deemed excess and the CCCS's insurance shall be primary despite any conflicting provisions in the CCCS's policy.

Evidence of Insurance CCCS shall furnish to MADERA UNIFIED SCHOOL DISTRICT within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to MADERA UNIFIED SCHOOL DISTRICT."

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, MADERA UNIFIED SCHOOL DISTRICT reserves the right to require certified copies of any required insurance policies.

Should CCCS deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by MADERA UNIFIED SCHOOL DISTRICT and its purchase shall be the responsibility of the CCCS.

Hold Harmless Indemnification Provision

To the fullest extent permitted by law, CCCS does hereby agree, at its own expense, to indemnify, defend and hold harmless the MADERA UNIFIED SCHOOL DISTRICT and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. CCCS further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the MADERA UNIFIED SCHOOL DISTRICT and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the CCCS, and their officers, directors, employees or volunteers. Moreover, CCCS agrees to indemnify and hold harmless MADERA UNIFIED SCHOOL DISTRICT for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors. CCCS will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. CCCS will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

CCCS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CCCS shall require all employees of the CCCS, and all volunteers who will be performing services that are not under the direct supervision of a CCCS employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. CCCS will maintain on file and available for inspection evidence

that CCCS has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

The method that will be used for conducting required fingerprinting and background checks on employment candidates.

Community Collaborative Charter School shall comply with all applicable provisions of Education Code §44237, including the requirement that as a condition of employment each new employee not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.

Prior to employment each employee will submit to a criminal background check as required by Education Code § 44237. CCCS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. CCCS will comply with the provisions of the No Child Left Behind (NCLB) Act as they apply to certificated personnel and paraprofessionals. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Executive Director and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo such a check through such services as a LiveScan fingerprint process. These services will occur where the LiveScan service is offered, which may be located MADERA UNIFIED SCHOOL DISTRICT, county or local college facilities.

Assurance that charter school facilities meet federal, state, and local building and safety codes and requirements, including, but not limited to, the Americans with Disabilities Act, AHERA, Playground Safety

All facilities will meet federal, state, and local building codes and requirements applicable to California charter schools, including, but not limited to, the Americans with Disabilities Act, AHERA, Playground Safety, and other applicable fire, health and structural safety requirements. CCCS will maintain on file readily accessible records documenting such compliance. CCCS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan. Additionally, CCCS will comply with all other AHERA requirements, such as an initial inspection for asbestos-containing materials by an accredited inspector and re-inspections.

CCCS will contract out with private companies to provide the following services as needed:

- Routine Maintenance
- Building Equipment Operations (e.g., air filter changes)
- Major or Deferred Maintenance
- Alterations and Improvements
- Custodial Services

- Gardening
- Landscaping
- Tree Trimming
- Pest Management (including methods CCCS will use to comply with the Healthy Schools Act)
- Utilities

CCCS's facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

CCCS's site will be secured with an appropriate Certificate of Occupancy, A comprehensive school safety plan will be developed and kept on file for review, and school staff will be trained annually on the safety procedures outlined in the plan.

Description of the safety provisions for any auxiliary services such as food services, transportation, etc.

CCCS will adopt policies requiring compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (e.g., food services, transportation, custodial services, and hazardous materials).

As an independent Study School, CCCS will offer no transportation services. However, CCCS may opt to provide students bus cards so that they may utilize local transportation options.

Food service programs will only be conducted in conjunction with other federal, state or local programs.

Other safety and health policies and procedures referenced in the charter, including training and procedures for child abuse and neglect reporting, and for discrimination/sexual harassment, and other required safety and employment training

CCCS will adopt and implement a comprehensive set of health, safety, and risk management policies in consultation with CCCS's insurance carriers and meeting MADERA UNIFIED SCHOOL DISTRICT requirements. The school will keep its safety plan on file for review and will provide copies to MADERA UNIFIED SCHOOL DISTRICT. CCCS will comply with all health and safety laws and regulations that apply to charter schools. Contracted nursing services will be retained as needed. These policies will include, but not be limited to:

- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
- Policies relating to preventing contact with blood-borne pathogens
- Administration of prescription drug training.
- A policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate "first responder" training or its equivalent
- A policy that CCCS is housed in facilities that have received Fire Marshal approval

- A policy that CCCS location and facility will be investigated, inspected, and tested in order to determine that it is free from environmental hazards
- A policy establishing that CCCS functions as a drug-, alcohol-, and tobacco-free workplace
- A policy mandating that all staff, paid and volunteer, working with students who are minors are subject to fingerprinting and must provide CCCS with a criminal record summary
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws.
- A policy establishing CCCS as a zero-tolerance zone for sexual harassment for all employees, students, and parents.

CCCS will also adopt policies in the following areas:

- Proper and safe use, maintenance and sanitation of school facilities and equipment.
- Emergency site plan, evacuation drill procedures and schedule.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- Health screening procedure.
- • A requirement that students and staff provide records documenting immunizations as required by law. Student immunization records will be maintained, and staff will honor County requirements for periodic tuberculosis (TB) testing.
- Procedures expected of staff and parents in the case of a sudden illness or injury occurring at school.
- Instructional and administrative staff receives first aid/CPR training and updates.
- Procedures for administration of medication at school.
- Legal obligation of reporting contagious conditions.
- Prevention of drug, tobacco and alcohol use, violence, and early sexual activity.
- A policy for addressing sexual harassment for all employees, students, and parents in any combination thereof, including student-to-student.
- A plan to implement pandemic flu guidelines
- A plan for school safety including on-campus intruder guidelines
- These policies will be incorporated, as appropriate, into CCCS's student and staff handbooks. Staff will be trained annually on the safety procedures outlined in the plan.

CCCS will maintain all insurance, liability, and compensatory coverages and will comply with other regulations, such as fire and safety codes, as required by the federal, state, and city laws.

Assurance that staff will have required inoculations upon employment.

No individual shall be initially employed by CCCS in a certificated or classified position unless he/she has undergone a tuberculosis examination within the past 60 days to determine that he/she is free of active TB, by a licensed physician and surgeon. However, an individual who transfers to CCCS from another school or school district shall be deemed

to meet the TB test requirement if he/she can produce a certificate that shows that he/she was examined within the past four years and was found to be free of communicable TB, or if it is verified by CCCS previously employing him/her that it has a certificate on file that contains that showing. The VB Director will be responsible for maintaining compliance with § 44830.1 and all applicable health and safety laws.

Records of students' immunizations shall be maintained to the extent required for enrollment in non-charter public schools. Students who do not have a full regime of immunizations will be required to get them before starting school. Per Education Code § 49406, all staff must provide evidence that they are free from tuberculosis.

Element 7. Means to Achieve Racial and Ethnic Balance (Ee § 47605 (b)(5)(G)) CCCS will work to achieve a racial and ethnic balance among its students that is reflective of the general population where CCCS sites are located.

CCCS's recruitment strategies include elements to ensure racial and ethnic balance among students that is reflective of the overall student population attending school in the target areas. These include, but are not limited to the following:

- An enrollment process that is scheduled and adopted to include a timeline that allows a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the target area.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial; ethnic, and other groups in the target area.
- Outreach meetings in several areas around the target sites, to reach perspective students and parents/families.
- Host open-houses and schedule school campus tours.
- Distribute brochures and application materials at community centers, shopping malls and other place CCCS broad public access.
- Disseminate information about CCCS at other possible places where students and families from diverse backgrounds can be reached.
- Maintain an informative web page, which allows online applications.
- CCCS will distribute recruitment materials, host open house events and provide tours of CCCS sites, and advertise in the local media in other languages, such as Spanish, in addition to English.

