



# CLAYTON VALLEY CHARTER HIGH SCHOOL

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**CLAYTON VALLEY**  
**CHARTER HIGH SCHOOL**

**RENEWAL CHARTER PETITION**

**FOR A TERM OF JULY 1, 2019 – JUNE 30, 2024**

**SUBMITTED TO THE  
CONTRA COSTA COUNTY BOARD OF EDUCATION  
OCTOBER 3, 2019**



# CLAYTON VALLEY CHARTER HIGH SCHOOL

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**CLAYTON VALLEY**  
**CHARTER HIGH SCHOOL**

# SUMMARY OF CHANGES

## **Affirmations and Declaration**

This section has been updated to reflect current legal requirements and to add a few bullet points to comply with the CCCOE charter rubric. The added information includes assurances about preventing dual enrollment and providing educational activities free of charge.

## **Introduction**

This section contains numerous updates to reflect developments at CVCHS over the last five years and to preview the charter petition that will take CVCHS through years 9-13 of the Charter School's existence.

## **Element 1: The Educational Program**

"Updates are included to reflect the practices that CVCHS is currently implementing, will continue to have as part of the Charter School's educational program, as well as capture the shifts CVCHS will make going into the new term of the charter. Key elements of this section that were updated include:

- What it means to be an "educated person" in the 21st Century (added the Profile of an Eagle, which incorporates the annual goals for the school, for all pupils and for each subgroup of pupils aligned to the applicable eight state priorities)
- Also included are the actions to achieve the goals and priorities identified in the petition"

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

The CVCHS measurable student outcomes are updated to correspond with the shifts in Element 1 and to be student centered.

## **Element 3: Methods of Assessing Pupil Progress Toward Meeting Outcomes**

This section has been aligned with Element 2 to ensure that each outcome articulated in Element 2 has an articulated way of being measured in Element 3.

## **Element 4: Governance Structure**

Much of this language and the corresponding documents in the appendices was updated with the material revision approved by CCCBOE on 6/19/19. In addition, all of the parental involvement information from the current petition was moved into this section. The duties of the Board vs. those of the Executive Director have been updated. The section on the oversight committee as well as on the advisory committees has been deleted, although the section on the Fiscal Oversight Committee and the Governance Oversight Committee remains.

## **Element 5: Employee Qualifications**

Several changes were made for this section to align with changes in ESSA and Education Code changes. Many of the items listed in this section for the current charter have been moved to the appendix where the information is contained in the provided job descriptions.



# SUMMARY OF CHANGES - PAGE 2

## **Element 6: Health and Safety**

Several updates have been made to this section to bring it into compliance with current law and Education Code requirements. Additional detail has been added to the sections on background check procedures and medication administration. Sections on suicide prevention and school safety plans have been added as well.

## **Element 7: Racial and Ethnic Balance**

Revisions were made to reflect current practice and the material revision already approved by CCCBOE to Element 8 from 6/19/19.

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

This section was updated through the 6/19/19 material revision to enrollment preferences approved by CCCBOE. Further updates have been made to bring this section into compliance with new laws and Education Code requirements enacted over the past five years such as further detailing the lottery procedures.

## **Element 10: Suspension and Expulsion Procedures**

Several updates were made to this section to bring it into compliance with current law and Education Code requirements.

## **Element 11: Retirement Systems**

Minimal edits were made to this section to update the language to align with the current practices in place.

## **Element 13: Employee Rights to Return**

Minimal edits were made to this section to update the language to align with the current practices in place.

## **Element 14: Dispute Resolution Process**

The CVCHS internal complaint policies have been reorganized and an outline of these policies is included in this section. This section was also updated to hopefully align with the requirements outlined in the CCCOE MOU.

## **Element 15: Charter School Closure Procedures**

Minimal updates were made to this section to bring it into compliance with current law and Education Code requirements.

## **Miscellaneous Charter Provisions**

Minimal edits were made to this section to update the language with the current practices in place. Additional details have been provided regarding the facilities CVCHS currently uses and may use in the future.

# AFFIRMATIONS & DECLARATION

Clayton Valley Charter High School hereby certifies that the information in this petition for the renewal of Clayton Valley Charter High School ("CVCHS" or the "Charter School"), a California public conversion charter school located at 1101 Alberta Way, Concord, CA 94521 within the boundaries of the Mt. Diablo Unified School District ("MDUSD" or the "District"), submitted to the Contra Costa County Board of Education ("CCCBOE") and Contra Costa County Superintendent of Schools/Office of Education ("CCCOE") (collectively, the "County") is true to the best knowledge and belief of CVCHS; the Charter School also certifies that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, it is understood that if awarded a renewal to the charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School including, but not limited to:

- Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of CVCHS for purposes of the Educational Employment Relations Act. [Ref. Education Code 47605(6)]
- Shall be non-sectarian in its programs, admission policies, employment practices and all other operations [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- Shall not discriminate against any student on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race, or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics, or color, medical condition, or sexual condition.)[Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004. Students with disabilities shall be served by CVCHS in the same manner as such students are served in other public schools. [Ref. Education Code Section 56145]
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at CVCHS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. These documents shall be maintained on file at CVCHS and shall be subject to periodic inspection by the County. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a student is expelled or leaves CVCHS without graduating or completing the school year for any reason, CVCHS shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]



- Shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- Shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- Shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- Shall promptly respond to all reasonable inquiries from the County or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding CVCHS financial records. [Ref. California Education Code Section 47604.3]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b) and 47610]
- Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.
- Shall comply with the Political Reform Act.
- Shall comply with Government Code Section 1090, et seq. as set forth in Education Code Section 47604.1.
- Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- Shall not seek any public funds for a pupil if the pupil also attends a private school that charges the pupil's family for tuition. [Ref: Education Code Section 47602(b)]
- Shall provide educational activities free of charge to all pupils without regard to the families' ability or willingness to pay fees or request special waivers. [Ref. California Education Code Section 49010 and 49011]
- Shall not charge fees for registering for school or classes, or as a condition of participation in class or any extracurricular activities or a security deposit, or other payment that a pupil is required to make to obtain a lock, locker, book, class



apparatus, musical instrument, uniform, or other materials or equipment that is required or require purchases to make or obtain materials, supplies, equipment, or uniforms associated with an educational activity.

- Shall ensure that all supplies, materials, and equipment needed to participate in educational activities shall be provided to pupils free of charge.
- Shall not establish or utilize a fee waiver policy or offer a higher educational standard that pupils may obtain through payment of a fee or purchase of additional supplies that the school district should provide.
- Shall not offer course credit or privileges related to educational activities in exchange for money or donations of goods or services from a pupil or a pupil's parents or guardians.
- Shall not remove course credit or privileges related to educational activities, or otherwise discriminate against a pupil, because the pupil or the pupil's parents or guardians did not or will not provide money or donations of goods or services to the Charter School.

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Jim Scheible, CVCHS Executive Director

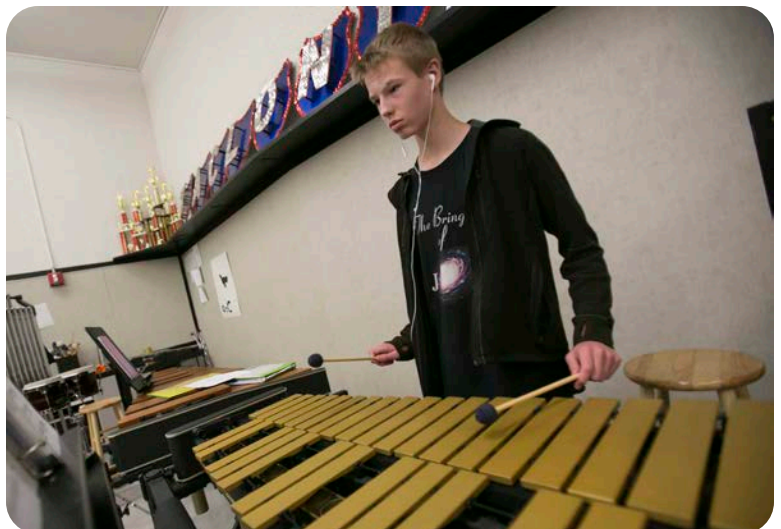
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Date



INTRODUCTION

# INTRODUCTION





# INTRODUCTION



## History of Clayton Valley High School and Clayton Valley Charter High School

CVCHS is located at 1101 Alberta Way in Concord, California. The campus was home to Clayton Valley High School ("CVHS") for 53 years from its opening in 1958 through the end of the 2011-12 school year. During this time the school was part of the Mt. Diablo Unified School District (MDUSD).

In March of 2011 the faculty of CVCHS commenced work on a petition to become an independent conversion charter high school. The charter petition was submitted to the Mt. Diablo Unified School District in June 2011. Upon MDUSD's ultimate denial of the charter petition in November 2011, the petition was submitted to the Contra Costa County Board of Education (CCCBOE). CCCBOE unanimously approved the charter petition in January 2012 for a three-year term. The Charter School formally separated from MDUSD in July, 2012 and became Clayton Valley Charter High School, the only comprehensive conversion charter high school in Northern California. Since then, CVCHS has operated as a conversion charter school, overseen by its own Governing Board comprised of representatives of the CVCHS community and from the field of education. In the Fall of 2014, CCCBOE renewed the CVCHS petition for a five year term of July 1, 2015 through June 30, 2020. CVCHS is now seeking renewal its next charter term, which will run from July 1, 2020 through and including June 30, 2025.

Additional information about CVCHS' origin and the history of Clayton Valley High School can be found on the CVCHS website [here](#) and [here](#). Both these documents are also located in Appendix A.

## Community Served by CVCHS

CVCHS primarily serves two municipalities, Concord and Clayton, both of which are within Contra Costa County. In addition, students attending CVCHS reside in communities throughout and beyond Contra Costa County. Concord, where the campus is physically located, has other high schools within its borders. The entire City of Clayton is within the former attendance area of Clayton Valley High School.

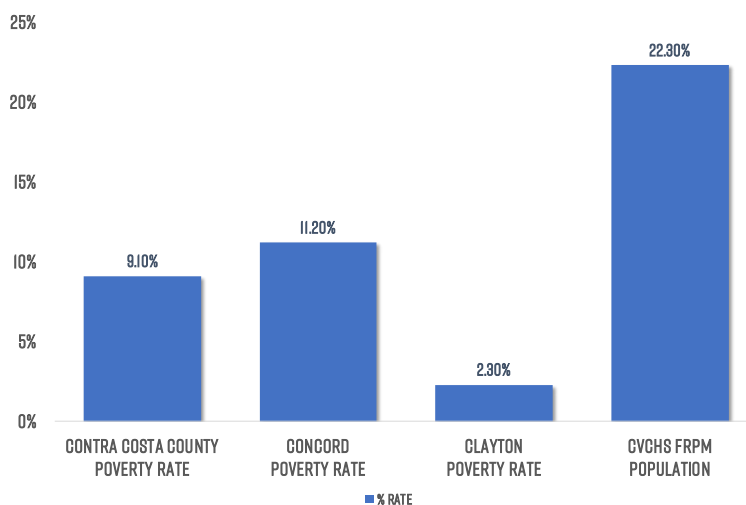
Recent demographic data for both cities and the county is shown below:

**Figure A.1: Racial/Ethnic makeup of Contra Costa County, Concord, Clayton and CVCHS**

	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Contra Costa	1,150,215	9.5%	1.0%	18.0%	NR*	25.8%	0.6%	43.2%	5.3%	1.7%
Concord	129,688	3.5%	0.4%	11.2%	NR*	30.6%	0.4%	49.6%	6.3%	1.1%
Clayton	12,192	0.9%	0.6%	7.2%	NR*	9.4%	0.3%	75.8%	6.9%	1.1%
<b>CVCHS</b>	<b>2,196</b>	<b>3.93%</b>	<b>.3%</b>	<b>7.7%</b>	<b>6%</b>	<b>22.2%</b>	<b>.7%</b>	<b>47.8%</b>	<b>8.2%</b>	<b>3.1%</b>

\* Filipino is not reported (NR) on census.gov. The data for Concord and Clayton is from census.gov and is included in Appendix A. The data for CVCHS is from 2018-19 and is included in Appendix 7.

**Figure A.2: Poverty rate of Contra Costa County, Concord and Clayton, Free or Reduced Price Meal ("FRPM") population at CVCHS**



Data for Contra Costa, Concord, and Clayton is from census.gov. While residential poverty levels are calculated with a different method than the one used to determine eligibility for Free or Reduced Price Meals, they serve as proxies given there is no exact comparison. This data is in Appendix A. The CVCHS data is from 2018-19 and is included in Appendix 7.



**Figure A.3:**

**Average education level for Contra Costa County, Concord, Clayton and parents of CVCHS students who provided their level of education through the enrollment process**

	% with a HS diploma	% with a Bachelor's degree
Contra Costa	89.1%	40.7%
Concord	87.4%	34.2%
Clayton	98.0%	53.9%
<b>CVCHS</b>	<b>98.2%</b>	<b>58.8%</b>

Data for Contra Costa, Concord and Clayton is from census.gov. and is available in Appendix A. Data for CVCHS is based on the information reported by parents during the enrollment process and is available in Appendix 7.

In addition to the two cities and the county that the Charter School is located in, as a conversion charter high school, CVCHS maintains the former attendance area of Clayton Valley High School. The following MDUSD schools are in the former attendance area.

- Middle schools (grades 6-8)
  - Diablo View (DVMS) in Clayton
    - All students zoned for DVMS are in the CVHS former attendance area
  - Pine Hollow (PHMS) in Concord
    - Students zoned for PHMS are in the CVHS former attendance area and Northgate enrollment zone
- Elementary schools (grades TK-5)
  - Ayers (AE) in Concord
    - All students zoned for Ayers are in the CVHS former attendance area
  - Highlands (HE) in Concord
    - Students zoned for Highlands are in the CVHS former attendance area and Northgate enrollment zone
  - Mt. Diablo (MDE) in Clayton
    - All students zoned for MDE are in the CVHS former attendance area
  - Silverwood (SE) in Concord
    - All students zoned for Silverwood are in the CVHS former attendance area

The demographics for these schools and CVCHS are below.

**Figure A.4:**  
**2018-19 Racial/ethnic makeup of CVCHS and the schools in the CVHS former attendance area**

	Total enrolled	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<b>CVCHS</b>	<b>2,196</b>	<b>3.9%</b>	<b>0.3%</b>	<b>7.7%</b>	<b>6.0%</b>	<b>22.2%</b>	<b>0.7%</b>	<b>47.8%</b>	<b>8.2%</b>	<b>3.1%</b>
DVMS	688	2.3%	0.1%	6.5%	4.2%	24.1%	0.1%	49.7%	9.0%	3.8%
PHMS	569	3.2%	0.2%	7.9%	6.3%	35.9%	0.9%	34.6%	8.3%	2.8%
AE	422	2.8%	N/A	6.2%	4.3%	29.4%	0.2%	40.3%	12.1%	4.7%
HE	542	1.1%	N/A	6.6%	3.5%	22.3%	0.4%	38.2%	9.0%	18.8%
MDE	798	0.8%	0.1%	4.6%	3.1%	14%	N/A	39.2%	6.5%	31.6%
SE	505	2.0%	0.2%	8.3%	6.3%	34.5%	N/A	24.6%	9.3%	14.9%

**Figure A.5:**  
**Populations served in 2018-19 at CVCHS and the schools in the CVHS former attendance area**

	Total enrolled	FRPM	EL	SPED	Homeless	Foster
<b>CVCHS</b>	<b>2196</b>	<b>22.3%</b>	<b>2.2%</b>	<b>7.5%</b>	<b>0.1%</b>	<b>0.1%</b>
DVMS	688	20.6%	4.4%	8.7%	N/A	N/A
PHMS	569	11.8%	8.6%	11.8%	0.2%	0.5%
AE	422	30.3%	9.5%	14%	0.5%	N/A
HE	542	19.4%	4.2%	10.9%	0.2%	0.2%
MDE	798	7.9%	3.6%	8.1%	N/A	0.1%
SE	505	43.6%	20%	13.7%	0.2%	0.6%

## Results achieved at CVCHS

The full results achieved by CVCHS are outlined in a few key places in this petition. Most notably they are shared here in the Introduction as well as following in the following section of the petition titled Renewal Criteria. Appendices A and B also contain several primary sources showing the Charter School's results. Charter Elements 2 and 3 and the associated Appendices continue to outline the results achieved in the past charter term, and desired outcomes going forward.

Several data points are provided below to display the achievements of CVCHS students. Some of these data points show progress over time and some show a comparison of CVCHS' performance to MDUSD, Contra Costa County and California. Last, specific indicators show the growth over time of CVCHS in comparison to the growth realized by MDUSD, the county and the state in the same timespan. Ultimately, what all of these results demonstrate is CVCHS has exceeded, often by a wide margin, the performance of comparison entities and, most importantly, exceeded the minimum requirements for charter renewal.

The following information shows the progress achieved over time on certain metrics. The years shown vary based on the availability of data and focus on specific years. This data is available in Appendix A.

**Figure A.6: CVCHS Performance on the California College/Career Readiness Indicator**

Class of	2015	2016	2017	2018	Change (+/-)
CCI % Prepared	45%	56.9%	64.1%	69.7%	+ 24.7%

**Figure A.7: Increase in Percentage of CVCHS Graduates Meeting A-G Eligibility Criteria**

Class of	2012	2015	2016	2017	2018	Change (+/-)
% A-G Eligible	41.3%	57.4%	61.7%	65.3%	66.1%	+ 24.8%

**Figure A.8: Percent of CVCHS Graduates Enrolling in Two or Four-Year Colleges**

Class of	2013	2014	2015	2016	2017	Change (+/-)
Enrollment rate	81%	82%	83%	85%	91%	+ 10%

**Figure A.9: ACT Participation Over Time at CVCHS, by graduating class**

School Years	2014	2015	2016	2017	2018	% Growth
% Tested	18.1%	31.4%	29%	34.5%	37.2%	19.1% (+)

**Figure A.10: Number of High School Dropouts, Grades 9-12, at CVCHS**

Class of	2012	2013	2014	2015	2016	2017
# of dropouts	29	20	17	7	1	1

**Figure A.11: Increasing Access to and Performance on AP Exams**

School year	2014-15	2015-16	2016-17	2017-18	2018-19	change (+/-)
AP total enrollment	337	350	377	404	658	+ 321
# of AP exams taken	536	561	636	713	1199	+ 663
# of AP scores of 3+	173	199	226	266	343	+ 170
% of AP students scoring 3+	51	57	60	66	52	+ 1%-15%

Since the above metrics apply to either graduates, with the exception of dropouts, or the Advanced Placement program, which is open to students from all grades, the results holistically show the increases in student achievement over time at the Charter School. An increasing number of graduating students are meeting the A-G criteria, are meeting the state's definition of Prepared for College/Career and are enrolling in postsecondary education. Since CVCHS' graduation rate, which is shown below, in the Charter Renewal Criteria section and in Appendix B, is between 95% and 100%, and the number of dropouts has decreased to near zero, these results capture the performance of almost all CVCHS students.