In addition, CCCS will implement a community-based outreach plan that addresses the unique needs of the target student population. Targeted recruitment strategies will include the following:

- Working with adult basic education providers as well as job training programs within the community for referrals.
- Visiting homeless shelters that cater to CCCS's target population and discussing the strengths and distinctive features of the program.
- Working with the local social welfare office and the youth probation departments to spread the word about the benefits of CCCS and receive referrals.
- Working with each county where a CCCS site is located to identify students that have dropped out.

- Working with local municipalities and Work Source Centers.

Geographic Area to Be Targeted

The geographic area to be targeted is MADERA County and appropriate student populations in Orange, Riverside and Imperial Counties.

Languages Used For Outreach

English and Spanish will be used for student outreach.

How Outreach Efforts Will Attain Racial and Ethnic Balance

Outreach efforts will be broadly based and will include Hispanic and Spanish-speaking organizations and media. Spanish- and English-speaking recruiters will be employed to solicit enrollment. CCCS will periodically assess the racial and ethnic balance of students attending CCCS and agrees to cooperate with MADERA UNIFIED SCHOOL DISTRICT administrators to adjust methodologies to achieve and maintain a racial and ethnic balance if CCCS's balance is not reflective of MADERA UNIFIED SCHOOL DISTRICT.

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, CCCS has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. CCCS understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. CCCS agrees that it will keep and make available to MADERA UNIFIED SCHOOL DISTRICT any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds.
- Complete and submit Local Education Agency (LEA) Plan to CDE.
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school-wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted

- Assistance School Program.
- Maintain inventory of equipment purchased with categorical funds.
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

CCCS also understands that as part of its oversight of the school MADERA UNIFIEDSCHOOL DISTRICT may conduct program review of federal and state compliance issues.

Element 8. Admission Requirements (Ee §47605 (b)(5)(H))

All of CCCS's recruitment and admissions Policies, procedures and activities will be in compliance with state and federal law. In its first year of operation, CCCS plans to enroll no more than 210 students. During its second year of operation, CCCS will enroll approximately 100 students. When CCCS is at full capacity, it will have approximately 1500 students enrolled in grades 9-12.

Specific admissions requirements

CCCS will admit all students who wish to attend as outlined in Education Code § 47605(d) (2) (A). CCCS will not Charge tuition and will not discriminate on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: mental or physical disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. It will be nonsectarian in its programs, admission policies, employment practices, and all other operations. CCCS will comply with all applicable state laws pertaining to student admission and enrollment. There is no residence requirement for the student or for the student's parent or guardian. CCCS will employ the admission requirements that are consistent with non-discrimination statutes. A written application is required from each student.

Efforts to Recruit Academically Low-Achieving, Economically Disadvantaged Students, and Students with Disabilities

As described in Element 7 of this charter petition, CCCS will implement various outreach strategies (e.g., recruiting at homeless shelters, partnering with the California Youth Authority, working with target area counties to identify dropouts, etc.) in an effort to recruit academically low-achieving and economically disadvantaged students as well as students with disabilities.

Enrollment period

Students may apply for admission at any time during the academic year, which runs year round. However, if CCCS is at capacity, the application will be held until one of CCCS's three primary enrollment periods - July, September and November. If there are more applicants than slots available in a particular enrollment period, CCCS will hold a public, random drawing to determine which applicants get in and which are placed on ordered, numbered waiting lists

Description of admission preferences, which are reasonably necessary to achieve the educational mission of the charter school, and which are consistent with the law

The following preferences will be extended to potential students:
Preference will be given to students currently attending CCCS and students who reside in the CCCS service area, except as provided for in California Education Code Section 47614.5.

The procedures for conducting a lottery and public random drawing procedures, should requests for admission exceed the capacity of CCCS

If the number of students who wish to attend CCCS exceeds CCCS's capacity, attendance, except for existing students of CCCS, shall be determined by a public random drawing. Should CCCS conduct a public random drawing, it will use the following rules and procedures, which will be communicated via public postings at CCCS, and to the extent practicable, via the U.S. Postal Service, to all interested parties at least 30 days prior to holding the lottery:

- a. The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- b. The lottery will take place within 30 days of closing the open enrollment period, which will be at least 90 days long.
- c. The lottery will take place on CCCS's campus in a facility large enough to allow all interested parties to observe the drawing or at another public venue near CCCS large enough to accommodate all interested parties.
- d. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
- e. All interested parties will know, prior to the holding of the lottery, how many openings are available in CCCS and in the different grades served by CCCS.
- f. The lottery shall continue until all names from a single pool of ballots.
- g. The ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.
- h. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn.
- i. CCCS will ask potential students on the waiting list to provide contact information to be used in the event space becomes available. Students promoted off the waiting list shall be informed in writing and shall have 10 business days from the date of postage to respond. In addition, CCCS shall attempt on at least two separate occasions to contact the student, or their parents/guardians where applicable, of promoted students by telephone. Those students/families not responding within the 10-day period will forfeit their right to enroll their student in CCCS for that school year.
- j. The outside organization or agency verifying the fair execution of the lottery shall confirm in writing the lottery was conducted fairly, and CCCS shall keep on record copies of that confirmation.
- k. CCCS shall keep on file records of lottery rules and procedures, the lottery results, and waiting lists to document the fair execution of lottery procedures.

How parents will be notified of their rights and responsibilities in attendance at the charter school

CCCS has no requirement for admission and must admit any child that wishes to apply, subject to the procedures outlined above. We do, however, have a family-school agreement which all parents of students under the age of 18 will be asked to sign and orientation meetings which parents will be asked to attend. A family cannot be turned away for refusing to sign this agreement or refusing to attend an orientation. In no instance will a student be refused admission nor subjected to any form of discipline for failure of a parent to sign or comply with the family school agreement. Before students enroll, CCCS will provide parents/guardians and students with information that explains the instructional program and policies of CCCS. In addition, CCCS will ask parents to sign an agreement to abide by the academic and behavioral rules of CCCS. Parents/legal guardians will be asked to sign a family school agreement stating that they understand the academic and behavior policies of CCCS and will support those policies at home and will work to ensure that their children abide by the rules of CCCS. CCCS will abide by state law regarding parental notifications.

McKinney-Vento Homeless Assistance Act

CCCS will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

Element 9. Financial Audits (sc § 47605 (b)(5)(1))

District Oversight Costs

MADERA UNIFIED SCHOOL DISTRICT may charge for the actual costs of supervisory oversight of CCCS not to exceed 1% of the CCCS's revenue, or MADERA UNIFIED SCHOOL DISTRICT may charge for the actual costs of supervisory oversight of CCCS not to exceed 3% if CCCS is able to obtain substantially rent free facilities from MADERA UNIFIED SCHOOL DISTRICT. Notwithstanding the foregoing, MADERA UNIFIED SCHOOL DISTRICT may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations and in accordance with expectations of the District.

Special Education Revenue Adjustment/Payment for Services (MADERA UNIFIED SCHOOL DISTRICT-Specific language)

In the event that CCCS owes funds to MADERA UNIFIED SCHOOL DISTRICT for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from the CCCS, CCCS authorizes MADERA UNIFIED SCHOOL DISTRICT to deduct any and all of the in lieu property taxes that CCCS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. CCCS further understands and agrees that MADERA UNIFIED SCHOOL DISTRICT shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the CCCS. Should this revenue stream be

insufficient in any fiscal year to cover any such costs, CCCS agrees that it will reimburse MADERA UNIFIED SCHOOL DISTRICT for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

CCCS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- CCCS is subject to MADERA UNIFIED SCHOOL DISTRICT oversight.
- MADERA UNIFIED SCHOOL DISTRICT' statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of CCCS.
- MADERA UNIFIED SCHOOL DISTRICT is authorized to revoke this Charter for, among other reasons, the failure of CCCS to meet generally accepted accounting principles or if it engages in fiscal mismanagement.
- Accordingly, MADERA UNIFIED SCHOOL DISTRICT hereby reserves the right, pursuant to its oversight responsibility, to audit CCCS books, records, data, processes and procedures through MADERA UNIFIED SCHOOL DISTRICT Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
 - Compliance with terms and conditions prescribed in the Charter agreement,
 - Internal controls, both financial and operational in nature,
 - The accuracy, recording and/or reporting of school financial information,
 - The school's debt structure,
 - Governance policies, procedures and history,
 - The recording and reporting of attendance data,
 - The school's enrollment process,
 - Compliance with safety plans and procedures, and
 - Compliance with applicable grant requirements.

CCCS shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to CCCS. When 30 days notice may defeat the purpose of the audit, MADERA UNIFIED SCHOOL DISTRICT may conduct the audit upon 24 hours notice.

CCCS will develop and maintain internal fiscal control policies governing all financial activities.

Specifics as to who is responsible for contacting and counseling the independent audit

Each audit shall be made by a certified public accountant selected from the directory of certified public accountants designated by the State Controller's Office as active to conduct audits of local education agencies. This auditor will have experience with audits of educational entities and education finance, preferable with charter schools. The scope of the audit will include all elements mandated by the Audit Guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law. The audit will be conducted in accordance with

generally accepted accounting principles applicable to CCCS and will verify the accuracy of CCCS's financial statements, average daily attendance and enrollment accounting practices, and review CCCS's internal controls. By December 15th of each year, the annual audit will be completed and a copy of the auditor's findings will be forwarded to the charter-granting agency, MADERA UNIFIED SCHOOL DISTRICT superintendent of schools, the State Controller, and the Superintendent of Public Instruction.

The school's audit committee will review any audit exceptions or deficiencies and report to CCCS's board of directors with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. In addition, CCCS and the charter granting agency will consider an audit exception or deficiency to be resolved once the auditor considers the item resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in the dispute resolution process as outlined in this charter.

Procedures that will be used for generating and reviewing financial statements in the required format - Financial Administration

In order to run the administrative financial functions of CCCS effectively, CCCS will contract with *Edhive, Inc.* to provide those services. The accounting systems that CCCS plans to adopt will adhere to generally accepted accounting principles, giving us strong internal controls within the systems. CCCS will only use vendors who are well experienced with California charter schools and who have a long track record of generating the required financial reporting schedule, as outlined below:

Budget and Financial Reporting Schedule

CCCS will annually prepare and submit to MADERA UNIFIED SCHOOL DISTRICT: On or before July 1st, a final budget. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605 (g) will satisfy this requirement.

- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st.
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st
- On or before September 15th, a final unaudited financial report for the prior full fiscal year

Assurance that the audit will be conducted using generally accepted auditing standards

As outlined above, the audit will be conducted in accordance with generally accepted accounting principles applicable to CCCS.

Assurance that the audit will be conducted at approximately the same time as MADERA UNIFIED SCHOOL DISTRICT' audit

The audit will be conducted at approximately the same time as MADERA UNIFIED SCHOOL DISTRICT' audit; or the audit will be completed and submitted to MADERA UNIFIED SCHOOL DISTRICT, the California Department of Education, State Controller and the State

Board of Education by December 15th following each school year or at a mutually agreed upon earlier date. CCCS will provide interim financial data required by the state on the timeline outlined above.

Assurance that audit exceptions and deficiencies will be resolved to the satisfaction of MADERA UNIFIED SCHOOL DISTRICT requirements in an agreed-upon timeline, meeting MADERA UNIFIED SCHOOL DISTRICT and state requirements;

Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and MADERA UNIFIED SCHOOL DISTRICT. CCCS agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report, in an agreed-upon timeline, meeting MADERA UNIFIED SCHOOL DISTRICT and state requirements.

Element 10. Pupil Suspension and Expulsion (Ee § 47605 (b)(5)(J))
MADERA UNIFIED SCHOOL DISTRICT

CCCS shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

CCCS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

CCCS shall ensure the appropriate interim placement of students during and pending the completion of the CCCS's student expulsion process. If the student receives or is eligible for special education, CCCS shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the MADERA UNIFIED SCHOOL DISTRICT Support Unit, Division of Special Education.

CCCS shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from CCCS, CCCS shall forward student records upon request of the receiving school district in a timely fashion. CCCS shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record transcript of grades or report card health information documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process and options for enrollment.

- If the expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, CCCS must provide evidence that it convened a Link Determination meeting to address two questions:
 - A) Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B) Was the misconduct a direct result of the Charter's failure to implement 504 Plan?

Outcome Data

CCCS shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to MADERA UNIFIED SCHOOL DISTRICT upon request.

Rehabilitation Plans

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

Readmission

CCCS's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the CCCS's governing board shall readmit the pupil unless the CCCS's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. CCCS is responsible for reinstating the student upon the conclusion of the expulsion period.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, CCCS will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between MADERA UNIFIED SCHOOL DISTRICT and CCCS an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing MADERA UNIFIED SCHOOL DISTRICT' Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of CCCS's failure to implement 504?

Gun Free Schools Act

CCCS shall comply with the federal Gun Free Schools Act.

PROCEDURE FOR INVOLVING PARENTS, STUDENTS, AND STAFF IN DESIGNING AND IMPLEMENTING THE DISCIPLINE POLICY

The School Site Committee, which includes parents, students, and staff, will review the discipline policy annually and recommend changes, as needed. The Board of Trustees will have the final approval authority on any changes to the discipline policy.

All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of our children.

Community Collaborative Charter School will develop, implement and regularly review a discipline policy that attempts to:

- Promote self-discipline and proper regard for authority among students,
- Encourage good behavior and respect for others,
- Ensure students' standards of behavior are acceptable,
- Regulate student conduct.

Students and parents can expect consistent enforcement of the discipline policy and fair administration of consequences for failure to follow the acceptable expected behaviors.

The discipline policy will be reviewed with parents and students upon the students' admission to Community Collaborative Charter School. Parents and students will acknowledge their understanding of, agreement with, and responsibility to standards set forth in the discipline policy. The discipline policy will determine student responsibilities, unacceptable behavior, and the consequences for noncompliance.