Furthermore, the AP results show that not only are more students accessing college level courses during high school, but also that the number of students earning college credit at CVCHS is increasing. In fact, in 2018-19, more students scored a 3 or higher on their AP exam than the total number of students enrolled in AP courses in 2014-15. Overall, while these are not the only indicators of academic health, the results show CVCHS is consistently improving student achievement year over year. A summary of the indicators and growth over time is shown below.



**Figure A.12:**  
**Summary of the increase over time at CVCHS on selected indicators**

Indicator	Time span for data*	Increase over time
Prepared on CCI	2015 through 2018	+ 24.7%
A-G eligible graduates	2012 and 2015 through 2018	+ 24.8%
2 and 4-year college enrollment	2013 through 2017	+ 10%
% of graduates taking the ACT	2014 through 2018	+ 19.1%
AP total enrollment	2014-15 through 2018-19	+ 321
# of AP exams taken	2014-15 through 2018-19	+ 663
# of AP scores of 3+	2014-15 through 2018-19	+ 170

\* For calendar years shown (e.g. 2018) versus school years (e.g. 2017-18), the indicator is measuring the results of the graduating seniors from the calendar year displayed (2018 means Class of 2018).

In addition to showing progress achieved over time, it is important to compare achievement levels to ensure students are increasing their readiness and competitiveness for life after high school. Furthermore, the Charter School must show how it is performing in relation to schools its students would otherwise be required to attend. While the next section of the petition, Renewal Criteria, outlines a full analysis of the performance of CVCHS in relation to its comparison schools, the below information shows the performance of CVCHS students versus MDUSD, Contra Costa County, where applicable, and California. The county results show the collective results of all 11th grade students in Contra Costa County and do not reflect the performance of the students enrolled with the Contra Costa County Office of Education.

**Figure A.13:**  
**Comparing High School Graduation Rates, Class of 2018**

	CVCHS	MDUSD	County	State
2018 Grad Rate	97.3%	86.1%	87.9%	87.3%

**Figure A.14:**  
**Comparing CVCHS College/Career Indicator Results, Class of 2018**

	CVCHS	MDUSD	State
CCI % Prepared	69.7%	38.3%	42.2%

**Figure A.15:**  
**Comparing A-G Eligibility Results including subgroups, Class of 2017**

	CVCHS	MDUSD	County	State
Overall % A-G eligible	65.3%	41.2%	52.5%	46.8%
% eligible low income	51.7%	26.7%	35.4%	38.5%
% eligible Hispanic/ Latino	50.8%	28.4%	38.7%	39.4%
% eligible African American	66.7%	12.9%	29.7%	35.5%

**Figure A.16:**  
**Comparing SAT Participation, Class of 2018**

	CVCHS	MDUSD	County	State
% taking SAT	62%	34.91%	49.59%	48.34%

**Figure A.17:**  
**Comparing Chronic Absenteeism Rates, 2017-18**

School	CVCHS	MDUSD*	County*	State*
% C.A.	9.6%	11.4%	11.2%	11.1%

\* MDUSD, county and state numbers are for K-12 populations

**Figure A.18:**  
**Comparing California School Dashboard Results, 2018 Dashboard**

School	CVCHS	MDUSD	State
Grad rate	97.3%	86.1%	87.3%
% CCI prepared	69.7%	38.3%	42.2%
CAASPP ELA	71.8%	53.4%*	56%*
CAASPP Math	46.1%	34.8%*	31.4%*

\* CAASPP results for ELA and math for MDUSD and the state include results for grades 3-8 and grade 11.

When looking at the metrics provided, CVCHS is performing above the averages for the District, County and State in all of them, even including those that were broken down by subgroup, such as the A-G results. A summary of the indicators and the gap between CVCHS' performance compared with MDUSD, the County and the State is shown below.

**Figure A.19:**  
**Summary of indicators showing the gap between CVCHS performance and others**

Indicator	Differences in achievement level of CVCHS compared to students in...		
	CVCHS vs. MDUSD	CVCHS vs. County	CVCHS vs. State
High School Graduation	+ 11.2%	+ 9.4%	+ 10%
Prepared on CCI	+ 31.4%	N/A	+ 11.2%
*A-G eligible grads, all	+ 24.1%	+ 12.8%	+ 18.5%
*A-G eligible grads, low income	+ 25%	+ 16.3%	+ 13.2%
*A-G eligible grads, Hispanic/Latino	+ 22.4%	+ 12.1%	+ 11.4%
*A-G eligible grads, AA	+ 53.8%	+ 37%	+ 31.2%
SAT participation	+ 27.1%	+ 12.4%	+ 13.7%
Meet/Exceed on CAASPP, ELA	+ 18.4%	N/A	+ 15.8%
Meet/Exceed on CAASPP, Math	+ 11.3%	N/A	+ 14.7%

\* A-G data shown is for the Class of 2017. The other data points are for the Class of 2018.

To this point, this section has looked at metrics in two ways. The first is performance over time. The second is more recent, single year performance compared against the average achievement levels in MDUSD, Contra Costa County and across California. As shared earlier, the Charter Renewal Criteria section of this petition provides the results on these metrics for the entities listed in this section, as well as with specific comparison schools as required by the education code.

In addition to examining CVCHS' results in the ways shown above, it is important to see how CVCHS was performing in relation to this same comparison group prior to becoming a charter school and to see the relative comparison in performance now. The achievements at CVCHS, while improving and relatively strong as shown in this section, would be less impressive if CVCHS started off above the District, County and state averages and merely increased achievement in line with local and state trends to simply maintain the advantage CVCHS began with at conversion. As is shown below with standardized tests, however, since becoming a charter school, CVCHS has realized much greater growth in academic achievement compared to the growth achieved in the same time by MDUSD, the County and the State.

Provided below are the standardized test results in ELA and math for 11th graders from the 2017-18 school year (CAASPP) as well as from the 2011-12 school year (CST). The 2017-18 school year is the latest year for which data is available to compare with district, county at state results, as of the writing of this petition. CVCHS only has results at the school and individual student level for the 2018-19 CAASPP.

The 2011-12 school year is the year prior to CVCHS' establishment, when Clayton Valley High School was still operating. Since the exams in these school years are different (CAASPP vs. CST) the purpose of this comparison is to provide a relative comparison of growth in student achievement over time at CVCHS to the performance of students in MDUSD, Contra Costa County and California over the same time period. The 2011-12 results can be compared with how CVCHS students are doing against the performance of those same entities six years after the school became a charter, as 2017-18 was the sixth year of CVCHS as a charter school. For example, in 2011-12 CVCHS was performing below the average results for MDUSD, the County and the state on the 11th grade math test. In 2017-18, CVCHS outperformed all three of those averages. While the test changed, it is still valuable to note that CVCHS' relative position went from last in 2011-12 to first in 2017-18.

**Figure A.20: Comparing results on the 11th grade 2011-12 CST for ELA**

	CVHS	MDUSD	County	State
% prof. or advanced	53%	49%	53%	48%

In 2011-12 on the 11th grade ELA exam Clayton Valley High School only outscored MDUSD by 4 points, tied with the County and outscored the state by just 5 points.



**Figure A.21:**  
**Comparing results on the 11th grade 2017-18 CAASPP for ELA**

	CVCHS	MDUSD	County	State
% meet or exceed	71.78%	53.35%	59.99%	55.96%

In 2017-18 CVCHS had a higher percentage of 11th graders score at the top two levels (Meet Standards and Exceed Standards) in ELA when compared with MDUSD, the County and the State. CVCHS outscored MDUSD by over 18 points, the County by over 11 points and the state by over 15 points.

**Figure A.22:**  
**Comparing results on the 11th grade 2011-12 CST for math**

	CVHS	MDUSD	County	State
% proficient or advanced	20%	27%	28%	24%

In 2011-12 on the 11th grade math exam Clayton Valley High School scored below MDUSD (by 7 points), the County (by 8 points) and the state (by 4 points).

**Figure A.23:**  
**Comparing results on the 11th grade 2017-18 CAASPP for math**

	CVCHS	MDUSD	County	State
% meet or exceed	46.08%	34.77%	38.66%	31.37%

In 2017-18 CVCHS had a higher percentage of 11th graders score at the top two levels in Math when compared with MDUSD, the County and the State. CVCHS outscored MDUSD by over 11 points, the County by over 9 points and the state by almost 15 points.

To add additional context to these comparisons, below are charts comparing the students who took the exams at CVHS in 2011-12 and at CVCHS in 2017-18. Many factors can change over the course of seven years, so it is important to see if a change in student population could be impacting the results, instead of a change in programs or in the quality of instruction.

As shown below, the 2017-18 11th grade cohort who completed the CAASPP exam had a higher percentage of special education students and socio-economically disadvantaged students when compared with the 2011-12 cohort who took the CST. The percent of English Learners taking the exam was lower in 2017-18 compared to 2011-12.

**Figure A.24:**  
**2011-12 and 2017-18 ELA test takers broken out by subgroup**

Year	Total scores	SPED scores	% SPED	SED scores	% SED	EL scores	% EL
11-12	389	21	5.4%	72	18.5%	19	4.9%
17-18	496	37	7.5%	123	24.8%	12	2.4%

Regarding math, as shown below, the 2017-18 11th grade cohort had a higher percentage of Special Education students, socio-economically disadvantaged students, and the same percentage of English Learners when comparing the test takers with the 2011-12 cohort. In addition, in 2011-12 the number of students testing in math for each of these subgroups is far lower than compared to ELA, despite it being the same students. This is not the case when looking at 2017-18, as the same number of students per cohort completed both exams.

**Figure A.25:**  
**2011-12 and 2017-18 math test takers broken out by subgroup**

Year	Total scores	SPED scores	% SPED	SED scores	% SED	EL scores	% EL
11-12	292	8	2.7%	43	14.7%	7	2.4%
17-18	497	37	7.4%	123	24.7%	12	2.4%

The growth in the percent of 11th grade students performing at the top two performance levels from 2011-12 to 2017-18 on the respective standardized exams for the year given is shown below for CVCHS, MDUSD, the County and the State.

**Figure A.26:**  
**Growth in % of students scoring in the top two performance levels from 2011-12 (CST) to 2017-18 (CAASPP).**

Subject	CVCHS	MDUSD	County	State
ELA	+ 18.8%	+ 4.4%	+ 7%	+ 8%
Math	+ 26.1%	+ 7.77%	+ 10.66%	+ 7.37%

As shown in the above table, the results increased for all groups in both subjects. However, the results at CVCHS increased faster than the District, County and state. This trend continues for several of the metrics shared in this section as summarized in the table below.

**Figure A.27: Growth at CVCHS over time compared with MDUSD, the County and the state**

Indicator	Time span for data*	Increase over time			
		CVCHS	MDUSD	County	State
Prepared on CCI	2015* vs. 2018	+ 24.7%	+ 3.7%	N/A	- 2.7%*
A-G eligible graduates	2012 vs. 2017	+ 24.8%	+ 8.1%	+ 10.4%	+ 8.5%
ACT participation by graduates	2014 vs. 2018	+ 19.1%	+ 1.9%	+ 4.4%	+ 0.9%

\* The California School Dashboard only has data going back to the Class of 2016 for the CCI so this number shows the change from 2016 to 2018.

Similar to the test score comparison between 2012 and 2018, these indicators show that results at CVCHS are increasing at a faster rate than when compared to the change over time at MDUSD, the county and the state.

## Additional Results achieved at CVCHS

In addition to the results provided above, CVCHS has seen accomplishments across a range of areas since becoming a charter school. While the list below is not exhaustive, it includes many of the Charter School's recent successes:

### Additional Academic Achievements:

CVCHS' class of 2017 had the following achievements when looking at A-G eligibility:

- More A-G eligible graduates than any MDUSD high school
- The second most low income A-G eligible graduates among MDUSD high schools
- More Hispanic/Latino A-G eligible graduates than any MDUSD high school
- More African American A-G eligible graduates than the entire MDUSD school district combined, which is comprised of eleven high schools

The graduates of the Class of 2019 made the following commitments regarding where they would be attending college or their post-high school plans for the Fall of 2019 (only schools or options with three or more students committed are listed and a full list of commitments is included in Appendix D and available via this [link](#) on pages 12 and 13). Please note commitments are subject to change between the printing of this information and students beginning classes or programs:

- Arizona State: 7 students
- Azusa Pacific: 3 students
- Boise State: 3 students
- Cal Poly, San Luis Obispo: 8 students
- Cal State, Chico: 4 students
- Cal State, Sacramento: 10 students
- Cal State, San Diego: 8 students
- Cal State, San Francisco: 15 students
- Cal State, San Jose: 10 students
- City College of San Francisco: 3 students
- Diablo Valley College: over 150 students
- Los Medanos College: 35 students
- St. Mary's: 3 students
- US Air Force: 4 students
- US Marine Corps: 5 students
- UC Davis: 10 students
- UC Irvine: 10 students
- UC Los Angeles: 9 students
- UC Riverside: 3 students
- UC San Diego: 4 students
- UC Santa Barbara: 6 students
- UC Santa Cruz: 5 students
- University of Nevada, Reno: 5 students
- University of Oregon: 3 students
- University of the Pacific: 5 students
- University of Utah: 6 students
- Washington State: 3 students

In total, 46% of the Class of 2019 earned acceptance to a four-year college. Collectively, this past year's seniors earned 763 acceptances to four-year schools.

While students may be accepted to more than one college, and the goal at CVCHS is for students to have as many post-high school doors open for them as possible, students only commit to one college following high school. As such, the CVCHS Class of 2019 made the following commitments:

- 98% committed to attend a two or four-year college after high school
  - 55% committed to a two-year school
  - 43% committed to a four-year school including,
    - 18% to a private or out of state school
    - 14% to a CSU
    - 11% to a UC



### **Programmatic upgrades at CVCHS:**

- Total enrollment has increased from approximately 1,850 pre-charter to over 2,200 students this year.
  - There are more than 300 students on the waitlist for the 2019-20 school-year as of the writing of this petition.
- Expanded from three to five academies
- Expanded the CTE pathways offered to include Culinary Arts, Sports Medicine and Computer Science as a compliment to the existing pathways
- Added the following staff positions in 2019-20
  - Full time nurse
  - Full time MFT counselor
  - Full time Psychologist
- Expanded the counseling team in 2019-20 to include seven full time counselors and three interns, compared to five counselors and one intern in 2018-19
- Over 50 clubs exist on campus which are driven by student interest so new ones are added frequently
- Strong onboarding program for incoming 9th graders which includes:
  - Summer school in English Language Arts and Math to maintain or improve in these core subjects and to ensure materials are accessible during the school year
  - Four-day Freshman transition program prior to school beginning
  - Link Crew workshops in PE once a month for team and relationship building
  - Character counts once a week in 9th grade PE
  - Annual college visit for all 9th graders (starting in 2019-20)
- Provided free ACT/SAT preparation classes focused on 11th and 12th grade students immediately ahead of these high stakes exams
- Provided financial aid to students in need of support for AP exam fees to ensure all students take the AP exam who want to take them

### **2018-19 Athletic achievements:**

- Members of the CVCHS Class of 2019 earned scholarships to continue their academic and athletic careers at the following institutions:
  - Air Force Academy, Football
  - Cal State Fullerton, Track
  - Cal Poly San Luis Obispo, Swimming
  - Eastern Washington, rugby
  - Robert Morris University, Lacrosse
  - San Francisco State, Soccer

- UCLA, Track
- University of Maryland, Baltimore, Swimming
- Washington State, Track
- Westmont, Soccer
- League results
  - Four teams from CVCHS won league championships this past year: football, men's lacrosse, men's track, women's track
  - Three teams (baseball, women's basketball and women's water polo) were league runner ups and men's soccer finished third in their league.
- Playoff results
  - 13 sports sent teams and/or athletes moved on to the playoffs in 2018-19, including the following highlights:
    - Football was placed, for the third year in a row, in the NCS Open Division and the team lost in the semi-finals to the eventual state champion
    - Men's lacrosse, as the one seed, won the league playoff tournament
    - The men's track team won the North Coast Section championship and was able to advance to the state finals in five events. At the state level the highest finish was second place in California in the 200 meter sprint. State top ten results were achieved in three other events.
    - Men's wrestling had an athlete take second in the section and eighth in the state
- Number of sports
  - CVCHS currently offers over twenty different sports and most have multiple levels, including freshman, junior varsity and varsity. Some sports enough interest to host two freshman teams (a red and a blue) to allow more students to participate.

### **2018-19 Visual and Performing Arts Achievements**

- For the first time ever, the CVCHS marching band took home the top honor from the Walnut Festival Invitational Twilight Parade – The Nut Trophy. CVCHS performed "Celebration" (originally by Kool & the Gang), kicking off the competition season.
- Members of the CVCHS Wind Ensemble took the stage at Carnegie Hall for the National Band & Orchestra Festival. CVCHS was one of 24 instrumental groups chosen nationwide to audition and was ultimately selected for the final performance – an honor reserved for the highest performing musical groups.
- During Spring break in April of 2019, the CVCHS Choirs competed in the Worldstrides OnStage National Choral Competition. Schools from 12 states and two Canadian provinces were represented at the musical competition. CVCHS earned three gold medals and a coveted Adjudicator's Award.