Acceptable Behavior Expectations

Students

How I Treat Others I will:

- Treat all students and adults with respect and kindness.
- Use words that are helpful, courteous and kind.
- Treat all things that belong to other people with care.
- Get help from an adult if someone tries to start a fight with me or a disagreement won't end (for example, if I am in a situation that could lead to violence or name-calling.)

I will not:

- Tease, call other people names, bully, or use swear words.
- Threaten to hurt anyone, even when joking around.
- Start fights. I understand that fighting is never acceptable.

How I do my school work I will:

- Make sure my homework and projects are neat, complete and turned in on time.
- Respect school property by taking care of my books and classroom supplies, and by helping to keep the rooms and yards clean.
- Come to school on time
- I will not leave school before it is over, except for a field trip or when I have written permission.

How I Behave and What I Bring to School I will:

- Greet visitors in a friendly way.
- Offer to help those who need it or request it.
- Take pride in my appearance. I will only wear clean school uniforms to school.
- Eat only in designated eating areas.

I will not:

- Wear sandals, inappropriate clothing, open back, open toe, or platform shoes.
- Bring gum, candy, or soda in cans or glass bottles.
- Bring: beepers, cell phones, large amounts of money, jewelry, radios, electronic games, or trading cards.
- Bring any type of weapon to school- neither a real weapon nor a toy one.
-

Expectations: Respect, responsibility, safety, and quality will characterize all behavior, relationships, and work habits. Parents and teachers will inform, teach, and reinforce the expectations to our children at home and in the classroom respectively.

Consequences: The teacher has primary responsibility for determining and implementing appropriate rewards and consequences for acceptable and unacceptable behavior.

Students who violate the acceptable behavior expectations are subject to:

- Verbal warning
- Loss of privileges
- A notice to parents
- Conference with student and/or parent

The consequences listed above are not necessarily all-inclusive.

No Violence: Under no circumstances will violence on campus be tolerated. Acts of intimidation, extortion, or harassment or physical attacks on students, school personnel, or other authorized persons on campus will not be condoned or excused. A child possessing any weapon, whether real or a toy, may be suspended and/or recommended for expulsion.

Suspension and Expulsion

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 CCCS. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as CCCS'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. CCCS 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 CCCS 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 CCCS 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 CCCS 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. CCCS 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 CCCS 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.

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.

Enumerated Offenses

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 of 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 pre-initiation 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 terrorist 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, threaten 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- 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 expelled 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 of 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. 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre initiation 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.
- q) Made terrorist 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.

- r) 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.
- s) Caused, attempted to cause, threaten 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.
- t) 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.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- v) 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).
- w) 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 expelled 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 administration that a student has brought a firearm 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:

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 CCCS 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 CCCS 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 CCCS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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 CCCS 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.

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.

Authority to Expel

A student may be expelled by an Administrative Panel appointed by the CCCS Board of Trustees. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of CCCS's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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.

The hearing will be before the Administrative Panel and 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 CCCS'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 CCCS 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 counselor 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

CCCS 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 CCCS 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. CCCS 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 person or panel conducting the 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 person 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 person 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 person conducting the hearing may permit anyone 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, CCCS must present evidence that the witness' presence is both desired by the witness and will be helpful to CCCS. 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 the 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.

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.

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. An expulsion by the Administrative Panel 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 Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his 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 final determination regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Administrative Panel is final.

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

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and 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 CCCS.

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 b) The specific expellable offense committed by the student.

Disciplinary Records

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

No Right to Appeal

The pupil shall have no right of appeal from expulsion from CCCS as the Administrative Panel's decision to expel shall be final.

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. CCCS 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.

Rehabilitation Plans

Students who are expelled from CCCS shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order that 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 CCCS for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Administrative Panel 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 Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon CCCS's capacity at the time the student seeks readmission.

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

Notification of SELPA

CCCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who CCCS or SELPA would be deemed to have knowledge that the student had a disability

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/S04 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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.

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, CCCS, the parent, and relevant members of the IEP/S04 Team shall review all relevant information in the student's file, including the child's IEP/S04 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/S04 Plan. .

If CCCS, the parent, and relevant members of the IEP/S04 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 CCCS, the parent, and relevant members of the IEP/S04 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/S04 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that CCCS 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 CCCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If CCCS, the parent, and relevant members of the IEP/S04 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/S04 Plan, then CCCS 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.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or CCCS 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 CCCS, 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 CCCS agree otherwise.

Special Circumstances

CCCS 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.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/S04 team.

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 CCCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CCCS had knowledge that the student was disabled before the behavior occurred.

CCCS 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 CCCS 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 CCCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCCS supervisory personnel.

If CCCS 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 CCCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. CCCS shall conduct an expedited evaluation if requested by the

parents; however the student shall remain in the education placement determined by CCCS pending the results of the evaluation.

CCCS shall not be deemed to have knowledge of 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. Staff Issues (Ee § 47605 (b)(5)(K))

Relationship between the teachers and MADERA UNIFIED SCHOOL DISTRICT/county bargaining unit

In accordance with the Educational Employee Relations Act (EERA) CCCS employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an individual basis.

Salaries, benefits, working conditions, calendars, holidays, vacations, work-day and year, and other items

Salaries, benefits, working conditions, the annual calendar, vacations, work day and year, and other items will be recommended by the Executive Director and set by the Board of Trustees.

Labor procedures that will be applied to employees

All employees of the school will be hired on an at-will basis.

Process for resolving complaints/grievances

Employees will be encouraged to resolve complaints and grievances informally and with their immediate supervisor. However, they will have the right to appeal informally or formally (in writing) to the Executive Director. If unsatisfied with the resolution, they may appeal to the Board as well.

All employees will be asked to agree to binding arbitration in their employment agreement.

Process for ensuring due process

The Board of Trustees will request an annual report of complaints and grievances brought to the Executive Director and the Board from the Executive Director. The will review the report and correct the process for resolving complaints and grievances if warranted.

In addition, employees will have the right to enter into binding arbitration if grievances are unresolved.

STRS, PERS, Social Security and Medicare

Community Collaborative Charter School teachers shall be a part of the State Teachers' Retirement System. Other employees shall be covered by Social Security. NO CCCS employees will be covered by PERS. CCCS will work with the MADERA UNIFIED SCHOOL DISTRICT to forward in a timely fashion any required payroll deductions and related work. MADERA UNIFIED SCHOOL DISTRICT is the only agency that could report the contributions to STRS. CCCS will either use MADERA UNIFIED SCHOOL DISTRICT reporting system or a system compatible with MADERA UNIFIED SCHOOL DISTRICT.

Process for staff recruitment, selection, evaluation and termination

The Board will select the Executive Director, the Executive Director will select the Principal and non-teaching staff, and the Principal will select teachers. Deadlines for submitting applications will be established and publicly advertised. The hiring authority will be responsible for ensuring that effected members of the community have the opportunity to comment on candidates and, where appropriate, interview them. The hiring authorities will make the final staff selections.

The hiring authorities will also be responsible for evaluation and for termination decisions. All hiring and termination decisions must be ratified by the Board.

Procedure for processing and monitoring credentials if required

CCCS's Compliance Specialist will examine the credentials of applying candidates and determine whether the credentials are adequate for the position being applied for. The Compliance Specialist will monitor credentialing requirements on an ongoing basis and will alert an employee when the employee is in danger of not meeting certification requirements.

Element 12. Attendance Alternatives (EC § 47605 (b)(5)(L))

Pupils who choose not to attend CCCS may choose to attend other public schools in their district of residence or pursue an inter district-transfer in accordance with existing enrollment and transfer policies of MADERA UNIFIED SCHOOL DISTRICT. No child may be required to attend a charter school and no employee may be compelled to work at a charter school.

Those students who choose not to attend CCCS will have the right to attend any other school in the attendance area served by their resident MADERA UNIFIED SCHOOL DISTRICT in keeping with existing enrollment policies of that MADERA UNIFIED SCHOOL DISTRICT. Alternatives to CCCS for these students living within the MADERA UNIFIED SCHOOL DISTRICT attendance area will be the same as those offered to all other students currently residing in MADERA UNIFIED SCHOOL DISTRICT. The student and/or parent/guardian of each student enrolled in CCCS shall be informed that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency.

Element 13. Description of Employee Rights (EC § 47605 (b)(5)(M))

Leave and return rights for union-represented employees who accept employment with the charter school will be administered in accordance with applicable collective bargaining agreements between the employee's union and MADERA UNIFIED SCHOOL DISTRICT and also in accordance with any applicable judicial rulings.

Leave and Return Rights

Those members of the charter school staff who leave employment in MADERA UNIFIED SCHOOL DISTRICT to work at CCCS shall not have any right to return to employment within the MADERA UNIFIED SCHOOL DISTRICT without prior consent by the MADERA UNIFIED SCHOOL DISTRICT.

Employees of CCCS who were not previous employees of the MADERA UNIFIED SCHOOL DISTRICT will not become employees of MADERA UNIFIED SCHOOL DISTRICT and will not have the right to employment within MADERA UNIFIED SCHOOL DISTRICT upon leaving the employment of CCCS.

Upon dismissal from CCCS no previous MADERA UNIFIED SCHOOL DISTRICT employee may return to MADERA UNIFIED SCHOOL DISTRICT for employment without the prior written consent of the MADERA UNIFIED SCHOOL DISTRICT.

MADERA UNIFIED SCHOOL DISTRICT employees cannot be required to work at CCCS, nor can MADERA UNIFIED SCHOOL DISTRICT require CCCS to hire MADERA UNIFIED SCHOOL

DISTRICT non-certificated or confidential employees with the exception of MADERA UNIFIED SCHOOL DISTRICT employees provided to MADERA UNIFIED SCHOOL DISTRICT as part of administrative services paid for by CCCS under a separately negotiated agreement for services or memorandum of understanding.

CCCS employees are not subject to MADERA UNIFIED SCHOOL DISTRICT transfers without written consent of the employee.

Element 14. Dispute Resolution (Ee § 47605 (b)(5)(N))

The staff and governing board members of CCCS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between MADERA UNIFIED SCHOOL DISTRICT and CCCS, except any controversy or claim that is in any way related to revocation of this Charter, (((Dispute")) pursuant to the terms of this Element 14.

Any Dispute between MADERA UNIFIED SCHOOL DISTRICT and CCCS shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed to the school's Executive Director

2) A written response (Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon

electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney's fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15. Labor Relations (EC § 47605 (b)(5)(O))

CCCS shall be deemed the exclusive public school employer of the employees of CCCS for the purposes of the Education Employment Relations Act (EERA). CCCS will adhere to all applicable provisions of EERA. CCCS employees shall not be deemed to be employees of MADERA UNIFIED SCHOOL DISTRICT for any purpose whatsoever. Unless employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted. Salaries in individual contracts will be competitive with local districts' salary schedule.

Element 16. School Closure Policy (EC § 47605 (b)(5)(P))

Revocation

MADERA UNIFIED SCHOOL DISTRICT may revoke the charter if CCCS commits a breach of any provision set forth in a policy related to CCCSs' adopted by MADERA UNIFIED SCHOOL DISTRICT Board of Education and/or any provisions set forth in CCCS Act of 1992.

MADERA UNIFIED SCHOOL DISTRICT may revoke the charter of the CCCS if the MADERA UNIFIED SCHOOL DISTRICT finds, through a showing of substantial evidence, that the charter school did any of the following:

- CCCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

- CCCS failed to meet or pursue any of the pupil outcomes identified in the charter.
- CCCS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- CCCS violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the MADERA UNIFIED SCHOOL DISTRICT Board of Education will notify the CCCS in writing of the specific violation, and give the CCCS a reasonable opportunity to cure the violation, unless the MADERA UNIFIED SCHOOL DISTRICT Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closure Procedures

The following are closing procedures that abide by California Education Code §47605(b) (5) (P), should CCCS close for any reason. The decision to close CCCS either by the CCCS governing Board or by the MADERA UNIFIED SCHOOL DISTRICT Board will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the MADERA UNIFIED SCHOOL DISTRICT Board of Education; CCCS board votes to close the school; or the Charter lapses. In the event of such a Closure Action or as soon as CCCS informs MADERA UNIFIED SCHOOL DISTRICT of its intent to voluntarily close, the following steps are to be implemented:

1. Identification of a responsible person(s) e.g., Director, Financial Officer, President of the CCCS's governing board, to oversee and conduct the closure process.
2. Written notification to parents/guardians/caregivers of the enrolled students of the CCCS will be issued by CCCS within 72 hours after the determination of a Closure Action and the effective date of closure. A sample copy of the language used in the written notification is also to be made to MADERA UNIFIED SCHOOL DISTRICT within the same time frame.

- a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. CCCS will provide MADERA UNIFIED SCHOOL DISTRICT with original cumulative files pursuant to MADERA UNIFIED SCHOOL DISTRICT policy for all students both active and inactive at the charter school. Parents will be provided with a copy of their child's cumulative records from the charter school.
- b. The process for transferring student records to the receiving schools shall be in accordance with MADERA UNIFIED SCHOOL DISTRICT procedures for students moving from one school to another as indicated above.
- c. Parents will also be provided with student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements and a transcript, and State testing results.

- d. CCCS will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date. If CCCS closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known.
 - e. The original cumulative files should be organized for MADERA UNIFIED SCHOOL DISTRICT pick up in two categories: active students and inactive students. The ICSD will coordinate with CCCS for the pickup of the student records.
 - f. CCCS must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
 - g. CCCS will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records (if applicable)
3. Written notification to MADERA UNIFIED SCHOOL DISTRICT and any other school districts of residence of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
4. Transfer of the original student records to MADERA UNIFIED SCHOOL DISTRICT, within seven calendar days from the determination of an Action to Close.
5. Written notification to the California Department of Education, the MADERA County Office of Education, and the Special Education Local Planning Area (SELPA) in which CCCS participates, of the Closure Action shall be made by the CCCS by registered mail within 72 hours of the decision to Closure Action. CCCS shall provide a copy of these correspondences to the ICSD.
6. CCCS shall allow MADERA UNIFIED SCHOOL DISTRICT access, inspection and copying of all school records, including financial and attendance records, upon written request by MADERA UNIFIED SCHOOL DISTRICT.
7. A financial closeout audit of CCCS will be paid for by the CCCS to determine the disposition of all assets and liabilities of the CCCS, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. A neutral, independent licensed CPA who will employ generally accepted accounting principles will conduct this audit. Any liability or debt incurred by CCCS will be the responsibility of the CCCS and not MADERA UNIFIED SCHOOL DISTRICT. CCCS understands and acknowledges that CCCS will cover the outstanding debts or liabilities of CCCS. Any unused monies at the time of the audit will be returned to the appropriate funding source. CCCS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to MADERA UNIFIED SCHOOL DISTRICT SELPA or the SELPA in which the CCCS participates, and other categorical funds will be returned to the source of funds.

8. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the CCCS Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

9. CCCS Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

10. In addition to a final audit, CCCS will also submit any required year-end financial reports to the California Department of Education and MADERA UNIFIED SCHOOL DISTRICT, in the form and time frame required.

11. If CCCS is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the CCCS, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporation's bylaws containing the information on how assets are to be distributed at the closure of the corporation is to be provided to MADERA UNIFIED SCHOOL DISTRICT prior to approval of this Charter.

12. CCCS shall provide MADERA UNIFIED SCHOOL DISTRICT within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

13. CCCS will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the MADERA County office of Education and follow their procedures for dissolving contracts and reporting. Copy the MADERA UNIFIED SCHOOL DISTRICT on all correspondence.

14. Prior to final closure, CCCS shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the formal withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end CCCS right to operate as a CCCS or cause CCCS to cease operation. CCCS and District agree that, due to the nature of the property and activities that are the subject of this petition, MADERA UNIFIED SCHOOL DISTRICT and public shall suffer irreparable harm should CCCS breach any obligation under this Element

16. MADERA UNIFIED SCHOOL DISTRICT, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to MADERA UNIFIED SCHOOL DISTRICT. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Element 17. Financial Plan

Budget Development/Fiscal Reports/Audit

Budget development will begin each year immediately following the January announcement of the governor's K-12 State Budget Proposals and will be continually refined through the May Revision to the State Budget Act. Budgeted resources will always be consistent with school goals as identified by the School Board.

Community Collaborative Charter School will submit financial statements to the CDE, the State Superintendent of Instruction, MADERA UNIFIED SCHOOL DISTRICT (MADERA UNIFIED SCHOOL DISTRICT), and any other state or federal agency as required by applicable law ..

Revenue Flow

Community Collaborative Charter School will work cooperatively and collaboratively with the CDE and the MADERA UNIFIED SCHOOL DISTRICT personnel to achieve an appropriate revenue flow from CDE to MADERA UNIFIED SCHOOL DISTRICT to Community Collaborative Charter School as per mutually agreed upon stipulations in an MOU between MADERA UNIFIED SCHOOL DISTRICT and CCCS. Funds transferred directly from CDE to MADERA UNIFIED SCHOOL DISTRICT c/o Community Collaborative Charter School will be transferred to the Charter School account in the MADERA County treasury by MADERA UNIFIED SCHOOL DISTRICT in the most expeditious manner possible. Community Collaborative Charter School will apply for all categorical funding that is not included in the block grant.

Purchasing and Contracting

Community Collaborative Charter School will utilize effective, ethical business practices, which will result in the best quality at the best price. Contracts for major services, equipment, and alterations and improvements that will exceed \$5,000 will be open to multiple bidders. Community Collaborative Charter School will follow rigid contracting and bidding practices and procedures to avoid any conflict of interest.

Attendance Accounting

Attendance accounting procedures will satisfy CDE and MADERA UNIFIED SCHOOL DISTRICT requirements. Official registers will be completed on a monthly basis, documenting the month's attendance.

Financial Services

The CCCS Board sets financial policies and the CEO/Executive Director and staff in

cooperation with the MADERA UNIFIED SCHOOL DISTRICT staff will carry out day-to-day operations. The accounting system will adhere to Generally Accepted Accounting Principles, and there will be adequate internal controls within the system.

Instructional Start Date for General-Purpose-Revenue

Community Collaborative Charter School acknowledges that it must commence operations by September 30 to be eligible for that fiscal year's ADA based state general purpose revenue.

Anticipated timing/schedule for the receipt of revenues

See projected budget, attached.

Procedure for ensuring adequate cash flow

The business services provider will prepare monthly cash flow statements comparing actual cash flow to budget. The business services provider will make bi-monthly presentations to the CCCS Board and will highlight cash flow concerns at these presentations.

A description and plan for the charter school will secure services that require expertise in areas of accounting and business management, including identifying the required experience and qualifications

Please see Element 1 section 6, a description of the financial services, which the charter intends to contract out of MADERA UNIFIED SCHOOL DISTRICT. These services will include but not limited to infrastructure set-up, revenue enhancement services, attendance accounting, human resources, financial management, budget management and reporting, audits, and training on-site finance managers.

If operated as a private nonprofit public benefit corporation, a copy of the Federal and state exempt status

Per federal and state guidelines, the appropriate tax identification data will be applied for as soon as the charter is approved.

Copy of articles of incorporation and bylaws.

Will be sent to the District upon final approval of the charter by the State and before commencement of receipt of funding from the state.

Element 18. Administrative Services

Provision of Administrative Services

CCCS will outsource the following services to a business services provider: accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. The business services provider will ensure that all reporting is submitted accurately and in a timely way, including all government financial reporting, attendance reporting, and payroll/benefits reporting. The business services provider will also assist CCCS staff and board on business issues that arise during the year, such as MOU negotiations, financial modeling of programs, strategic planning, transportation, and others. The business services provider will help the CEO/Executive Director and the Board create and monitor the annual budget and will provide monthly financials, cash flow projections and analyses.

Administrative services are to be purchased from the business services provider by Community Collaborative Charter School; the specifics will be agreed to in a Memorandum of Understanding between Community Collaborative Charter School and the business services provider, or other mutually agreeable contract. CCCS certifies that it will pay the business services provider for these services not to exceed 9% of the charter school's revenue generated through ADA.

Assurance that the charter school will pay MADERA UNIFIED SCHOOL DISTRICT for actual costs of supervisory oversight

CCCS certifies that it will pay MADERA UNIFIED SCHOOL DISTRICT for actual costs of supervisory oversight, not to exceed 1% of the charter school's revenue generated through ADA. However, CCCS acknowledges that other fees may be paid in relation to special education encroachment.

Procedures for records management, including confidential records

Fiscal and personnel records, including confidential records, will be kept at a secure location at MADERA UNIFIED SCHOOL DISTRICT following MADERA UNIFIED SCHOOL DISTRICT policies and procedures for records management.

Assurance that all records shall be open to inspection by the MADERA UNIFIED SCHOOL DISTRICT staff as requested

All students, personnel, financial and other records, including confidential records, will be kept on-site at CCCS, under the direct supervision of the CCCS CEO/Executive Director, and will be open to inspection by authorized MADERA UNIFIED SCHOOL DISTRICT staff upon request. MADERA UNIFIED SCHOOL DISTRICT may inspect or observe any part of CCCS at any time. MADERA UNIFIED SCHOOL DISTRICT shall provide notice to CCCS at least three working days prior to inspection or observation unless the CCCS Board or Executive Director agree otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by MADERA UNIFIED SCHOOL DISTRICT without the mutual consent of the governing board of CCCS.