## **Stakeholder feedback**

- In three of the last four years, parent satisfaction with the CVCHS academic program has been over 90% and parent satisfaction with school communication has been over 95%.

## **Staffing highlights**

- CVCHS signed a contract with teachers that makes them the highest paid in Contra Costa County based on a comparison of publicly available salary data as of March, 2019.
- Teachers are also eligible to receive 100% coverage for health benefits
- Only one CVCHS teacher voluntarily left in 2018-19 to teach high school in Contra Costa County in 2019-20 - a significant improvement compared to recent years
- All staff who work at least 25 hours a week are eligible to receive health benefits and all full time staff are eligible to receive 100% coverage for health benefits
- All classified staff work the same days as the teacher to expand opportunities for training and for alignment between administration, teachers and classified staff
- Teachers have been provided one additional professional development day during the year and two additional teacher work days following final exams, without expanding the calendar

## **Conclusion to the Introduction**

It is based on the undeniable results shared in this Introduction and renewal petition, as well as with overwhelming support of students, parents, staff and the community, that Clayton Valley Charter High School, in accordance with the Charter Schools Act of 1992, hereby petitions the Contra Costa County Board of Education for renewal of the charter for Clayton Valley Charter High School. Enclosed please find a petition providing clear evidence that CVCHS has far exceeded the charter renewal criteria set forth in Education Code Section 47607 and offers a strong educational program. In addition, this charter and the appendices further demonstrate that CVCHS is operationally and fiscally viable, and is complying with all relevant laws and regulations.

As required by the Charter Schools Act of 1992, the petition contains a reasonably comprehensive description of each of the 15 elements identified in Education Code Sections 47605(b)(5)(A)-(O). Beyond the required elements, the petition includes the appropriate assurances and supplemental materials (referred to as Appendices).





# CHARTER RENEWAL CRITERIA



CHARTER RENEWAL  
CRITERIA

# CHARTER RENEWAL CRITERIA



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

The Charter Schools Act and implementing regulations establish four legal considerations for charter renewal performance of subgroups; comparison to groups of public schools; alternative measures; and past performance. Under all four, CVCHS meets the legal requirement. The sections below detail each of the first three legal requirements, followed by data to demonstrate how CVCHS has met the criteria. Although not legally required, the Charter School demonstrates that it also meets alternative criteria for renewal, as well as comparisons to groups of schools.

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

The following shall serve as documentation confirming that CVCHS exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(a)(3)(A). Additional evidence documenting this is available in Appendix B.

Such increases are documented below starting with diagram B.1. In addition, this data is available in Appendix B.



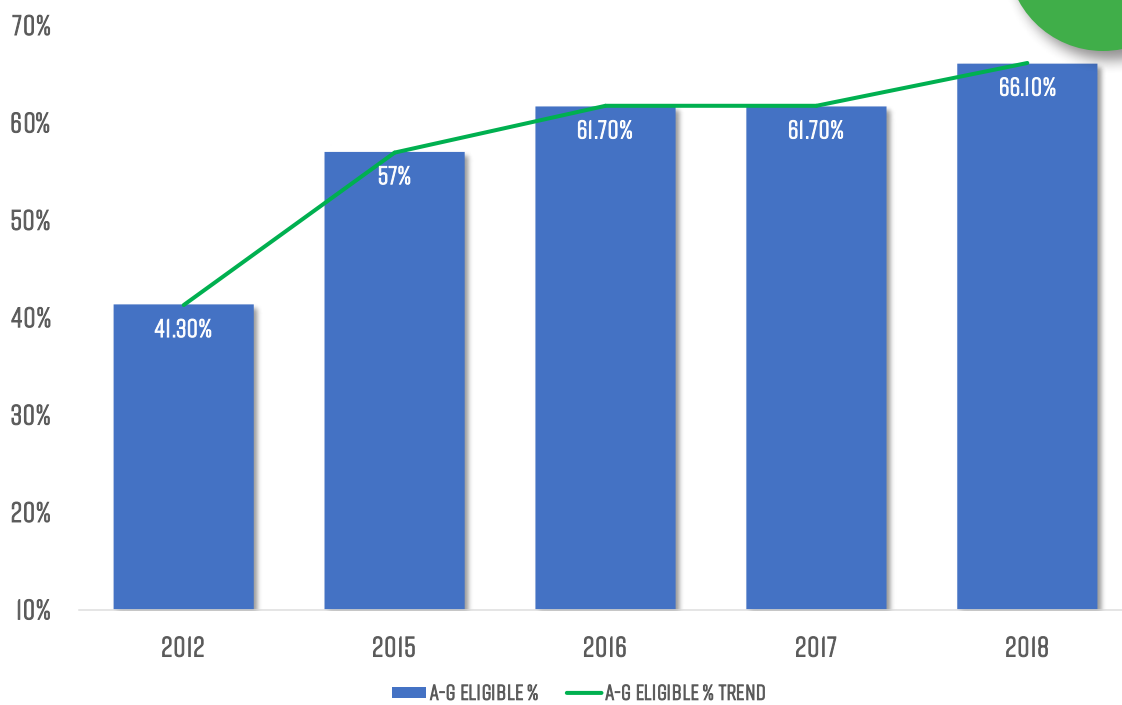
**Diagram B.1:**  
**Increase in High School Graduation Rate**

Class of	2011	2012	2013	2014	2015	2016	2017	2018
Overall grad rate	94.4%	94.0%	92.5%	95.6%	96.2%	97.8%	97.1%	97.3%
African American	94.4%	N/A	72.2%	87.5%	88.0%	100.0%	100.0%	94.4%
Asian	97.6%	N/A	85.7%	97.7%	96.0%	100.0%	100.0%	97.5%
Filipino	100.0%	N/A	88.2%	100.0%	100.0%	96.8%	96.0%	100.0%
Hispanic/Latino	88.7%	N/A	91.4%	96.6%	96.5%	98.1%	98.3%	96.5%
White	95.1%	N/A	94.8%	95.1%	96.7%	97.3%	95.8%	98.0%
Two + Races	N/A	N/A	100.0%	100.0%	90.0%	100.0%	97.9%	97.2%
SWD	73.3%	N/A	65.5%	82.9%	83.0%	81.8%	78.4%	90.0%
SED	86.8%	N/A	82.4%	92.2%	93.5%	96.0%	97.3%	97.1%
EL	73.3	N/A	69.2%	94.7%	90.5%	100.0%	95.80%	N/A

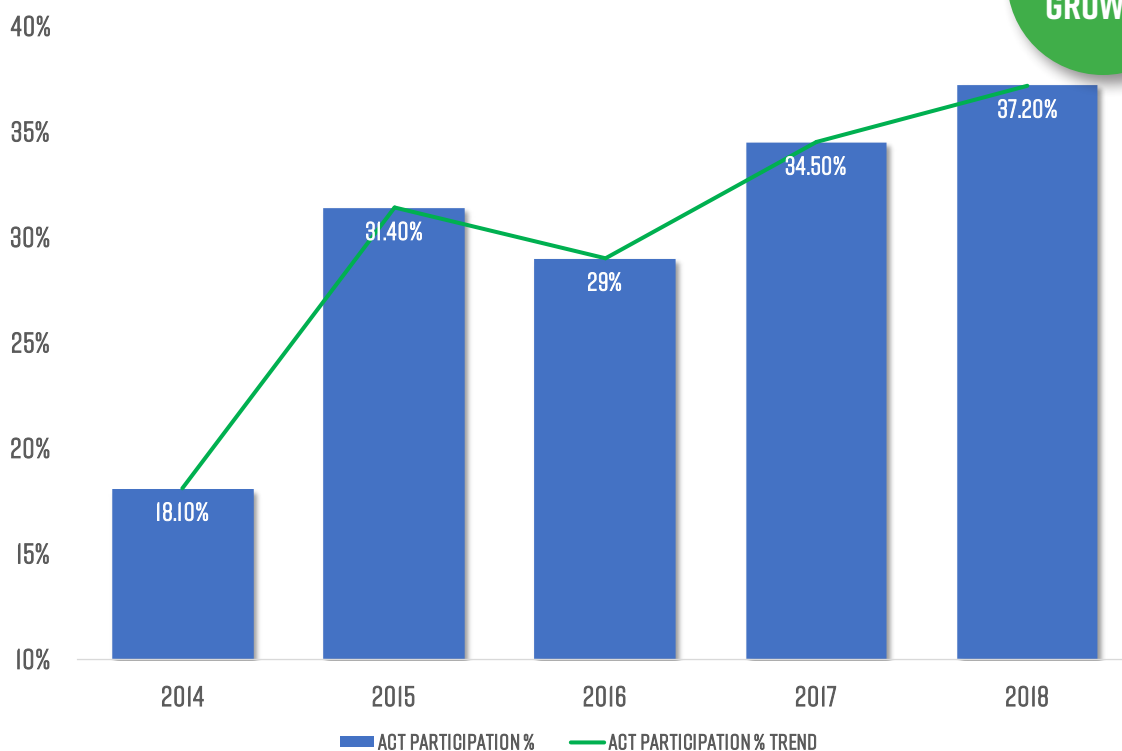
**Diagram B.2:**  
**Performance on the California College/Career Readiness Indicator**

Class of	2015	2016	2017	2018
All	45%	56.9%	64.1%	69.7%
SED	N/A	N/A	41.50%	59.2%
African American	N/A	N/A	42.90%	N/A
Asian	N/A	N/A	60%	65%
Filipino	N/A	N/A	67.70%	N/A
Hispanic/Latino	N/A	N/A	52.40%	52.9%
White	N/A	N/A	57.90%	77.2%
Two + Races	N/A	N/A	N/A	69.4%

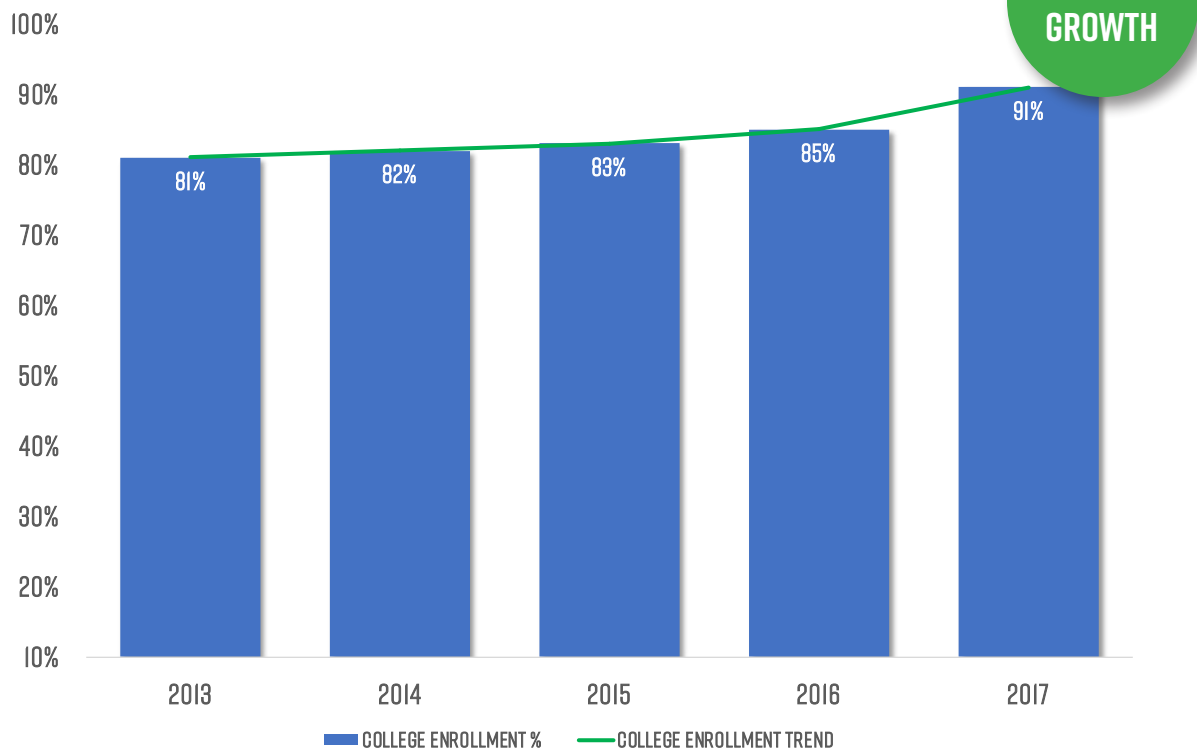
**Diagram B.3:**  
**Increase in Percentage of Graduates Meeting A-G Eligibility Criteria**



**Diagram B.4:**  
**ACT Participation Over Time at CVCHS, by graduating class**



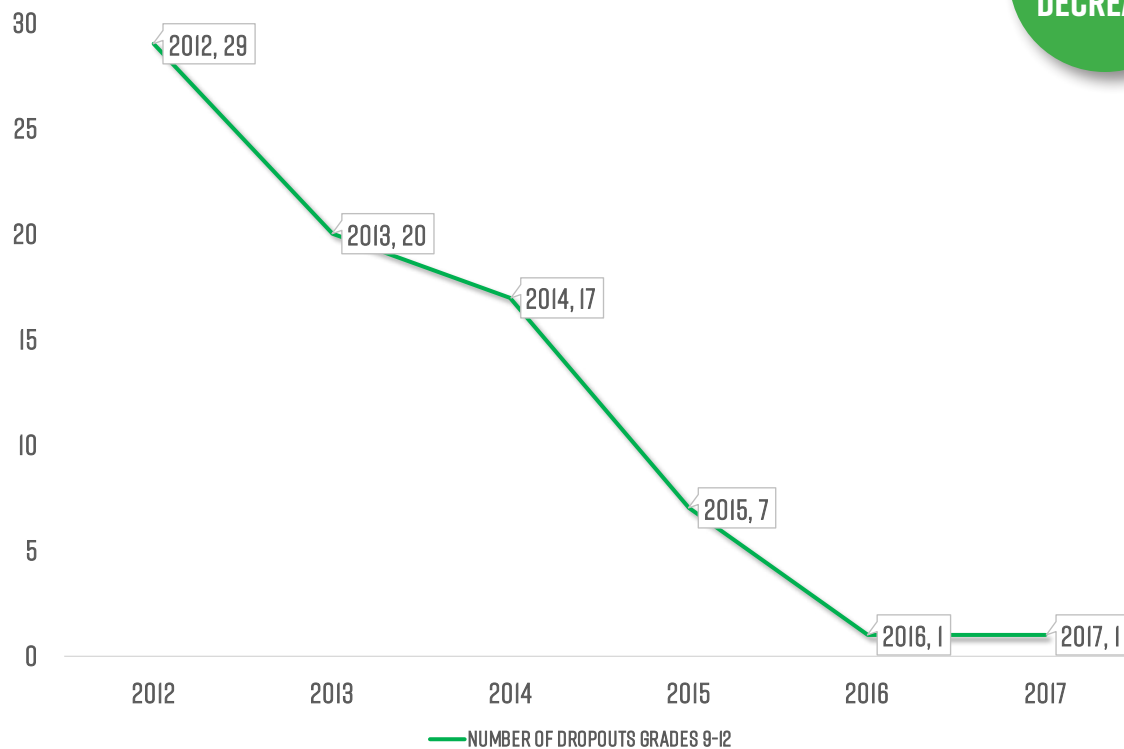
**Diagram B.5:**  
**Percent of CVCHS Graduates Enrolling in Two or Four-Year Colleges**



**Diagram B.6:**  
**Increasing Access to and Performance on AP Exams**

School Year	2014-15	2015-16	2016-17	2017-18	2018-19	% Growth
AP Total Enrollment	337	350	377	404	658	49% (+)
# of AP Exams Taken	536	561	636	713	1,199	55% (+)
# of AP Scores of 3+	173	199	226	266	343	49.6% (+)
% of AP Students Scoring 3+	51%	57%	60%	66%	52%	1% (+)

**Diagram B.7:**  
**Number of High School Dropouts, Grades 9-12, at CVCHS**



**AND**

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

The following shall serve as documentation confirming that CVCHS exceeds the statutory criteria required for renewal as set forth in Education Code Section 52052(f). Additional evidence documenting this is available in Appendix B.

The alternative measures that show increases at the Charter School are documented below starting with diagram B.8. In addition, this data is available in Appendix B.

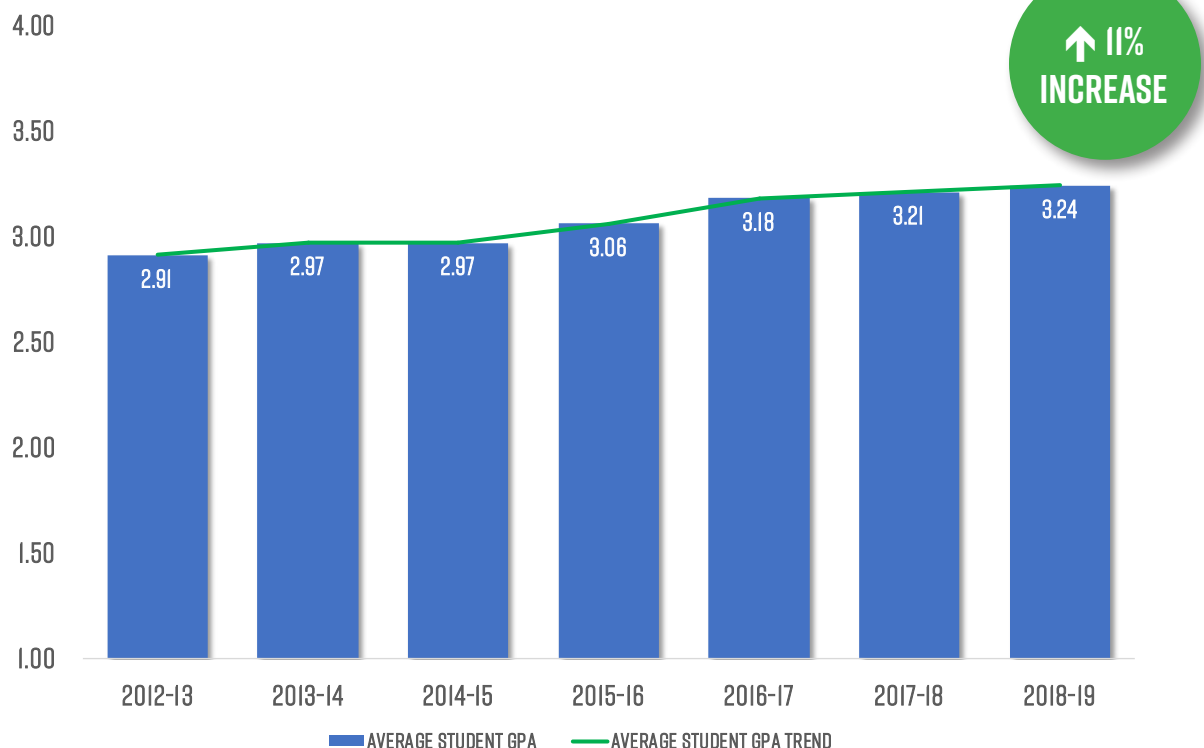
**Diagram B.8:**  
**Overall enrollment at CVCHS Over Time, Including by Population**

School Year	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20*
9-12 Grade Enrollment	1,886	1,875	1,858	1,991	1,973	1,984	2,197	2,187	2,196	2,253
% SED	19.6%	20.9%	17.4%	18.5%	18.9%	18.4%	19.8%	23.4%	23.3%	TBD
% SPED	8.5%	8.1%	7.8%	7.7%	6.8%	6.4%	6.2%	6.5%	7.5%	TBD
% EL	4.7%	5.2%	4.7%	3.8%	3.8%	3.9%	2.6%	2.3%	2.2%	TBD
% RFEP	N/A	N/A	N/A	N/A	9.5%	10.5%	13.3%	15.7%	16.6%	TBD
Applications	N/A	N/A	N/A	762	994	1,002	945	1,000	906	981
Waitlist**	N/A	N/A	N/A	358	536	610	589	566	596	552

\* 2019-20 enrollment data is not yet reported to CDE, but will be with Fall 2019 CBEDS.

\*\* Total applications and waitlist numbers are tracked internally. Waitlist numbers reflect total number of applications received beyond the seats awarded at the lottery.

**Diagram B.9: Overall Average Student GPAs Over Time**





**Diagram B.10:**  
**Parent survey results overtime**

School Year	Parent Satisfaction With Academic Program	Parent Satisfaction With School Communication	Average
2015-2016 LCAP	90%	97%	94%
2016-2017 LCAP	91%	98%	95%
2017-2018	81%	86%	83%
2018-2019 LCAP	91%	96%	94%

**Diagram B11:**  
**Fs earned in courses and by number of students**

School Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Fs earned	1,217	1,183	1,141	887	1,083	778	863
Students with an F	415	463	422	370	406	289	330

**OR**

3. *Education Code Section 47607(b)(4) states: "The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."*

For the purposes of this section, the comparison schools include several high schools. The first set of comparisons schools are the five Mt. Diablo Unified School District (MDUSD) comprehensive high schools: College Park HS (CPHS), Concord HS (CHS), Mt. Diablo HS (MDHS), Northgate HS (NHS), and Ygnacio Valley HS (YVHS). In addition, CVCHS enrolls students who would otherwise be required to attend high schools outside of MDUSD. For the purposes of this comparison, only high schools where at least ten CVCHS students would be required to attend are included. These additional, non-MDUSD high schools used for this comparison are Antioch HS (AHS) and Pittsburg HS (PHS). Where available, there is also a comparison with MDUSD as a district, Contra Costa County, and the State of California.

The following shall serve as documentation confirming that CVCHS exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b).

This determination is documented below starting with diagram B.12. In addition, this data is available in Appendix B.

**Diagram B.12:**  
**Comparing High School Graduation Rates, Class of 2018**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD	County	State
<b>2018 grad rate</b>	<b>97.3%</b>	97.2%	93.5%	83.1%	97.1%	91.1%	92.3%	87.0%	86.1%	87.9%	87.3%

**Diagram B.13:**  
**Comparing College/Career Indicator Results, Class of 2018**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD	State
<b>CCI % Prepared</b>	<b>69.7%</b>	58.2%	33.2%	35.5%	70.1%	20%	56.7%	19.5%	38.3%	42.2%
<b>4-year growth</b>	<b>+ 25.2%</b>	+ 14.9%	+ 6.6%	+ 3%	+ 16.1%	+ 2.8%	+ 39.6%	+ 7.3%	+ 3%	- 3%*

\* State level data only goes back to 2016 so this represents the 2016 to 2018 change.

**Diagram B.14:**  
**Comparing results on the CAASPP for ELA, Class of 2019: % Meet + Exceed**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD	County	State
% meet or exceed	71.8%	72.9%	50.7%	50.2%	76.4%	29.2%	40.3%	39.6%	53.4%	59.9%	55.9%

**Diagram B.15:**  
**Comparing results on the CAASPP for math, Class of 2019: % Meet + Exceed**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD	County	State
% meet or exceed	46.1%	50.5%	30.2%	20.3%	60.1%	13.9%	16.9%	9.8%	34.8%	38.7%	31.4%

**Diagram B.16:**  
**Comparing A-G Eligibility Results, Class of 2017**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD	County	State
Overall % A-G eligible	65.3%	54.2%	40.5%	33.3%	75.4%	22.1%	38.4%	35.5%	41.2%	52.5%	46.8%
% eligible low income	51.7%	41.6%	39.7%	33.3%	77.3%	16.1%	36.6%	30.2%	26.7%	35.4%	38.5%
% eligible Hispanic/Latino	50.8%	42.5%	44.3%	35.9%	57.1%	15.8%	35.9%	33.7%	28.4%	38.7%	39.4%
% eligible African American	66.7%	33.3%	20%	3.8%	33.3%	50%	34%	34.3%	12.9%	29.7%	35.5%

**Diagram B.17:**  
**Comparing A-G Eligibility Results Over Time for Socioeconomically Disadvantaged Students**

	2014-2015	2015-2016	2016-2017
CVCHS	45.7%	45.7%	51.7%
MDUSD	14.9%	20.9%	26.7%
County	31.8%	30.2%	30%
State	36.7%	34.2%	32.7%

**Diagram B.18:**  
**Comparing California School Dashboard Results, 2018 Dashboard**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD	State
<b>Grad rate</b>	<b>97.3%</b>	97.2%	93.5%	83.1%	97.1%	91.1%	92.3%	87.0%	86.1%	87.3%
<b>% CCI prepared</b>	<b>69.7%</b>	58.2%	33.2%	33.5%	70.1%	20.0%	56.7%	19.5%	38.3%	42.2%
<b>ELA</b>	<b>71.8%</b>	72.9%	50.8%	50.2%	76.4%	29.2%	40.3%	39.6%	53.4%	56.0%
<b>Math</b>	<b>46.1%</b>	50.5%	30.2%	20.3%	60.1%	13.5%	16.4%	9.8%	34.8%	31.4%

**Diagram B.19:**  
**Comparing SAT Participation, Class of 2018**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD	County	State
<b>% taking SAT</b>	<b>62%</b>	50%	41%	33%	38%	31%	47%	28%	34.9%	49.6%	48.3%

**Diagram B.20: Chronic Absenteeism Rates (C.A.), 2017-2018**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD*	County*	State*
<b>% C.A.</b>	<b>9.6%</b>	11.7%	10%	24.9%	7.5%	22.1%	20.1%	17.7%	11.4%	11.2%	11.1%

\* MDUSD, county and state numbers are for K-12 populations

**Diagram B.21:**  
**The 2018-19 Racial/Ethnic makeup of CVCHS and the comparison schools**

	Total enrolled	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<b>CVCHS</b>	<b>2,196</b>	<b>3.9%</b>	<b>0.3%</b>	<b>7.7%</b>	<b>6.0%</b>	<b>22.2%</b>	<b>0.7%</b>	<b>47.8%</b>	<b>8.2%</b>	<b>3.1%</b>
CPHS	2,036	2.4%	0.2%	9.3%	5.6%	26.8%	0.1%	44.4%	7.8%	3.6%
CHS	1,385	3.5%	0.2%	5.3%	6.9%	50.7%	0.6%	28.7%	3.2%	1.0%
MDHS	1,448	8.1%	1.2%	5.5%	6.6%	67.3%	1.6%	6.9%	1.9%	2.3%
NHS	1,490	1.3%	0.1%	15.0%	4.8%	13.1%	0.5%	54.7%	9.7%	0.8%
YVHS	1,220	3.9%	0.3%	4.1%	4.0%	74.8%	0.7%	9.1%	1.6%	1.6%
PHS	3,575	18.6%	0.8%	2.7%	5.7%	62%	1.8%	5.0%	2.8%	0.3%
AHS	2,061	20.4%	0.7%	2.2%	2.8%	53%	1.6%	15.5%	3.9%	N/A
MDUSD	31,013	3.2%	0.6%	7.2%	4.4%	42.5%	0.6%	28.4%	6.8%	6.8%
County	177,940	8.7%	0.3%	12.9%	4.1%	36.1%	0.6%	29.3%	6.2%	1.7%
State	618,6278	5.4%	0.5%	9.3%	2.4%	54.6%	0.5%	22.9%	3.6%	.9%

**Diagram B.22:**  
**Populations served in 2018-19 at CVCHS and comparison schools**

	Total enrolled	SED	EL	SPED	Homeless	Foster
<b>CVCHS</b>	<b>2,196</b>	<b>22.3%</b>	<b>2.2%</b>	<b>7.5%</b>	<b>0.1%</b>	<b>0.1%</b>
CPHS	2,036	26.4%	5.1%	7.3%	0.4%	0.1%
CHS	1,385	54.4%	12.6%	16.1%	1.7%	0.4%
MDHS	1,448	82.2%	3.6%	8.0%	N/A	0.1%
NHS	1,490	12.7%	1.5%	8.5%	0.1%	0.1%
YVHS	1,220	80.6%	27.4%	16.9%	0.6%	0.8%
PHS	3,575	71.5%	19.1%	11.0%	2.4%	0.5%
AHS	2,061	73.9%	17.4%	16.2%	2.9%	0.7%
MDUSD	8,337	47.4%	10.0%	12.0%	0.8%	0.4%
County	57,5721	42.2%	15.3%	11.7%	1.2%	0.4%
State	1,951,086	60.9%	10.9%	11.7%	3.4%	0.5%



**Diagram B.23:**  
**2018 Dashboard Performance of CVCHS Compared to Contra Costa County K-12 and High School Districts**

	Graduation Rate	College/Career	English Language Arts	Mathematics
<b>CVCHS`</b>	<b>Blue</b>	<b>Green</b>	<b>Green</b>	<b>Yellow</b>
State of California	Yellow	Yellow	Orange	Orange
Acalanes Union High	Blue	Blue	Green	Green
Antioch Unified	Yellow	Orange	Orange	Orange
Liberty Union High	Green	Yellow	Yellow	Yellow
Martinez Unified	Green	Blue	Yellow	Orange
Mt. Diablo Unified	Green	Orange	Yellow	Orange
Pittsburg Unified	Green	Green	Orange	Orange
SRV Unified	Blue	Blue	Blue	Blue

**Diagram B.24:**  
**ACT Participation % for the Class of 2018**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD	County	State
<b>% Taking ACT</b>	<b>37%</b>	<b>33%</b>	<b>28%</b>	<b>2%</b>	<b>68%</b>	<b>9%</b>	<b>18%</b>	<b>13%</b>	<b>19.8%</b>	<b>27.8%</b>	<b>20.5%</b>

**Diagram B.25:**  
**Graduates earning a Golden State Seal Merit Diploma, Class of 2018**

School	CVCHS	CPHS	CHS	MDHS	NHS	YVHS	PHS	AHS	MDUSD	County	State
<b>% Earning Merit Diploma</b>	<b>63.5%</b>	<b>33.6%</b>	<b>26.2%</b>	<b>24.3%</b>	<b>67.5%</b>	<b>17.4%</b>	<b>0%</b>	<b>14.2%</b>	<b>29.3%</b>	<b>33.4%</b>	<b>18.5%</b>

**AND**

4. *Title 5, California Code of Regulations Section 11966.5(c)(1) states: "When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any."*

This requirement is met through the documentation presented in this section in regards to academic performance. The remaining sections of the charter renewal petition and appendices regarding the address the school's finances and operations.



# THE EDUCATIONAL PROGRAM



EI - THE EDUCATIONAL  
 PROGRAM



# ELEMENT I

## THE EDUCATIONAL PROGRAM

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

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

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.*

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

*If the proposed charter school will serve high school students, the manner in which the charter high school will inform parents about the transferability of courses to other public schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the A to G admissions criteria may be considered to meet college entrance requirements.*

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

The address of Clayton Valley Charter High School is 1101 Alberta Way Concord, CA 94521.

### **CVCHS Mission**

Clayton Valley Charter High School will provide a positive, student-centered environment in which all students will be challenged academically and develop the skills and mindsets to graduate as successful, lifelong learners and productive, responsible citizens in a diverse society.

## Whom the charter school is attempting to educate

The target student population for CVCHS includes the students currently attending the Charter School in grades 9- 12 (described in the Introduction Section of the charter), their younger siblings, and those students within the Charter School's former enrollment zone, as well as all others who wish to attend the school, subject only to capacity. As described in the statistics in the Introduction as well as in Element 8 of this petition, CVCHS is increasing its diversity and it is the Charter School's intention to enroll a student population reflective of the communities served by CVCHS. Those communities include the cities of Clayton and Concord, MDUSD and Contra Costa County. A majority of current students reside in the former enrollment zone of CVHS. However, CVCHS enrolls students from throughout MDUSD, Contra Costa County and even has a few students residing beyond the county's borders. CVCHS is open and accessible to all students regardless of demographics and the current achievement level of students.

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

CVCHS has clearly outlined measures of success for all students that reflect the Charter School's high expectations. This has manifested itself in what most schools and districts refer to as a graduate profile. At CVCHS this is referred to as the Profile of an Eagle.

### CVCHS Graduate Profile - The Profile of an Eagle:

In order to manifest the CVCHS mission, (shared above) as an individual student, CVCHS graduates will have achieved the following upon graduating from CVCHS:

- be eligible to attend a four-year public university in California
  - read at a college level★
  - write at a college level★
  - demonstrate college level quantitative reasoning★
  - be deemed "Prepared" on California's College/Career Indicator
  - have attempted completion of college credit
  - completed a sequence of elective courses
  
  - engaged in work-based learning
  - participated in at least two college visits
  - completed community service
  - participated in at least two extra-curricular activities
  - created a plan for post-high school education and life
  
  - demonstrated exemplary attendance
  - demonstrated college level communication skills
  - demonstrated digital citizenship
  - demonstrated personal fitness
- ★ These three elements of the Profile of an Eagle represent raw academic achievement and can be measured in multiple ways. In addition to standard achievement levels (e.g. meet or exceed the standards on CAASPP), CVCHS will also look for sufficient growth in achievement over a student's time at CVCHS to determine if they have met these criteria.



An educated person must be a self-directed learner who recognizes that learning is a lifelong process not restricted to the classroom. In order to fully instill the CVCHS mission and elements of the Profile of an Eagle in students, these expectations, including self-motivation and a pursuit of life-long learning, will be modeled by staff, teachers, parents and community partners.

## CVCHS Goals

Element 2 of this petition outlines the schoolwide outcomes for CVCHS and the annual process by which those goals will be refined and incorporated in the Charter School's Local Control Accountability Plan (LCAP). In addition, as described in Element 2, CVCHS' goals apply both schoolwide and for all subgroups served by the Charter School, with subgroups being defined as those groups having 30 or more students enrolled at CVCHS. Element 2 goes on to describe the additional school priorities which are primarily in the area of parent involvement. The information in Element 2 will be further detailed in CVCHS' annual LCAP. The development of the LCAP involves an annual cycle of data analysis, reflection, stakeholder engagement, and planning in order to ensure the Charter School is on track to meeting the needs of its students and measure the effectiveness of the programs implemented at CVCHS.

While there is additional detail provided in Element 2, including further detail as to how CVCHS addresses Priority 3: Parent Involvement, below is a chart showing the state priorities and how the elements in the Profile of an Eagle are aligned to these priorities.

**Figure 1.a:**

***Alignment Between the State Priorities and the Elements of the Profile of an Eagle***

State Priority	Aligned Elements of the Profile of an Eagle (elements may appear multiple times)
<b>1. Basic Conditions of Learning</b>	<ul style="list-style-type: none"> <li>● be eligible to attend a four-year public university in California</li> <li>● be deemed "Prepared" on California's College/Career Indicator</li> <li>● have attempted completion of college credit</li> <li>● demonstrated exemplary attendance</li> </ul>
<b>2. Implementation of CCSS</b>	<ul style="list-style-type: none"> <li>● read at a college level</li> <li>● write at a college level</li> <li>● demonstrate college level quantitative reasoning</li> </ul>
<b>3. Parental Involvement</b>	<ul style="list-style-type: none"> <li>● demonstrated exemplary attendance</li> </ul>
<b>4. Student Achievement</b>	<ul style="list-style-type: none"> <li>● read at a college level</li> <li>● write at a college level</li> <li>● demonstrate college level quantitative reasoning</li> </ul>

<b>5. Student Engagement</b>	<ul style="list-style-type: none"> <li>● be eligible to attend a four-year public university in California</li> <li>● be deemed "Prepared" on California's College/Career Indicator</li> <li>● have attempted completion of college credit</li> <li>● engaged in work-based learning</li> <li>● participated in at least two college visits</li> <li>● completed community service</li> <li>● participated in at least two extra-curricular activities</li> <li>● created a plan for post-high school education and life</li> <li>● demonstrated digital citizenship</li> <li>● demonstrated exemplary attendance</li> </ul>
<b>6. School Climate</b>	<ul style="list-style-type: none"> <li>● have attempted completion of college credit</li> <li>● engaged in work-based learning</li> <li>● participated in at least two college visits</li> <li>● completed community service</li> <li>● participated in at least two extra-curricular activities</li> </ul>
<b>7. Course Access</b>	<ul style="list-style-type: none"> <li>● be eligible to attend a four-year public university in California</li> <li>● be deemed "Prepared" on California's College/Career Indicator</li> <li>● have attempted completion of college credit</li> </ul>
<b>8. Other Student Outcomes</b>	<ul style="list-style-type: none"> <li>● created a plan for post-high school education and life</li> <li>● be deemed "Prepared" on California's College/Career Indicator</li> <li>● demonstrated personal fitness</li> <li>● demonstrated college level communication skills</li> </ul>

## Impact of Elements of the Profile of an Eagle on CVCHS Educational Program

Beyond linking each element to a state priority, below is a breakdown of the elements of the Profile of an Eagle to demonstrate how focusing on students meeting the criteria outlined in these specific elements will shape the instructional program at CVCHS.