Element 19. Facility

The proposed charter school will be located within the boundaries of MADERA UNIFIED SCHOOL DISTRICT and MADERA COUNTY.

District-Owned Facilities: If CCCS is using MADERA UNIFIED SCHOOL DISTRICT facilities as of the date of the submittal of this charter petition or takes occupancy of MADERA UNIFIED SCHOOL DISTRICT facilities prior to the approval of this charter petition, CCCS shall execute an agreement provided by MADERA UNIFIED SCHOOL DISTRICT for the use of the MADERA UNIFIED SCHOOL DISTRICT facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition CCCS will occupy and use any MADERA UNIFIED SCHOOL DISTRICT facilities, CCCS shall execute an agreement provided by MADERA UNIFIED SCHOOL DISTRICT for the use of MADERA UNIFIED SCHOOL DISTRICT facilities prior to occupancy and commencing use. CCCS agrees that occupancy and use of MADERA UNIFIED SCHOOL DISTRICT facilities shall be in compliance with applicable laws and MADERA UNIFIED SCHOOL DISTRICT policies for the operation

and maintenance of MADERA UNIFIED SCHOOL DISTRICT facilities and furnishings and equipment.

The use agreements provided by MADERA UNIFIED SCHOOL DISTRICT for MADERA UNIFIED SCHOOL DISTRICT facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

CCCS will be restricted to using the MADERA UNIFIED SCHOOL DISTRICT facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. MADERA UNIFIED SCHOOL DISTRICT shall have the right to inspect MADERA UNIFIED SCHOOL DISTRICT facilities upon reasonable notice to CCCS.

Furnishings and Equipment.

MADERA UNIFIED SCHOOL DISTRICT shall retain ownership of any furnishings and equipment, including technology, (F&E") that it provides to CCCS for use. CCCS, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F &E.

Leasing; Licensing.

Use of the MADERA UNIFIED SCHOOL DISTRICT facilities by any person or entity other than CCCS shall be administered by MADERA UNIFIED SCHOOL DISTRICT. The parties may agree to an alternative arrangement in the use agreement.

Minimum payments or charges will be paid to MADERA UNIFIED SCHOOL DISTRICT arising from the facilities.

(i) Pro Rata Share. MADERA UNIFIED SCHOOL DISTRICT shall collect and CCCS shall pay a Pro Rata Share for facilities costs as provided in CCCS Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

ii) Taxes; Assessments. Generally, CCCS shall pay any assessment or fee imposed upon or levied on the MADERA UNIFIED SCHOOL DISTRICT facilities that it is occupying or CCCS's legal or equitable interest created by the use agreement.

Maintenance & Operations Services.

In the event MADERA UNIFIED SCHOOL DISTRICT agrees to allow CCCS to perform any of the operation and maintenance services, MADERA UNIFIED SCHOOL DISTRICT shall have the right to inspect the MADERA UNIFIED SCHOOL DISTRICT facilities and the costs incurred in such inspection shall be paid by CCCS.

Co-Location

If CCCS is co-locating or sharing the MADERA UNIFIED SCHOOL DISTRICT facilities with another user, MADERA UNIFIED SCHOOL DISTRICT shall provide the operations and maintenance services for the MADERA UNIFIED SCHOOL DISTRICT facilities and CCCS shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use

agreement.

Sole Occupant

If CCCS is a sole occupant of MADERA UNIFIED SCHOOL DISTRICT facilities, MADERA UNIFIED SCHOOL DISTRICT shall allow the CCCS, at its sole cost and expense, to provide same operations and maintenance services for the MADERA UNIFIED SCHOOL DISTRICT facilities in accordance with applicable laws and MADERA UNIFIED SCHOOL DISTRICT' policies on operations and maintenance services for facilities and F&E.

NOTWITHSTANDING THE FOREGOING, MADERA UNIFIED SCHOOL DISTRICT shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and CCCS shall pay MADERA UNIFIED SCHOOL DISTRICT for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance.

Prior to occupancy, CCCS shall satisfy those requirements to participate in MADERA UNIFIED SCHOOL DISTRICT' property insurance or, if CCCS is the sole occupant of MADERA UNIFIED SCHOOL DISTRICT facilities, obtain and maintain separate property insurance for the MADERA UNIFIED SCHOOL DISTRICT facilities. CCCS shall not have the option of obtaining and maintaining separate property insurance for the MADERA UNIFIED SCHOOL DISTRICT facility IF CCCS is co-locating or sharing the MADERA UNIFIED SCHOOL DISTRICT facility with another user.

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The CCCS facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which CCCS is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. CCCS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site

The charter petitioner or developer shall provide MADERA UNIFIED SCHOOL DISTRICT with evidence that the petitioner is allowed to use and occupy the site. If CCCS moves or expands to another facility during the term of this charter, CCCS shall provide such notice to the MADERA UNIFIED SCHOOL DISTRICT for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

Asbestos Management

CCCS will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Cost of the facility can be accommodated within the budget

As outlined below, CCCS initially will occupy additional facilities. CCCS will contribute to the leasing costs of these sites.

Agreements for the acquisition or rental of real property for approval by the MADERA UNIFIED SCHOOL DISTRICT Board

Pursuant to Education Code § 47605.1 (g) (2), the jurisdictional limitations that otherwise apply to charter schools do not apply to a charter school that provides instruction exclusively in partnership with federally affiliated WIA programs. Community Collaborative Charter School is providing instruction exclusively in partnership with the federally affiliated WIA program. Therefore, the jurisdictional limitations that otherwise apply to charter schools do not apply to CCCS. As such, Community Collaborative Charter School may operate multiple sites throughout the state.

CCCS will submit a proof of allowable usage to the MADERA UNIFIED SCHOOL DISTRICT not less than 45 days before CCCS is scheduled to open. If CCCS moves or expands to another facility during the term of this charter, CCCS shall provide such notice to the MADERA UNIFIED SCHOOL DISTRICT for each facility at least 45 days before school is scheduled to open in the facility or facilities. CCCS shall not open in any location for which it has failed to timely provide timely notice to MADERA UNIFIED SCHOOL DISTRICT. In addition CCCS will comply with all zoning, accessibility, and health and safety requirements.

Element 20. Risk Management Plan

Assurance that the MADERA UNIFIED SCHOOL DISTRICT Board, Superintendent, and MADERA UNIFIED SCHOOL DISTRICT staff is protected against liability arising from charter school operations, including general liability, employment practices liability, director's and officer's liability, auto liability, and workers' compensation benefits.

Community Collaborative Charter School is responsible for matters of civil and financial liability resulting from the operation of Community Collaborative Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the charter school does hereby agree, at its own expense, to indemnify, defend and hold harmless the MADERA UNIFIED SCHOOL DISTRICT and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. The charter school further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the MADERA UNIFIED SCHOOL DISTRICT and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from

and against any and all claims, damages, losses and expenses including but not limited to attorney's fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to or acts or omission of acts committed by the charter school, and their officers, directors, employees or volunteers.

The charter school board and staff are protected against liability resulting from charter school operations, including general liability, employment practices liability, directors and officers liability, auto liability, property damage or loss, crime and fidelity losses, and workers' compensation.