### Profile of an Eagle Element: Eligible to attend a four-year public university in California

- **Description of the Element:** This requirement means that students must be A-G eligible in order to graduate from CVCHS and have taken either the SAT or ACT. CVCHS is not setting a minimum performance level on either A-G eligibility (e.g. A-G GPA) or an SAT or ACT score. As long as a student is A-G eligible and has taken either the SAT or ACT, they will have met this requirement.

In addition, CVCHS serves a diverse student body in regards to educational ability and need. For students whose IEPs state that the A-G course requirements and/or the completion of the SAT or ACT is not educationally appropriate, they will be

on a pathway that has been determined to meet their unique needs. This altered path will be articulated in their IEP and lead them to either earn a high school diploma (non A-G) or a certificate of high school completion, while still focusing on completing other elements of the Profile of an Eagle.

- **Impact on CVCHS' Educational Program:** One impact of this element will be on the CVCHS graduation requirements (the updated requirements are outlined in this section). Students will no longer be able to earn a grade of a "D" and pass a class with credit earned towards graduation. Course offerings will need to be expanded to ensure all students have access to the required A-G courses, as well as supports and interventions will need to increase to ensure students earn a grade of a "C" or higher, or have an opportunity to make up the course to stay on track to graduate. CVCHS will also need to increase the percent of students taking the SAT or ACT until it reaches 100% of all students having taken one of the exams.

As a start, in 2018-19 CVCHS began offering SAT and/or ACT prep courses for students, with the only cost being a \$5 reservation fee, as well as had all 10th graders complete a practice ACT exam. In addition, starting in 2019-20, CVCHS will again have 10th grade students complete a practice ACT and begin the practice of 11th grade students completing the PSAT. These exams will be administered on campus during a school day and will be free of charge for students. These shifts will lead to an increased percentage of students completing the SAT or ACT exams, which will be a requirement for the Class of 2024 and forward.

### **Profile of an Eagle Element: Read at a college level**

- **Description of the Element:** In regards to defining "reading at a college level," CVCHS is deferring to the definition of college readiness as outlined on the CSU's Pathways to Readiness [flowchart](#). A copy of the flowchart has been included in Appendix 1. As shown in the flowchart, in order for a student going to a CSU campus to be considered exempt from entry level exams or the early start program in English, they must achieve one of five benchmarks:
  - ACT score of 22 or above on the relevant section of the ACT
  - SAT score of 550 or above on the relevant section of the SAT (new version)
  - AP English Language or Literature exam score of 3 or higher
  - CAASPP ELA exam score of standard exceeded in 11th grade
  - CAASPP ELA exam score of standard met in 11th grade and completion of ERWC or AP English course with a C or better in each semester
- **Impact on CVCHS' Educational Program:** While this will have several ripple effects on the CVCHS program, the largest ones will be in the areas of practice time allocated to student reading and around assessments. In regards to practice around student reading, courses beyond English will need to be considered reading courses, especially in the social sciences. Teachers and courses may have to reorient themselves to being reading courses that teach a specific content

area. In addition, CVCHS has two supplementary programs, Achieve 3000 and NewsELA, that provide a nearly unlimited amount of subject specific reading material customized to a students' reading ability, measured by their Lexile level.

Beyond increasing practice, quality assessment of students' reading skills will need to increase. While it makes sense for the CSU system to measure students' readiness for college at the end of high school, there currently are no standardized exams for high school students prior to the CAASPP in 11th grade. If CVCHS were only to intervene with a student after their 11th grade CAASPP score was known, the first time a student would receive support would be the beginning of senior year. As such, and as explained later in the sub-section "Students Achieving Below Grade Level," CVCHS has invested in the NWEA MAP assessment system beginning in 2019-20. This assessment system is given multiple times a year, as well as before students begin 9th grade, and will allow CVCHS to target interventions for students based on nationally norm-referenced data points. Furthermore, CVCHS has no shortage of resources available for intervention and so the NWEA MAP results will allow for the interventions prescribed to a student to be more accurately aligned with their specific area of need. Finally, the frequent assessments will allow CVCHS to monitor which students are making sufficient growth and which students need their interventions adjusted to ensure they catch up.

### **Profile of an Eagle Element: Write at a college level**

- **Description of the Element:** Similar to reading at a college level, in regards to defining "writing at a college level," CVCHS is deferring to the definition of college readiness as outlined on the CSU's Pathways to Readiness [flowchart](#). A copy of the flowchart has been included in Appendix 1 and the measures of college readiness were just provided.
- **Impact on CVCHS' Educational Program:** Beyond what was described in detail around the shifts to increase the reading ability of students, writing will also be a focus in classes beyond English. The two assessment tools that will be used to measure student writing ability are the Common Core State Standards (CCSS) writing rubrics and the CSU writing rubric that is incorporated into the ERWC 12th grade English course. The CCSS aligned rubrics are included in Appendix 1. Where applicable, AP writing rubrics will be incorporated as well. These external measures of writing clearly articulate the expectations for high quality writing, provide clear opportunities for growth and are aligned to college level writing expectations. Beyond class and assessment specific writing, CVCHS will look to incorporate college level writing skills, and the associated rubrics, with student senior projects and portfolio presentations as this culminating experience increases in rigor.

## Profile of an Eagle Element: Demonstrate college level quantitative reasoning

- **Description of the Element:** In regards to defining “demonstrate college level quantitative reasoning,” CVCHS is deferring, as it did with reading and writing, to the definition of college readiness as outlined on the CSU’s Pathways to Readiness [flowchart](#). A copy of the flowchart has been included in Appendix 1. As shown in the flowchart, in order for a student going to a CSU campus to be considered exempt from entry level exams or the early start program in math, they must hit one of five benchmarks:
  - ACT score of 23 or above on the math section of the ACT
  - SAT score of 550 or above on the math section of the SAT (new version)
  - AP Calculus or AP Statistics exam score of 3 or higher
  - CAASPP math exam score of standard exceeded in 11th grade
  - CAASPP math exam score of standard met in 11th grade and completion of a senior year math course with a prerequisite of Algebra 2 with a C or better in each semester
- **Impact on CVCHS’ Educational Program:** While increasing practice and assessments has been discussed in regards to improving student performance in reading and writing, these same adjustments will be made in regards to math as well. In regards to increasing practice, the science courses at CVCHS will become more skills based and hence involve more practice with mathematical computations and reasoning. In addition, students will be required to be enrolled in a quantitative reasoning course each year they are enrolled at CVCHS. This expands the requirement from the current expectation of three years. As such, it increases the amount of time students are required to spend in a quantitative reasoning class by 33% over the course of their high school career. As for increased assessments, the NWEA MAP exam covers math, in addition to English Language Arts, and the data will be used in an identical way in both subjects as it drives interventions and instructional adjustments.

## Profile of an Eagle Element: “Prepared” on California’s College/Career Indicator

- **Description of the Element:** Recently California began measuring a student’s “preparedness” for college/career as one indicator on the California School Dashboard. While CVCHS has shown tremendous growth in the percent of students achieving the “Prepared” status when comparing the Class of ‘15 to the Class of ‘18, as shown in the Introduction, CVCHS is striving for all students to reach the “Prepared” status. In order to be prepared, students must hit one of several targets, or combination of targets. The criteria are outlined in the dashboard’s technical guide, linked [here](#), on page 79 of the guide. As shown, there are many pathways by which students can achieve the status of “Prepared.”
- **Impact on CVCHS’ Educational Program:** Beyond the adjustments already described, CVCHS will look to expand its CTE pathways to ensure an increasing number of students complete one of these pathways. CVCHS is also exploring an expansion of courses that allow students to earn college credit, whether through AP exams or arrangements such as dual enrollment.

### **Profile of an Eagle Element: Attempt completion of college credit**

- **Description of the Element:** Students who attempt to earn college credit in high school benefit in multiple ways. First, they are exposed to a higher level of rigor which allows them to understand what will be expected of them when they enter a 2 or 4-year college. In addition, it allows students the opportunity to practice completing work that expects a higher level of performance than what is found in a typical high school classroom. Multiple studies show that exposure to college level work, whether through AP courses, dual enrollment or actually taking courses on a college campus, lead to better rates of college completion for students. CVCHS will strive to have all students engage in this experience.
- **Impact on CVCHS' Educational Program:** As already mentioned, CVCHS is exploring an expansion of courses that allow students to earn college credit, whether through AP exams or arrangements such as dual enrollment. CVCHS will also look to expand partnerships with local colleges and universities to allow more students the ability to complete courses on their campus or through other arrangements.

### **Profile of an Eagle Element: Complete a sequence of elective courses**

- **Description of the Element:** While students are assigned many courses by the Charter School, they also have the room in their schedule for elective courses - courses selected by the student based on their interest and experience. CVCHS knows it is important for students to make choices and realize the consequences, good or bad, of those choices. In addition, everyone will eventually have to make their own choices, whether it is a college major or a chosen profession. By expecting students to complete a sequence of elective classes, CVCHS is creating opportunities for students to practice making choices and sticking with those choices, which is what they will have to do to complete the sequence of courses.
- **Impact on CVCHS' Educational Program:** CVCHS has already begun expanding the elective classes and CTE pathways available to students. As the expectation grows that all students will be enrolled in these courses CVCHS will expand the available options based on student interest along with teacher and facility capacity.

### **Profile of an Eagle Element: engage in work-based learning**

- **Description of the Element:** All students will have to, sometimes despite their best efforts, engage in employment of some kind in their lifetime. As such, CVCHS will work to build these experiences into the four years of high school. While work-based learning can vary from completing a resume to practicing for an interview to actual paid or unpaid work, all of the skills practiced during any of these activities will assist students in preparing for their career. In addition, it is important to acknowledge to students that to succeed in the post high school world they will need more than what is learned within the four walls of a classroom.



- **Impact on CVCHS' Educational Program:** CVCHS will incorporate work based learning skills into appropriate classes (e.g. CTE pathways, elective courses and possibly an advisory or seminar type course). In addition, CVCHS will increase student's exposure to internships and other employment opportunities with an emphasis on experiencing these in the summer between 11th and 12th grade.

#### **Profile of an Eagle Element: participated in at least two college visits**

- **Description of the Element:** Nothing can replace the knowledge gained from hands on learning. If the subject is biology, visiting an ecosystem will allow for far greater learning than just what is read in a book. College is no different. The college center can have all the pennants possible, and every university can send a representative to speak with CVCHS students, but neither of these is a substitute for visiting a college campus. Starting with the 2019-20 school year, CVCHS will sponsor free college campus visits for students to ensure each has the opportunity to attend two campuses over their four years at CVCHS.
- **Impact on CVCHS' Educational Program:** While students will trade a day in the classroom for one on a bus and college campus, the learning that occurs will be the same if not higher. For 2019-20, CVCHS has established the school's first college bound day to accommodate all 9th graders with a college visit. This program will continue, and will need to be expanded, in order to provide all students with the opportunity for two visits over their time at CVCHS.

#### **Profile of an Eagle Element: complete community service**

- **Description of the Element:** Whether they admit it or not, all high school students have benefited tremendously from the service of others, from their parents to hospitals to schools to activities like organized sports and birthday parties. In addition, students need to see beyond themselves. Requiring community service, whether it be a specific project or a minimum number of hours, will create an opportunity for students to experience the potential impact they can have on people beyond themselves, their family and their friends. Ideally, this will shape students' mindsets well beyond high school and allow students to consider positive community impact as a factor when they select their profession and place of residence.
- **Impact on CVCHS' Educational Program:** Similar to work-based learning, community service is meant to take place outside of the school day. As such, the impact on the program at CVCHS will be minimal beyond needing to assist in organizing service activities and the necessary tracking of completed projects and service hours, which will be done in Naviance (which is described below).

### **Profile of an Eagle Element: participate in at least two extra-curricular activities**

- **Description of the Element:** After high school, it will be critical for students to be engaged in activities beyond their college classes or employment. These activities, which are driven by individual interest, can actually enhance a student's experience. As such, it is imperative that students find ways to get involved at CVCHS beyond the required classes. These can include athletics, clubs, performing arts, employment, and even activities beyond CVCHS such as Eagle Scouts or non-school related athletics.
- **Impact on CVCHS' Educational Program:** CVCHS will need to advertise these activities and students will track their involvement through Naviance. Since these activities are designed to take place outside of school hours, they have a minimal impact on the CVCHS program.

### **Profile of an Eagle Element: create a plan for post-high school education and life**

- **Description of the Element:** Henry David Thoreau said, "In the long run (you) only hit what you aim at." It is important that students have a plan for themselves and for their lives that extends beyond high school. For some students, that might only extend a matter of months or a year beyond high school graduation while for others it may take them to the 22nd Century. What is important is that students have an idea of where they want to go so they can better plan for how to get there. While this plan can be adjusted at any time, having a plan improves the likelihood for success.
- **Impact on CVCHS' Educational Program:** This plan is housed in Naviance and the guidance team at CVCHS will partner with students to ensure it is updated regularly. Parents will also be involved in this process where opportunities exist to incorporate them into the process.

### **Profile of an Eagle Element: demonstrate exemplary attendance**

- **Description of the Element:** Whether it is school, employment, a play, a band or a sport, it is nearly impossible to improve at something you do not attend to. CVCHS is a seat based program and as such students need to attend school. The expectation is higher than 95% attendance for individual students as that is the schoolwide goal.
- **Impact on CVCHS' Educational Program:** The expectations, policies and procedures for attendance are outlined in the CVCHS student and parent handbook which is included in Appendix 1. CVCHS has staff dedicated to ensuring students attend school and to intervene and support students and families when attendance challenges occur. These supports include working to get a student back on campus and in class, while also supporting them to get back on track in their classes regarding any missing academic work.

### **Profile of an Eagle Element: demonstrate college level communication skills**

- **Description of the Element:** All students at CVCHS complete a senior project. The rigor and expectations of this project will be refined and increased to ensure successful completion of the project correlates to college level communication skills. The exact method of measuring these skills will be developed in conjunction with teachers, the guidance team and administrators.
- **Impact on CVCHS' Educational Program:** The senior project is a current practice and so the increased expectations being added to this assignment will have a minimal impact.

### **Profile of an Eagle Element: demonstrate digital citizenship**

- **Description of the Element:** In an ever increasingly digital world, all members of society need crucial skills in order to fully access all the resources available to them. In addition, everyone needs to realize the impact of their digital footprint. CVCHS will focus both on skill development and responsible use of technology and digital platforms with all students. In order to measure digital citizenship, CVCHS will refer to outside organizations to articulate the expectations students must meet to earn their citizenship. The tracking of these skills will be handled internally by CVCHS.
- **Impact on CVCHS' Educational Program:** While CVCHS has greatly expanded the technological resources available to all students and staff on the CVCHS campus, ensuring students have the skills and mindsets to use the available tools correctly will be incorporated into existing and to be developed programs. AVID courses currently cover this content and CVCHS is looking to expand access to this program. In addition, CVCHS has a full time Instructional Resources Coordinator responsible for managing both the physical and digital resources. As the skills and standards for digital citizenship are rolled out, CVCHS will incorporate appropriate activities by grade level and classes to ensure students are on track to meeting this requirement.

### **Profile of an Eagle Element: demonstrate personal fitness**

- **Description of the Element:** Students need to have healthy bodies to have healthy minds. While CVCHS is not looking to change the two year requirement for PE classes, it is desired that more and more students achieve the appropriate level of fitness as measured by the state's physical fitness test ("PFT") which is completed by all 9th graders.
- **Impact on CVCHS' Educational Program:** The PFT is already in place, however the CVCHS PE department will look to implement regular practice rounds of the PFT to measure student performance and progress to ensure students are on track to meet the standards. As needed, these internal assessments can expand into the second year of PE on an individual basis.

## CVCHS Graduation Requirements

All students are required to accumulate a minimum of 230 credits to graduate with a diploma from CVCHS. With the commencement of the new term of the Charter, beginning with the incoming 9th graders in the Fall of 2020 (high school graduating Class of 2024), CVCHS has adopted the following graduation requirements.

**Figure 1.b: CVCHS Graduation Requirements for the Class of 2024 and Beyond**

Subject	Required Credits	Coursework requirements
History/Social Science	30 Credits	Required courses include: World or European History, US History and Economics/Government
English	40 Credits	Required courses include: English 1, English 2, English 3 and, senior year, ERWC or AP Literature.
Math	30 credits	Students must pass three years of math courses that would make them eligible to meet the "C" requirement in the A-G requirements. In addition, all students must be enrolled in a quantitative reasoning course each year they attend CVCHS.★
Science	30 credits	Students must take Biology and either Chemistry or Physics
World Languages	20 credits	Students must complete two years of the same language at CVCHS
Visual and Performing Arts	10 credits	
College Prep Elective	10 credits	This elective course must meet the "G" requirement as an A-G approved course, or must meet one of the "A-F" requirements
Electives★★	40 credits	
Physical Education	20 credits	
Total	230 credits	

★ Current courses that meet this requirement include, but are not limited to, Algebra I, Geometry and Algebra II. Quantitative reasoning courses will be defined in the CVCHS Course Catalog and the Student and Parent Handbook. Since this requirement is not currently in effect, this information will be added. Quantitative reasoning courses include courses such as mathematics, physical science, computer science, and other courses that require learning and or practicing mathematical reasoning.

★★ Elective courses will be in the following areas: Physical Education; A-G courses; Career Technical Education ("CTE") courses; seminar/advisory (in development as of the writing of this petition); support and study skills courses; or courses that are required as described in a student's IEP.

Starting with the Class of 2024, students must be A-G eligible to earn a CVCHS diploma. Given that the UC and CSU systems do not count a grade of a “D” as having passed a class, this means students must earn an A, B or C in a class to earn credit towards graduation. As such, in addition to the coursework listed above, students must earn a final overall grade of 70% or higher in each course to earn credit and ensure they are A-G eligible, as it is now a graduation requirement.

Given that these requirements will only apply to the CVCHS Class of 2024 and after, the requirements for graduation that have been in place under the 2015-2020 charter will remain in effect for students attending CVCHS in the Classes of 2021, 2022 and 2023. The pre-Class of 2024 graduation requirements are in Appendix 1 within the student-parent handbook. In order to stay current with the requirements of the CSU and UC systems, as well as with state requirements, CVCHS graduation requirements may change as determined by the CVCHS Board of Directors.

## **How Learning Best Occurs**

### **Environment**

CVCHS provides an environment conducive to high levels of student achievement and a student centered and accountable learning program. The campus is safe, orderly, structured and supportive. The expectations for students are clear and consistent and outlined in the student parent handbook. The 2019-20 Student-Parent Handbook is included in Appendix 1.

School-wide standards for student behavior are fair and equitably enforced. When expectations are not met, they are addressed in a timely manner. Student attendance is systematically addressed through appropriate personnel and interventions. All adults and students work towards demonstrating collaboration and mutual respect.

In addition, to enhance the environment and student experience, CVCHS provides a variety of extra-curricular activities, clubs, and athletics to serve the social, emotional, and physical needs of students.

### **Bell Schedule**

CVCHS’ bell schedule is designed to meet the needs of students to access necessary or supplemental instruction and to allow staff time and space to collaborate. The schedule also offers flexibility and variety as needed for staff and students. For example, the current schedule has an early release for students on Wednesdays and Thursdays. Wednesday afternoons are currently used as common planning time for staff and Thursday afternoons are usually utilized for office hours for students to ensure they have the needed access to their teachers for additional support and differentiated instruction.

As a charter school, CVCHS has the opportunity to offer flexibility to ensure students engage in a variety of activities to support their individualized learning needs. The 2019-20 bell schedule is included in Appendix 1. CVCHS will continue to explore the most effective bell schedule for student outcomes while ensuring state requirements are met in regards to minimum instructional minutes.

## **Calendar**

CVCHS is committed to ensuring that the legally required minimum number of instructional minutes and school days are offered per Education Code Section 47612.5 and Title 5 California Code of Regulations Section 11960. Similar to the Bell Schedule, CVCHS will take advantage of the flexibility offered charter schools to ensure the annual calendar meets all requirements while maximizing student achievement. For example, the 2019-20 Calendar includes a three week Winter Break, which provides the opportunity for students to participate in a Winter Intersession for support and differentiated instruction in advance of the start of the second semester. The 2019-20 school year calendar is included in Appendix 1.

## **Instructional Program**

CVCHS believes all students can learn and perform at high levels and embraces student learners of all ability levels and types. CVCHS provides opportunities for students of all ability levels to demonstrate growth and mastery to prepare them for success in post-secondary life.

CVCHS is committed to ensuring all students, regardless of ability and achievement levels or racial, cultural, socio-economic and linguistic backgrounds, are provided with a meaningful, content rich, standards-based educational experience that will provide them with appropriate skills for post-secondary education and careers.

CVCHS delivers a standards-based education system for all that stresses individual agency and accountability. The CVCHS educational program develops reasoning ability, reading and writing for content area literacy, ensures acquisition of math and quantitative reasoning skills and integrates technology into learning so students are prepared to compete in a technologically advancing society. The Charter School responds to the needs of students using differentiated and evidence-based instructional methods.

## **Selection of Curriculum, Materials, and Instructional Activities**

Curriculum, materials, and instructional activities are selected by the CVCHS administration, individual departments, teachers and other applicable CVCHS staff in accordance with the state, content or industry standards. Department chairs and content teams within departments inform the selection of instructional materials with input from all involved. Each department selects its curriculum, develops its instructional sequence and complies with the appropriate standards for the course(s) taught and, where applicable, aligns with the A-G requirements as outlined in the University of California (UC) Doorways approved course syllabus.

## **Ensuring Equal Access to Curricula and Instruction**

Research indicates minority and economically disadvantaged students have been underserved in systems involving tracking, whether formal or informal, in which there are low expectations for academic success. Thus, at CVCHS, all students have the opportunity to move into honors or Advanced Placement classes. All students benefit from exposure to a rigorous curriculum.



## English Learners

### Overview of Strategies for the CVCHS English Learner Program

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

CVCHS provides daily and systematic instruction and support for our English learners, not only through our English Language Development ("ELD") program, but in all areas. ELD teachers are provided appropriate and aligned instructional materials (currently EDGE published by Hampton-Brown) that meet the California English Language Development standards.

CVCHS ensures support for all teachers and related staff with appropriate professional development, including implementing effective parent outreach, the creation of an English Learner Advisory Committee ("ELAC") that is responsive to the needs of our school community and monitoring of Annual Measurable Achievement Objectives ("AMAO") data and assisting staff and others understand and adjust their practice based on the data gathered.

CVCHS will ensure focused and sustained professional development, with an emphasis on effective techniques such as Specially Designed Academic Instruction in English ("SDAIE") and other instructional strategies, cultural proficiency, provision of primary language support and instruction, better identification strategies for English learners who need 504 or special education services, and more. Ultimately, instructional strategies that produce results with English Learners are, more often than not, effective strategies for all students. CVCHS administers the English Language Proficiency Assessments for California ("ELPAC") and other assessments. The autonomy possible in scheduling, spending, and hiring allows CVCHS the opportunity to implement successful English learner instruction and support.

The Charter School's plan for English Learners includes, but is not limited to, the following:

- Flexible scheduling to provide ELD instruction every day and to create more opportunities for instruction and projects focused on the needs of English Learners.
- Increase the number of English Learners in AP and honors classes, sports, clubs, and academies.
- Provide sustained and focused in-services for all staff to increase awareness of English Learners' challenges and to train in effective instructional strategies such as SDAIE and Direct Instruction
- Articulate with middle and elementary school teachers, where possible, to arrange delivery of prepared lessons by CVCHS English Learner students

## Home Language Survey

CVCHS administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

## English Language Proficiency Assessment

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

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")  
The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment ("SA")  
ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in two grade spans in high school: 9–10, and 11–12. For high school grades, the test is administered in groups, exclusive of the speaking component, which is administered individually.

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

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

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

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

## **Reclassification Procedures**

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

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

## **Students with Disabilities**

### **Overview**

The Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School is and shall remain its own local educational agency ("LEA") and has secured membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School is currently an independent local educational agency ("LEA") member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") in accordance with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to CCCOE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. Upon acceptance in a SELPA, the Charter School shall provide the County evidence of membership. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

The Charter School complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and utilizes appropriate SELPA forms.

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

### **Services for Students Under the "IDEA"**

The Charter School intends to provide special education instruction and related services, in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School provides services for special education students enrolled in the Charter School. The Charter School follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

### **Staffing**

All special education services at the Charter School are delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff participate in SELPA in-service training relating to special education.

The Charter School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School ensures that all special education staff hired or contracted by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School is responsible for the hiring, training, and employment of staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

## **Notification and Coordination**

The Charter School follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School adopts and implements policies relating to all special education issues and referrals.

## **Identification and Referral - "Search and Service"**

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

The Charter School follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education, and related services in the case that general education interventions do not provide a free and appropriate public education to the student in question.

## **Assessments**

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School determines what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

## **IEP Meetings**

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School is responsible for having the following individuals in attendance at the IEP meetings: an administrator with appropriate administrative authority as required by the IDEA; the student's special education teacher; at least one of the student's general education teachers if the student is or may be in a regular education classrooms; the student, a parent or guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

## **IEP Development**

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement and exit from special education are the decision of the IEP team, pursuant to the IEP process and the IDEA. Programs, services and placements are provided to all eligible Charter School students where the IEP team has reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances within the least restrictive environment to receive educational benefit, in accordance with the policies, procedures and requirements of the SELPA along with State and Federal law.

## **IEP Implementation**

The Charter School is responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School provides parents with timely reports on the student's progress as provided in the student's IEP and at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School also provides all home to school coordination and information exchange. The Charter School is also responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology as designated by the student's IEP.

## **Interim and Initial Placements of New Charter School Students**

The Charter School complies with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free and appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent/legal guardian, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/legal guardian and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School



conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

### **Non-Public Placements/Non-Public Agencies**

The Charter School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### **Non-discrimination**

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

### **Parent/Guardian Concerns and Complaints**

The Charter School maintains policies for responding to parental concerns or complaints related to special education services, and shall process and respond to such concerns or complaints in accordance with such policies. CVCHS, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints. The Charter School shall also be ultimately responsible for responding to any complaints sent to or investigations by the California Department of Education, the United States Department of Education, or other applicable agencies.

### **Due Process Hearings**

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

### **SELPA Representation**

The Charter School understands that it shall represent itself at all SELPA meetings.

### **Funding**

The Charter School understands that it will be subject to the allocation plan of the SELPA.

## Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of the disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. In accordance with Section 504, the Charter School will not ask or require students or parents/guardians of students to waive their right to a free and appropriate public education in order to attend the Charter School.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In

developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

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

## **Students Achieving Above Grade Level**

CVCHS believes all students are entitled to receive a content rich, academically rigorous educational experience to prepare them for a multitude of post-secondary opportunities. The Charter School is committed to meeting the needs of all students, including those achieving above grade level. All students are now offered college visitations, free practice college entry exams, along with the related preparation services, and other enrichment opportunities for free.

Students are mainly clustered in heterogeneous classes at CVCHS and enjoy the benefits of attending a comprehensive high school with its accompaniment of extra-curricular activities. Honors and Advanced Placement classes are made available and accessible to all students and enrollment in AP courses has multiplied as shared in the Introduction section of this petition. All teachers of Advanced Placement courses are required to complete introductory AP training specific for their course and are encouraged to participate in ongoing training.

CVCHS will also pursue partnerships with members of the university community, especially local campuses (e.g. Diablo Valley College, Los Medanos College, California State University East Bay), in order to maximize educational opportunities for students. Currently two dual enrollment courses are offered on site and CVCHS will look to expand these opportunities, both on and off site.

CVCHS offers flexible scheduling to allow students to engage in a variety of opportunities to support individualized programs. With the availability of college course options, a dynamic and rigorous curriculum is offered to all students at CVCHS to meet their individual academic needs.

There are some aspects of the CVCHS program that benefit both high and low achieving students. Summer school is one of those programs. High achieving students are eligible for an acceleration program to advance them through one year of math with an intensive summer school course for Geometry. This allows students who take Algebra I in 9th grade

the opportunity to take Algebra II in 10th grade, provided they successfully complete the summer acceleration course. By taking Algebra II in 10th grade, students can complete both Pre-Calculus and AP Calculus or AP Statistics in high school. This pathway would not be available without the summer acceleration course for students coming from middle schools where Algebra I may not have been offered to 8th graders. Taking four years of math and taking higher level AP math classes are both strong indicators of postsecondary success.

As such, starting with the Class of 2024, all CVCHS students will be required to take a quantitative reasoning course each year they are enrolled at CVCHS. The requirement of four years of quantitative reasoning in high school is currently, as of the writing of this petition, being debated by the CSU system as an entry requirement. Given the success in higher education correlated with the fourth year of quantitative reasoning, and the possibility of it being a requirement for the CSU system, CVCHS is looking to stay at the forefront of best practices and implement this expectation for all students.

Moving forward, CVCHS will continue to look for areas to expand on the practices described in math. These options include examining a summer acceleration course for Algebra I offered to incoming 9th graders as well as the implementation of an honors math pathway. The honors math pathway would consist of Honors Algebra I, Honors Geometry, Honors Algebra II and be capped off with AP Calculus or AP Statistics in 12th grade. The standards and topics typically covered in Pre-Calculus would instead be woven into the three honors classes, causing the students in the pathway to cover four years of math in just three years.

Both of these options would allow students to access AP Calculus or AP Statistics in high school even if they did not have access to Algebra I in 8th grade. Since the transition to CCSS, Algebra I is no longer the default math course for 8th graders. 8th graders now mostly take Common Core 8th grade math as they all are being assessed on these standards via the 8th grade CAASPP.

While the examples provided are fairly detailed, these are not the only areas where CVCHS will look to expand its offerings for high achieving students. The Charter School already offers a complete array of elective courses and extra-curricular activities designed to enhance student achievement in both the core academic subjects and non-core areas such as performing arts, Career Technical Education (CTE) courses, and technology focused courses. Where possible, elective and CTE pathways will be expanded to meet student interest and increase preparation for postsecondary education and career readiness.

## **Students Achieving Below Grade Level**

As a comprehensive high school taking in students from an enrollment zone and via lottery, CVCHS enrolls students performing at all achievement levels. While CVCHS acknowledges this reality, it does not change the expectation the Charter School has for students, their potential and their expected achievement level upon their graduation from CVCHS. While everyone may start at a different level of performance based on their own unique circumstances, all students can achieve at high levels. CVCHS has and will continue to put systems in place to identify students in need of additional support as well as various opportunities through

which to provide that support. Ultimately, the purpose of the components described in this section is to ensure consistent outcomes across students regardless of their entry level performance at CVCHS.

CVCHS has developed a framework for students achieving below grade level expectations to facilitate student achievement and, where possible, pre-empt failure, especially failure that must be remediated reactively, such as a final grade on a transcript. CVCHS offers interventions to address each student's specific learning needs.

Since CVCHS desires to address gaps as quickly as possible, results are reviewed for incoming freshmen and transfer students via whatever information is accessible or provided. Students come to CVCHS from as many as twenty different middle schools and these are a mix of public and private. As such, determining a consistent baseline performance is difficult, especially given the lack of availability of 8th grade state assessment results in time for Fall enrollment and scheduling.

Given this, starting with incoming 9th graders for the Fall of 2020, all newly admitted freshmen will take a diagnostic exam to fully assess their skills in core subjects. CVCHS currently uses the NWEA MAP exam and will utilize the diagnostic exam feature within the NWEA MAP suite of assessments to assess incoming students. This will allow a clear baseline for all incoming students on multiple domains. In addition, since students will be completing this exam on a system run by CVCHS, the results will be available immediately and can be used to drive interventions for the summer prior to 9th graders starting high school. One of the keys for strong interventions is getting reliable data as quickly as possible.

The diagnostic data will aid in the correct placement for students who demonstrate lower performance in identified areas and will enable them to achieve at a level appropriate and consistent with their skills and ability levels. Parents will be notified of diagnostic results. In addition to guiding scheduling for the Fall, the diagnostic can be used to drive summer programming as described below. It is important to note that high performing students will also be identified via this diagnostic. Support for high achieving students was discussed earlier in this section.

Progress monitoring continues when school starts to ensure students, families and staff can keep track of student performance and achievement at regular intervals. Following the first few weeks of the school year, weekly progress reports are provided to families via email. Students and families have regular access to their information via an online student information system (SIS). In addition, the school year has two semesters, each semester has two quarters and each quarter has a progress check at its midpoint and at the end of each quarter. This provides students, families and staff with eight formal checkpoints throughout the year to measure student progress. Furthermore, the quarterly and semester progress checks include interim assessments as another summative check on student performance. Beyond needing reliable data as soon as possible, intervention programs must also have regular checkpoints throughout the school year to monitor student progress and ensure struggling students are identified as early as possible.



In order to ensure the information students receive is as accurate and actionable as possible, CVCHS teachers will input grades regularly - the current expectation in the CVCHS staff handbook is weekly. In addition, CVCHS will work with all teachers to increase alignment within gradebooks to ensure they are consistent and are increasingly accurate at truly measuring student achievement. This alignment will focus on gradebooks by content teams (e.g. Algebra I or English 9), grade level and vertically within a department.

In addition to getting data and results early and in regular intervals, CVCHS also has invested in staff to monitor these results to identify and support students who show they are in need of interventions. For 2019-20, CVCHS expanded the Charter School's guidance team by adding two additional counselors. This allows the ratio of students per counselor to decrease, as well as provides a counselor to focus solely on supporting Special Education students. In addition to increasing counselors, CVCHS recently added the position of Data and Accountability Coordinator. Collectively, CVCHS has a team, which includes the CVCHS Board of Directors, that regularly looks at academic achievement data. This team not only has the capacity to gather and analyze the data collected, it is also positioned to be able to take data-driven actions to ensure increases occur in student achievement.

Beyond the positions described above, CVCHS has adjusted the annual calendar to provide non-student days for staff, including all teachers, to analyze quarterly, summative assessment data. These days for 2019-20 include a day in October, January and April and provide time and space to review, analyze and use the data to drive instructional planning going forward based on the student achievement data reviewed.

So far, this section of the petition has described how CVCHS acquires and has allocated capacity to collect and analyze student achievement data. Moving forward, the focus is on the actions and interventions available for low achieving students at CVCHS.

In addition to the interventions described in this section, for students who demonstrate a consistent pattern of low achievement during the school year, or if there is a concern from a teacher, parent or the student, the student's results will be reviewed by a student study team ("SST") comprised of parent(s), an administrator, teachers and the student. Next steps, including referrals for intervention or assessment as appropriate, will be documented as an outcome of the meeting, as will a timeline for follow-up on the assigned next steps.

In order to facilitate student achievement, CVCHS implements multiple layers of support to address each student's specific learning needs so he or she can achieve at the highest levels possible. These interventions can be initially organized by their timing: pre-attendance; proactive; and reactive.

Throughout the course of the term of the charter, CVCHS may adjust, expand and enhance the interventions available to students. Below is a description of what is currently in place at CVCHS.