Insurance Requirements:

No coverage shall be provided to the charter school by MADERA UNIFIED SCHOOL DISTRICT under any of MADERA UNIFIED SCHOOL DISTRICT self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to MADERA UNIFIED SCHOOL DISTRICT to protect the charter school from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California labor Code, adequate to protect the charter school from claims under Workers' Compensation Action which may arise from its operations, including Employers Liability limits of \$1,000,000/ \$1,000,000/\$1,000,000
2. Commercial General Liability coverage of not less than \$6,000,000 for each occurrence. The policy shall be endorsed to name the MADERA UNIFIED SCHOOL DISTRICT as additional insurers-and shall provide specifically that any insurance carried by MADERA UNIFIED SCHOOL DISTRICT which may be applicable to any claims or loss shall be deemed excess and the charter school's insurance primary despite any conflicting provisions in the charter school's policy. Coverage shall be maintained with no self- insured retention above \$25,000 without approval of the MADERA UNIFIED SCHOOL DISTRICT.
3. Commercial Auto Liability coverage with limits of \$1,000,000 combined single limit unless the Charter School operates student bus services; if providing student bus services coverage limits not less than \$5,000,000 combined single limit shall be required.
4. Fidelity Bond Coverage shall be maintained by the Charter School to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions Liability coverage including sexual molestation and abuse coverage [if that coverage is not afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy] with minimum limits of \$3,000,000 per occurrence.
6. Excess/umbrella insurance with limits of not less than \$10,000,000 required for all high schools and any school, which participates in competitive interscholastic or intramural

sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

Evidence of Insurer

The Charter School shall furnish to MADERA UNIFIED SCHOOL DISTRICT' Office of Risk Management and Insurance Services within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverages or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to MADERA UNIFIED SCHOOL DISTRICT. Facsimile or reproduced signatures may be acceptable. However, MADERA UNIFIED SCHOOL DISTRICT reserves the right to require complete certified copies of the required insurance policies.

Should the charter school deem prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by MADERA UNIFIED SCHOOL DISTRICT and its purchase shall be the responsibility of the Charter School.

Assurance that the charter school is protected against financial loss via bonding of appropriate personnel.

The method for covering liability of the charter school including a review of the adequacy of any self-insurance reserves. Please see Insurance information above.
District and County Liabilities

Liability of district/county to handle payments if charter school defaults.

For schools organized pursuant to Non-Profit Benefit Corporation Law CCCS AGREES, AT ITS OWN EXPENSE, TO INDEMNIFY, DEFEND, AND HOLD MADERA UNIFIED SCHOOL DISTRICT AND COUNTY, THEIR OFFICERS, employees, and agents harmless from and against any and all claims, liabilities, or legal proceedings brought by any person or entity whatsoever, arising from, or relating to the charter agreement. CCCS further agrees to indemnify, defend, and hold MADERA UNIFIED SCHOOL DISTRICT and County, their officers, employees, and agents harmless from and against claims, liabilities, or legal proceedings brought by any person or entity if such claims, liabilities or proceedings arising from or relating to acts or omission of acts committed by CCCS, its officers, employees, or students.

CCCS shall be responsible at its own expense for defending any claims, liabilities, or legal proceedings brought against the charter school by any person or entity.

CCCS shall be solely responsible for all cost and expenses related to this charter and operation of CCCS, including, but not limited to, cost of insurance, reserves, staff, and

operations.

CCCS Schools shall have no authority to enter contracts for or on behalf of the MADERA UNIFIED SCHOOL DISTRICT Board of Trustees.

CCCS administrators and employees are responsible for complying with the Child Abuse and Neglect Reporting Act, California Penal code Sections 11165.7, 11165.8, and 11166.

For schools not covered by Non-Profit Benefit Corporation law - *Not applicable*
CCCS will be covered by non-profit benefit corporation law.

AB 1994

Consistent with AB 1994, Community Collaborative Charter School will provide an annual financial report to MADERA UNIFIED SCHOOL DISTRICT in a format developed by the Superintendent of Public Instruction. MADERA UNIFIED SCHOOL DISTRICT will send this financial report to the Superintendent of Public Instruction. Community Collaborative Charter School will submit its annual audit to the State Controller, COE, CDE and MADERA UNIFIED SCHOOL DISTRICT.

A list of all auxiliary services to be use, including legal panel, claims administrators, and related professionals.

At this time, CCCS does not anticipate utilizing such services.

IMPACT ON THE CHARTER AUTHORIZER

This section is intended to satisfy the requirement of Education Code section 47605(g) that the charter school provide the charter authorizer with a district impact statement. This section provides information regarding the proposed operation and potential effects of CCCS on the MADERA UNIFIED SCHOOL DISTRICT.

Administrative Services

The CCCS will be constituted as a California Public Benefit Corporation and will be governed by a board of directors as described above. The CCCS Executive Director will enjoy lead responsibility for administering CCCS under policies adopted by CCCS's Board of Directors. The school will purchase administrative services from MADERA UNIFIED SCHOOL DISTRICT and the specific terms and cost for any such services will be established in an annual memorandum of understanding with the MADERA UNIFIED SCHOOL DISTRICT. In addition, MADERA UNIFIED SCHOOL DISTRICT will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing CCCS's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

Facilities

The petitioners believe that the facilities impact on the MADERA UNIFIED SCHOOL DISTRICT will be minimal because the charter school intends to secure its own facilities

independent of the MADERA UNIFIED SCHOOL DISTRICT's current and long-term facilities plans. No matter which facility CCCS secures, the charter school anticipates being responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs.

Civil Liability

The CCCS will be formed as a California public benefit corporation with IRS 501 c3 tax exemption status. As such, CCCS's founders presume that the MADERA UNIFIED SCHOOL DISTRICT will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the MADERA UNIFIED SCHOOL DISTRICT does not complete its responsibilities for charter school oversight under the Charter Schools Act, the MADERA UNIFIED SCHOOL DISTRICT may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect CCCS's assets, staff, Board of Directors members, and, where appropriate MADERA UNIFIED SCHOOL DISTRICT personnel.

Element 21. Additional Clauses

Term

The term of this Charter shall be 1st of July 2015 through the 30th June 2019. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the MADERA UNIFIED SCHOOL DISTRICT Board of Education and the CCCS Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided however, that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of CCCS and MADERA UNIFIED SCHOOL DISTRICT. MADERA UNIFIED SCHOOL DISTRICT and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Miscellaneous

MADERA UNIFIED SCHOOL DISTRICT and the charter school shall engage in a mutually agreeable MOU, which outlines further details of the relationship between MADERA UNIFIED SCHOOL DISTRICT and the charter school.

The MOU shall, include but not be limited to the following:

Services to be purchased by the charter school from MADERA UNIFIED SCHOOL DISTRICT and the fee schedule for such services, transportation and food services to be provided by

MADERA UNIFIED SCHOOL DISTRICT, if any; special education services and funding formulas, hold harmless indemnification, if required by the MADERA UNIFIED 'SCHOOL DISTRICT, cash advances to handle cash flow issues, if necessary, charter school's receipt of mandates cost reimbursement, fiscal reporting requirements to the state, either independently or through the MADERA UNIFIED SCHOOL DISTRICT, and county support for the charter school in seeking additional funding.

MADERA UNIFIED SCHOOL DISTRICT will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing CCCS's financial statement and the audit reports, performing annual site visits, and considering charter amendment and renewal requests.