## **Pre-attendance interventions**

### **Ensuring Optimal Preparation for Entry into a Rigorous Learning Environment**

CVCHS has developed a highly successful program for incoming freshmen in order to prepare them for success that focuses on accomplishing the following objectives:

- Welcome and orient incoming students to their new campus.
- Help students understand the social, extracurricular, and academic climate of CVCHS.
- Promote a sense of wellness and improved communication with peers.
- Have fun and begin to build a positive, productive learning community using character attributes of the Clayton City Council's "Do the Right Thing" program along with the "Character Counts" initiative.
- Raise school spirit.
- Explore college and career readiness by administering career assessments on personality, aptitude, preference/interest, and learning styles from CVCHS' online career education program, Naviance.
- Encourage collaboration and cooperation.
- Improve academic readiness for high school.

### **Summer Transition**

CVCHS has implemented a powerful and dynamic four-day summer transition program for incoming ninth graders. The CVCHS Summer Transition Academy includes various programs that are diagnostic, goal-oriented, and socially focused orientation activities designed to:

- Focus on character education through the Freshman Transition program, the Link Crew program, and most recently the "Character Counts" program
- Provide a successful transition to high school
- Increase 9th grade academic performance
- Introduce students to high school and create a college and career readiness culture
- Provide social mentoring with upperclassman via Link Crew
- Empower students to better communicate with their peers and staff
- Improve study skills, time management, and test taking skills
- Introduce families and students to higher education
- Perform diagnostics, if not already completed, to ensure proper placement in classes

## Summer Bridge to Success Program

The goal at Clayton Valley Charter High School is college readiness and success for all students. The Summer Bridge to Success Program is designed to prepare all incoming freshmen with an opportunity to get ahead in English, Algebra and time management/organizational skills. This program is designed for remedial and accelerated work, in order to serve both high and low performing students.

There are two Summer Bridge to Success Program options for students. Criteria and recommendations are as follows:

1. College Preparedness (On-Line Enrichment)
  - a. This course is designed for students who show they are on or above grade level coming into 9th grade
  - b. Students will be given a set timeframe in which to complete a set of assigned tasks, including reading activities at a student's reading level (Lexile level – a scale measuring reading levels)
  - c. Upon completion of the program students can earn 5 credits towards graduation.
2. Freshman Support (In-Class Skill Building)
  - a. This course is designed for students who show they are below grade level coming into 9th grade
  - b. Students will participate in an on-campus summer school program receiving support from CVCHS staff in Math (Pre-Algebra skills/ Algebra) and English. Through the on-campus program, students will also receive support in note taking skills, time management and organizational skills to be successful in their first year at CVCHS.
  - c. The program will take place in the summer preceding their 9th grade year.
  - d. Upon completion of the program students can earn 5 credits towards graduation.

## Proactive Interventions

Additional instructional strategies will be employed in order to maintain a high level of support for low-achieving students. Students struggling with foundational and necessary skills to succeed in their courses will participate in interventions best fitting their individual needs as determined by all the available student achievement data. As needed, students will be enrolled in classes better aligned to their ability levels and, where needed, in mandatory intervention or acceleration programs simultaneously with their ongoing course schedule, or in intervention/acceleration options outside of

the regular school day and calendar. Students may also be expected to meet with an older student, adult mentor or adult tutor at regular intervals to assess and monitor their academic progress, time management, organizational and study skills along with any other necessary skills shown as an area of weakness for a student.

The following is an outline of the successful web of proactive intervention plans CVCHS is currently implementing:

### **CVCHS Proactive Interventions**

1. Academic Counselors
2. Office Hours
3. Academic Tutoring and Saturday Bridge to Success Program
4. Math Cafe
5. Subject specific labs
6. Targeted Case Management ("TCM")
7. Academic Mentoring Program
8. Online Learning platforms
9. Advancement Via Individual Determination ("AVID")

#### **1. CVCHS academic counselors are the first line of defense for all students**

- a. There are currently seven guidance counselors at CVCHS. Five counselors have a majority of students on their caseload divided up by alphabetical order. There is a counselor focused solely on serving special education students at CVCHS. The final counselor focuses on supporting students with the college access and application process.

- Each counselor meets with students on their caseload individually at least twice per school year to ensure students are on track.
- In addition, counselors support all seniors on their caseload who qualify for TCM (described below) or are in danger of not graduating

#### **b. Naviance is a tool used by the Guidance Team to focus on:**

- Academic Planning
  - Develop four year plans
- College and Career Exploration
  - Research Colleges and Scholarships
  - Prepare for Standardized Tests (SAT and ACT)
  - Discover possible careers based on interests
- Self Discovery
  - Identify Learning Style and Personality Type
- Naviance, as described in Element 3, is also where several artifacts are housed as students complete the elements of the Profile of an Eagle.

## 2. Office Hours

- a. All teachers at CVCHS hold office hours, with most hosting them twice a week. Office hours are posted and publicly noticed to students and families and take place before school, at lunch or after school. Currently, CVCHS' bell schedule has an early release on Thursdays and teachers hold office hours after school on Thursdays. Moving forward, CVCHS will continue to examine ways to enhance the effectiveness of office hours.
- b. While students are invited and encouraged to attend office hours of their own accord, as needed teachers can also assign office hours to a student in need of additional support.

## 3. Academic Tutoring and Saturday Bridge to Success Program

- a. CVCHS hosts tutoring after school four days a week (with the exception of Fridays). In addition, tutoring will also be offered regularly throughout the school year on Saturdays, although it may not be every Saturday. Tutoring is open to all students and subjects. While the tutoring center is overseen by a staff member, support is provided by trained academic mentors by subject. The academic mentors are students at CVCHS who have applied and been selected and trained to be academic mentors.
- b. In addition to being a drop in service, tutoring can also be assigned to students as part of TCM (described below) and by teachers.

## 4. Math Cafe

- a. Math Cafe is similar to academic tutoring but is focused on math. In addition, Math Cafe is offered before school five days a week and after school on Wednesdays and Thursdays. This service is facilitated by an experienced CVCHS math teacher and is available to all students with a focus on those taking Algebra I and Geometry.
- b. In addition to being a drop-in service, Math Cafe can also be assigned to students as part of TCM (described below) and by math teachers.

With Math Cafe before school and tutoring available after school, students can select the intervention program that best fits their individual schedule.



## 5. Subject specific labs

- a. In 2019-20 CVCHS is piloting a new intervention program - subject specific labs. These will serve as a combination of the best practices of office hours and academic tutoring. Subject specific labs will be facilitated by a subject area teacher (e.g. math lab will be run by a math teacher) which is similar to office hours. However, labs will be open to all students within that content area, similar to academic tutoring. While every subject cannot be offered every day, subject specific labs will start off focusing on the Charter School's highest need areas, such as foundational math (Algebra I and Geometry) and lower division English. If effective, this intervention will expand over time.

## 6. Targeted Case Management (TCM)

- a. TCM is one of CVCHS' flagship intervention programs and it is the only one where administrators are directly involved in working with students on academics.
- b. The program starts by identifying students who have 2 or more D's or F's at any of the seven defined grade checks within the school year (while there are eight grade checks total, the one that happens at the end of the school year is not connected to TCM since students are already on summer break when their final grades for Spring Semester are calculated - although in the future CVCHS will look to use end of year grades to identify students for beginning of year enrollment in TCM for the following school year as this would be a more proactive intervention versus waiting until an official grade check).
- c. Once students are identified as qualifying for TCM, they are assigned a case manager
  - Special Education teachers support all students who qualify for TCM and are on their caseload
  - Counselors support all seniors who qualify for TCM and are on their caseload, not including Special Education students
  - The athletic director and administrator over athletics have all student athletes on their caseload, not including Special Education students and seniors
  - Teachers may elect to have a caseload of TCM students if their schedule allows for it as a specific number of students for TCM equates to 0.2 of an FTE
  - Administrators are assigned the remaining students

- d. Once caseloads are assigned, case managers follow a protocol to ensure student achievement improves prior to the next grade check. Examples of the steps included in this protocol are:
  - Meet with the student and connect with the family for introductions
  - Check-in with the student weekly with a focus on academic achievement, grades and assignment completion
  - Maintain communication with the family as needed to ensure all stakeholders are informed of progress
  - Assign interventions as needed based on the highest leverage areas of need for the students. Interventions that can be assigned include, but are not limited to, office hours, academic tutoring (including on Saturdays) and Math Cafe
  - Overall grades are reviewed at the next grade check to determine if continued support is needed and, if so, what adjustments can be made to lead to improved achievement

## 7. Academic Mentoring Program

- a. Often times a change in messenger can impact the accessibility of information and how much information a student retains. Peer to peer learning is an area CVCHS has capitalized on with its Academic Mentoring Program.
  - b. Academic mentors are students at CVCHS who have applied and been selected and trained to be academic mentors.
    - Qualifications include:
      - Have a minimum overall GPA as outlined in the program's materials
      - Faculty Recommendation
      - Complete academic mentor training
  - c. Academic Mentors must be
    - Available at multiple times after school and/or on Saturdays
    - Be an academic mentor for a set amount of hours throughout the school year
8. **Online Learning** platforms are valuable instructional tools that can often individualize instruction for students much more efficiently than a single teacher can. In addition, many of the platforms described below are available wherever a student can gain internet access, even if only by phone. These programs are not only customized to the needs of individual students, they also allow for learning to be extended beyond the school day. CVCHS provides several teacher and student facing online learning platforms that assist struggling students:

- a. [Achieve3000](#) - Achieve3000 is a valuable tool CVCHS teachers utilize to support school-wide literacy. This software is an online library meant to enhance literacy and support the common core state standards. Each article comes with a set of reading comprehension questions and an optional written response (graded by the assigning teacher). There is a direct correlation between program usage and Lexile level ("reading ability"). The more frequent this tool is utilized by students, the greater the Lexile gains. As shown in Element 3, all students currently complete a Level Set assessment through Achieve 3000 three times a year in their English class.
- b. [Ascend Math](#) - Ascend Math is a program utilized primarily by Algebra 1 and Geometry teachers as a supplement to their instruction. It is primarily utilized for remediation of skills as students progress throughout the year and it provides personalized online math instruction that gives each student a unique study path through skill gaps at each level.
- c. [Albert.io](#) - Albert.io is an instructional technology tool that can be utilized for AP exam and College entrance exam (SAT/ACT) preparation. Similar to other "virtual" classroom settings, teachers can set up an online course for their students, pushing out practice assessment questions for AP, SAT, and ACT exams. Teachers control all aspects of the assigned questions pushed out to students, allowing them to differentiate, customize, and reuse assessments across multiple classes.
- d. [Khan Academy](#) - Khan Academy is a website utilized by a variety of disciplines to provide extra resources and supplemental materials to students. Teachers can assign students lessons, exercises, and articles aligned with standards covered in their class. They can also track student progress as they complete the assigned tasks.
- e. [MathXL](#) - MathXL is an online platform utilized in math courses for homework, tutorials, and assessments. This program differs from Ascend in that it focuses on supporting students in math courses above Geometry, such as Algebra II.
- f. [NewsELA](#) - NewsELA is an online database of current event articles that can be utilized in the classroom for content purposes and to help boost student literacy skills. Articles on NewsELA are published at 5 different Lexile Levels and have a variety of standards-aligned quizzes, writing prompts, and activities that can be used in the classroom.

- g. [Schoology](#) - Schoology is a learning management system which acts as a "virtual" classroom. Teachers can create their own classes, upload supplemental materials, assign classwork/homework/exams, and use Schoology as a grading tool for Schoology-based assignments. Schoology can be synced with PowerSchool so that grades given in Schoology (a student-facing platform) are reflected in the PowerSchool gradebook (parent-accessible platform).
- h. [Turnitin](#) - Turnitin is an instructional technology tool typically used by teachers who are assigning longer writing pieces (such as essays and research papers). Teachers use their account to create a writing assignment "turn in" location. Students, who must link themselves to their teacher's class, turn in their assignment to this location. Turnitin runs a plagiarism analysis of each student's work and provides the teacher with, not only a plagiarism analysis report, but grammar and syntax errors found in the writing. The teacher can utilize this feedback as well as additional mark-up tools embedded in Turnitin to provide quick and detailed feedback to the student. This tool can be used throughout the draft process but also for the final product produced by the students.

#### 9. Advancement Via Individual Determination (AVID)

- a. Targeted freshman students who are below proficiency in English and/or math as identified prior to enrollment.
- b. Students participate in multiple university visits
- c. Curriculum focuses on skill building and independence and includes:
  - Cornell Notes
  - Test taking strategies
  - Organization
  - Tutoring opportunities
  - Writing strategies
- d. Achieve 3000 is heavily utilized in AVID as strong literacy skills are the foundation to access upper division high school course work along with postsecondary education opportunities
- e. A course overview for AVID is included in Appendix 1.

## Reactive Interventions

While the nine proactive intervention strategies described earlier provide a web of support for all students, there are additional student needs that must be met with more intensive interventions. At the end of a semester a student's grades are finalized and added to their transcript. At this point in time, the nine proactive intervention strategies shared are not applicable to raising a grade since it is on a student's transcript. As such, CVCHS has developed multiple reactive interventions to support students in these scenarios.

### CVCHS Reactive Interventions

1. Intersession
2. Credit Recovery - 10% bump
3. Credit Recovery - grade replacement
4. Independent Study

#### 1. Intersession

- Intersession, which has been used before at CVCHS, is being re-implemented in the 2019-20 school year and CVCHS will monitor the program's effectiveness, adjusting it as needed over time
- Students who end the semester with a final grade between 50% and 69% are eligible for intersession (students in the Class of 2024 and after will only be eligible for intersession with a final overall grade that is between 60 and 69%). Successful completion of intersession will result in a grade increase of 10%.
- Intersession for the first semester will take place during the third week of Winter Break and intersession for the second semester will take place the first week following the end of the school year.
  - Starting in 2019-20 teachers are provided the Friday after final exams to finalize grades, thus allowing CVCHS to identify who is eligible for intersession within 24 hours of the end of the semester.
  - Students will complete intersession prior to the start of the next semester. This will ensure the skills needing to be remediated will be covered and mastered prior to students starting the next course in the sequence of classes they are taking. For example, if a student received a score of 65% in the first semester in Algebra I, they will have the opportunity to complete intersession prior to the beginning of second semester. The skills and knowledge from the first semester of Algebra I are foundational and necessary for success in the second semester. As such, this intervention is most effective if it is completed prior to the start of the second semester.
  - Intersession will focus on the specific areas of weakness for a student instead of completing the entire course over again. This is made possible by the online platform used to run the intersession

program, which currently is Accelerate. This platform administers diagnostics and allows students to show mastery on specific content to move on to the next unit of study. If a student shows mastery on the diagnostic, they can move on to the next unit. If a student does not show mastery, they complete the unit by practicing the skills where they have a gap. Following the practice, students take an end of unit exam to show they are ready to move on.

## 2. Credit Recovery - 10% bump

- This form of credit recovery works identical to intersession except for the timing of the delivery of the program. Instead of taking place prior to the start of a semester, credit recovery occurs during the semester parallel to the other coursework students are completing. In order to maximize accessibility, credit recovery is offered before school (0 period) after school and on Saturdays.
- While this intervention is not as preferred as intersession given the timing of credit recovery, it is an option currently being used and CVCHS will continue to evaluate to determine its effectiveness at supporting student achievement.

## 3. Credit Recovery - grade replacement

- For students who achieve a final semester grade below 50%, students need a more intensive intervention than the previous two options.
  - Starting with the Class of 2024, this program will apply to students who achieve a final semester grade below 60%.
- In this scenario, students will engage with the same platform as Intersession which, as mentioned, is currently Accelerate. However, students will be required to complete the entire course and will not have the option of passing through a unit by showing mastery on a diagnostic.
- Given the extended material students will need to complete this form of credit recovery, it will only be offered over the summer or during the semester as it is not appropriate to attempt to cover this much content in a short, defined timeframe.
- Students completing this option will still have the original grade of an F on their transcript and will have the same course show up again on their transcript with the grade earned during the credit recovery program. Both grades will count towards a student's GPA.



#### 4. Independent Study

While it is not currently the intention of CVCHS to implement this practice, the Charter School's Board may authorize independent study as an optional alternative instructional strategy by which students may reach curriculum objectives and fulfill graduation requirements. To the extent the Charter School may offer independent study as an alternative instructional strategy, the Charter School shall comply with all applicable laws, including but not limited to Education Code Sections 51747 through 51749. The Executive Director or designee(s) shall ensure a written Independent Study Agreement is maintained on file for each student participating in independent study which includes, but is not limited to:

1. The manner, time, frequency and place for submitting pupil assignments and reporting progress;
2. The objectives and methods of study, and the methods of evaluation that will be used to determine if the student met the learning objective(s);
3. The specific resources, including instructional materials and personnel, which will be made available to the student;
4. The maximum length of time between the date of the assignment and when it is due;
5. The number of missed assignments that will lead to an evaluation to determine if Independent Study is appropriate for the student;
6. The duration of the Independent Study Agreement ensuring that no independent study shall be valid for a period longer than one school year;
7. A statement that independent study is a voluntary optional education opportunity;
8. The number of course credits, or other measure of academic accomplishment, to be earned by the pupil upon completion;
9. Each Independent Study Agreement shall be signed, prior to commencement of independent study, by pupil, pupil's parent/guardian/or caregiver, certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil

The Executive Director or designee(s) shall ensure that students who participate in independent study shall have access to the same services and resources available to other students attending CVCHS. Independent study shall not: (1) be provided as an alternative curriculum; and (2) be the exclusive method for offering a course required for high school graduation. No individual with exceptional needs may participate in independent study unless specified in the student's Individualized Education Program ("IEP").

The independent study work by each student shall be coordinated, evaluated, and shall be under the supervision of a credentialed teacher. CVCHS may claim apportionment credit for independent study only to the extent of the time value of pupil or student work product,

as personally judged in each instance by a certificated teacher pursuant to Education Code Section 51747.5(a) and (b).

The Charter School shall meet all requirements related to the ratio of average daily attendance for independent study pupils to full time equivalent certified for independent study under Education Code Section 51745.6.

## **Character Education**

CVCHS strives to educate students beyond academics to ensure graduates are prepared to succeed as productive members of a diverse society. Given this, CVCHS has embraced two complimentary character education initiatives. First, the City of Clayton's "Do the Right Thing" program has been a clear and pervasive articulation of important character traits since the inception of CVCHS. Most recently, CVCHS has added to this through the adoption of the "Character Counts" program. Created by the Josephson Institute, Center for Youth Ethics, this international effort helps schools build character education into the classroom curriculum. Both programs work well together to clearly establish character education as a fundamental component of the CVCHS experience.

The Charter School's Link Crew program also does an excellent job of delivering this content and supporting it throughout the year. Link Crew is a class comprised of upper grade level student leaders who are paired up with underclassmen to support them in their high school journey beginning with Freshman Transition in the Summer before 9th grade and following freshmen through their entire first year of high school.

CVCHS also utilizes Challenge Day as a high-impact program to support character education. The Challenge Day experience is incredibly valuable in terms of establishing a school culture, among all students, of respect, trust, compassion, and ethics.

Visitors can truly feel the collective impact of these programs on campus and the CVCHS team is very proud of it.

## **Professional Development for Teachers at CVCHS**

The number one way to ensure high levels of student achievement is to ensure they are in front of a great teacher. While CVCHS strives to retain and hire great teachers, there is also a need to support the professional growth of teachers regardless of their starting or current skill level. Much like students always have room to grow, including the high performing ones, the same can be said for teachers. In addition, it is crucial that the adults on campus model life-long learning as CVCHS works to instill this quality in its students.

Professional development helps staff as well as students attain high levels of achievement. CVCHS believes that professional development is an integral part of the school and takes place in many forms and settings. Staff input regarding professional development needs and structures is essential. In-service meetings, off-site professional conferences, workshops and hands-on demonstrations are all used to educate, stimulate, and inspire personnel.

Collaboration among faculty facilitates effective standards-based instructional practices, effective classroom management strategies and acquisition of best practices. Collaboration time is built into the schedule to allow brainstorming of new ideas and sharing of best practices. There is a systematic analysis of student achievement data in order to drive programs and practices. All professional development supports an instructional program that is standards-based, academically rigorous, evidence based and available to all students.

Individuals and teams of teachers from every department regularly attend conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. Teachers share their findings with their departments and content teams.

Faculty meet regularly in departments, content teams or as a full staff. Recent faculty professional development topics have included:

- Data driven instruction
- Creating common assignments and rubrics
- Creating common quarterly and semester assignments
- Aligning grading scales and gradebook configuration
- Using technology and online platforms in the classroom
- Course-alike teams creating pacing plans
- Providing latest information available in special education topics
- Accreditation
- Sharing best practices across all aspects of the teaching experience

In addition to teachers learning from each other, CVCHS has added positions focused on non-evaluative instructional support. In 2019-20 the Charter School added the position of an instructional coach to support individual and teams of teachers in improving their practice. In addition, CVCHS employs a Coordinator of Instructional Support focused on orienting teachers who are new to CVCHS as well as supporting those clearing their credential through the CCCOE Teacher Induction Program (TIP). Having these supports onsite allows for teachers to receive consistent, aligned feedback that is relevant to their professional growth and day to day work in the classroom.

For 2019-20, both positions described above are supported by a managing director focused solely on teaching and learning. This position oversees, directly or indirectly, the following academic departments: English, Math, Science, Visual and Performing Arts and Career Technical Education. In a comprehensive high school it is hard for a principal to get into all classrooms, let alone just the classrooms in the departments just listed. The managing director position was created to be parallel to the principal but to be able to focus on classroom instruction and leave the day to day operations of running the campus to the principal.

## Leadership

If the key to success in the classroom is a great teacher, school-wide success relies on strong leadership. CVCHS recognizes the need to have a leadership team with a proven record of success in raising student achievement in both the charter and traditional public school setting. In addition, the team needs to collectively possess the experience and expertise in key areas such as curriculum, instruction, assessment, finance and business management.

The key qualifications for administrators at CVCHS are outlined in Element 5 and the related appendices. Included in Appendix 5 are the job descriptions for leadership roles at CVCHS as well as the resumes of the leadership team. Collectively, CVCHS has developed a leadership team that has the experience, skill and expertise to increase student achievement at the Charter School moving forward. This team includes CVCHS alumni and parents, administrators who have worked at other charter and district schools along with multiple former leaders of full school systems. In addition, the biographies of the CVCHS Board of Directors are included in Appendix 4 and reflect the leadership experience Board members bring to CVCHS.

Finally, the leadership of CVCHS must be familiar with the guiding documents of the academic program, including the Charter, the WASC Self-Study and the LCAP. In 2019-20 CVCHS is renewing its Charter, going through reaccreditation with WASC and planning a new three year cycle for the Charter School's LCAP. All three of these processes will be fully aligned and implemented with the launch of the 2020-21 school year. This timing forces alignment of these external guiding processes as well as increases the familiarity the administration and full staff have of these documents.

## How CVCHS improves competition within the public school system and provides expanded educational choice

One of the tenets of the California Charters Schools Act of 1992 is that charter schools will provide vigorous competition with the traditional public school system. CVCHS meets this expectation as laid out in the 1992 law.

Since opening as a charter school, CVCHS has increased its enrollment from approximately 1,850 to approximately 2,250 students. In addition, the total number of applications to the Charter School and the number of students on the waitlist at the annual lottery continues to increase despite the expanded number of seats offered at the school.

Moving beyond increased enrollment, CVCHS will strive to collaborate both with the high schools within MDUSD and with the County to ensure there is a two-way dialog in the sharing of best practices. There will not be a time over the term of this next charter where every student will attend a charter school. However, it is incumbent upon CVCHS and all charter schools to ensure that all public schools improve. In this category, CVCHS has both much to learn and much to share about best practices when it comes to ensuring the achievement of all students is as high as possible.

## Accreditation and Transferability of Courses

In the Spring of 2014, CVCHS received a six-year clear term of accreditation from the Western Association of Schools and Colleges (WASC). This is the highest level of praise that WASC bestows, affirming the Charter School's success and ability to continue to achieve excellence. This accreditation ensures that the academic program is acceptable and transferable to other high schools and universities. CVCHS offers approved classes that meet the entrance requirements of both the CSU and UC systems. These courses are A-G approved via the UC Doorways system for course approval. All CVCHS courses are designed to meet Common Core State Standards and are transferable to other public high schools in accordance with their local policies. CVCHS informs parents of the transferability of courses to other public high schools and to meet college entrance requirements at least once annually during the registration process or via the student-parent handbook for returning students.





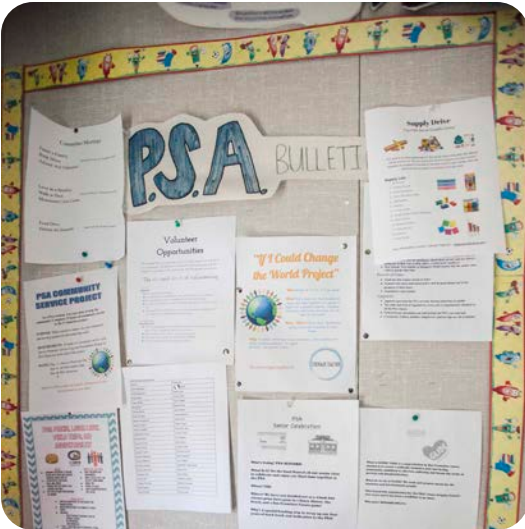
# MEASURABLE STUDENT OUTCOMES







# AFFIRMATIONS & DECLARATIONS



# ELEMENT 2

## MEASURABLE STUDENT OUTCOMES

*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.*

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

As a charter public school, CVCHS recognizes and accepts a heightened accountability for reaching ambitious standards of achievement for all students served by CVCHS. All students can achieve and the Charter School is focused ensuring just that - achievement by all students.

As such, CVCHS has clearly defined schoolwide outcomes in compliance with Education Code Sections 47605(b)(5)(A)(ii), 47605(b)(5)(B) and 52060(d). These goals are informed by and aligned with the state priorities and the state and local indicators (applicable to high schools serving grades 9-12) that are published in the California School Dashboard. A reasonably comprehensive description of goals, actions, and student outcomes, schoolwide and for all numerically significant pupil subgroups, in and aligned with the state priorities, is contained in the CVCHS LCAP, attached as Appendix 2. CVCHS' goals and the metrics by which the Charter School will measure progress towards achieving those goals are described in this section. In addition, these are incorporated into the CVCHS LCAP which is reviewed, updated, approved and published annually. 2019-20 is the final year of the current three year LCAP cycle; CVCHS' LCAP for 2020-21 and moving forward will be aligned with this petition. The CVCHS LCAPs for 2017-18, 2018-19 and 2019-20 are all contained in Appendix 2.

The Charter School will produce a LCAP using the template adopted by the State Board of Education, pursuant to Education Code Section 47606.5, on or before July 1 each year. On an annual basis, the Charter School shall update the LCAP, including the goals and annual actions. The Charter School shall submit the LCAP to its authorizer annually on or before July 1, as required by Education Code Section 47604.33. CVHCS shall comply with all requirements in Education Code Section 47606.5.

While the specific targets that CVCHS will strive to achieve will vary slightly over time, the intention is that the goals and expected annual outcomes will remain relatively consistent over the next five years. For purposes of measuring achievement of these goals across all significant subgroups served by CVCHS, a numerically significant pupil subgroup will be defined as one that consists of at least 30 pupils. Subgroups will be identified based on the Charter School's student population, which we expect will include, but is not limited to, the following: racial and ethnic identity, income level, English learner status, students with disabilities, homeless and foster youth.

Actions intended to ensure CVCHS meets these goals and targets are delineated throughout this petition.

Beyond the information provided in the LCAP, CVCHS shall meet all statewide standards and conduct student assessments required pursuant to Section 60605 of the Education Code and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools. Applicable courses at CVCHS will continue to meet A-G requirements of the University of California and California State University systems, as well as meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges (WASC), which will be signified by CVCHS' continued accreditation through WASC.

Below, CVCHS has described the Charter School's Mission and graduate profile (Profile of an Eagle), and the connection between these two elements. Following is an analysis of how the CVCHS Mission and Profile of an Eagle align with the state priorities. Alignment with the state and local indicators is the final diagram shown below.

In the areas where a student-facing outcome is not appropriate to align with one of the state priorities or state and local indicators, CVCHS has articulated a goal separate from the graduate profile.

## **CVCHS Mission**

Clayton Valley Charter High School will provide a positive, student-centered environment in which all students will be challenged academically and develop the skills and mindsets to graduate as successful lifelong learners and productive, responsible citizens in a diverse society.



## CVCHS Graduate Profile - The Profile of an Eagle

In order to manifest the CVCHS mission as an individual student, CVCHS graduates will have achieved the following upon graduation from CVCHS:

- be eligible to attend a four-year public university in California
- read at a college level★
- write at a college level★
- demonstrate college level quantitative reasoning★
- be deemed "Prepared" on California's College/Career Indicator
- have attempted completion of college credit
- completed a sequence of elective courses
  
- engaged in work-based learning
- participated in at least two college visits
- completed community service
- participated in at least two extra-curricular activities
  
- created a plan for post-high school education and life
- demonstrated exemplary attendance
- demonstrated college level communication skills
- demonstrated digital citizenship
- demonstrated personal fitness
  
- ★ These three elements of the Profile of an Eagle represent raw academic achievement and can be measured in multiple ways. In addition to standard achievement levels, CVCHS will also look for sufficient growth in achievement over a student's time at CVCHS to determine if they have met these criteria.

While some elements of the Profile of an Eagle are reported publicly (e.g. CAASPP scores to reflect reading, writing and quantitative reasoning skills) others are measured internally (e.g. the percent of students who have attempted completion of college credit). In addition, some elements of the Profile of an Eagle are new to CVCHS as a whole (e.g. participating in work-based learning or community service). As such, the structures to implement, reinforce and track these particular elements will be implemented over time.

**Figure 2.a:**  
**Connection between the CVCHS Mission and the CVCHS Profile of an Eagle**

Language of the CVCHS Mission	Aligned Elements from the Profile of an Eagle (elements may appear multiple times)
Provide a positive, student-centered environment	<ul style="list-style-type: none"> <li>● be deemed "Prepared" on California's College/Career Indicator</li> <li>● have attempted completion of college credit</li> <li>● completed a sequence of elective courses</li> <li>● engaged in work-based learning</li> <li>● participated in at least two college visits</li> <li>● participated in at least two extra-curricular activities</li> <li>● demonstrated exemplary attendance</li> <li>● demonstrated digital citizenship</li> </ul>
All students will be challenged academically	<ul style="list-style-type: none"> <li>● be eligible to attend a four-year public university in California</li> <li>● read at a college level</li> <li>● write at a college level</li> <li>● demonstrate college level quantitative reasoning</li> <li>● have attempted completion of college credit</li> <li>● demonstrated college level communication skills</li> <li>● demonstrated digital citizenship</li> <li>● demonstrated personal fitness</li> </ul>
All students will... develop the skills and mindsets to graduate as successful, lifelong learners	<ul style="list-style-type: none"> <li>● read at a college level</li> <li>● write at a college level</li> <li>● demonstrate college level quantitative reasoning</li> <li>● engaged in work-based learning</li> <li>● created a plan for post-high school education and life</li> <li>● demonstrated exemplary attendance</li> <li>● demonstrated college level communication skills</li> <li>● demonstrated digital citizenship</li> </ul>
All students will be... productive, responsible citizens in a diverse society	<ul style="list-style-type: none"> <li>● engaged in work-based learning</li> <li>● completed community service</li> <li>● created a plan for post-high school education and life</li> <li>● demonstrated exemplary attendance</li> <li>● demonstrated college level communication skills</li> <li>● demonstrated digital citizenship</li> <li>● demonstrated personal fitness</li> </ul>

**Figure 2.b:**  
**Alignment between the CVCHS Mission and Graduate Profile with the State Priorities**

Language of the Mission	Aligned Elements from the Profile of an Eagle (elements may appear multiple times)	Aligned State Priorities (priorities may appear multiple times)
Provide a positive, student-centered environment	<ul style="list-style-type: none"> <li>● be deemed "Prepared" on California's College/Career Indicator</li> <li>● have attempted completion of college credit</li> <li>● completed a sequence of elective courses</li> <li>● engaged in work-based learning</li> <li>● participated in at least two college visits</li> <li>● participated in at least two extra-curricular activities</li> <li>● demonstrated exemplary attendance</li> <li>● demonstrated digital citizenship</li> </ul>	1. Basic Conditions of Learning 3. Parental Involvement 5. Student Engagement 6. School Climate 7. Course Access 8. Other Student Outcomes
All students will be challenged academically	<ul style="list-style-type: none"> <li>● be eligible to attend a four-year public university in California</li> <li>● read at a college level</li> <li>● write at a college level</li> <li>● demonstrate college level quantitative reasoning</li> <li>● be deemed "Prepared" on California's College/Career Indicator</li> <li>● have attempted completion of college credit</li> <li>● demonstrated college level communication skills</li> <li>● demonstrated digital citizenship</li> <li>● demonstrated personal fitness</li> </ul>	1. Basic Conditions of Learning 2. Implementation of CCSS 4. Student Achievement 7. Course Access 8. Other Student Outcomes
All students will develop the skills and mindsets to graduate as successful, lifelong learners	<ul style="list-style-type: none"> <li>● read at a college level</li> <li>● write at a college level</li> <li>● demonstrate college level quantitative reasoning</li> <li>● engaged in work-based learning</li> <li>● created a plan for post-high school education and life</li> <li>● demonstrated exemplary attendance</li> <li>● demonstrated college level communication skills</li> <li>● demonstrated digital citizenship</li> </ul>	2. Implementation of CCSS 4. Student Achievement 7. Course Access 8. Other Student Outcomes
All students will be productive, responsible citizens in a diverse society	<ul style="list-style-type: none"> <li>● engaged in work-based learning</li> <li>● completed community service</li> <li>● created a plan for post-high school education and life</li> <li>● demonstrated exemplary attendance</li> <li>● demonstrated college level communication skills</li> <li>● demonstrated digital citizenship</li> <li>● demonstrated personal fitness</li> </ul>	5. Student Engagement 6. School Climate 8. Other Student Outcomes



**Figure 2.c:**

**Alignment between the CVCHS Mission and Graduate Profile with the State Priorities and State and Local Dashboard Indicators**

Language of the Mission	Aligned Elements from the Profile of an Eagle (elements may appear multiple times)	Aligned State Priorities (priorities may appear multiple times)	Aligned State and Local Dashboard Indicators (Indicators may appear multiple times)
Provide a positive, student-centered environment	<ul style="list-style-type: none"> <li>● be deemed "Prepared" on California's College/ Career Indicator</li> <li>● have attempted completion of college credit</li> <li>● completed a sequence of elective courses</li> <li>● engaged in work-based learning</li> <li>● participated in at least two college visits</li> <li>● participated in at least two extra-curricular activities</li> <li>● demonstrated exemplary attendance</li> <li>● demonstrated digital citizenship</li> </ul>	<ol style="list-style-type: none"> <li>1. Basic Conditions of Learning</li> <li>3. Parental Involvement</li> <li>5. Student Engagement</li> <li>6. School Climate</li> </ol>	<ul style="list-style-type: none"> <li>● Suspension rate</li> <li>● Basics: Teachers, Instructional Materials, Facilities</li> <li>● Parent and Family Engagement</li> <li>● Local Climate Survey</li> </ul>
All students will be challenged academically	<ul style="list-style-type: none"> <li>● be eligible to attend a four-year public university in California</li> <li>● read at a college level</li> <li>● write at a college level</li> <li>● demonstrate college level quantitative reasoning</li> <li>● be deemed "Prepared" on California's College/ Career Indicator</li> <li>● have attempted completion of college credit</li> <li>● demonstrated college level communication skills</li> <li>● demonstrated digital citizenship</li> <li>● demonstrated personal fitness</li> </ul>	<ol style="list-style-type: none"> <li>1. Basic Conditions of Learning</li> <li>2. Implementation of CCSS</li> <li>4. Student Achievement</li> <li>7. Course Access</li> </ol>	<ul style="list-style-type: none"> <li>● English Learner Progress</li> <li>● Graduation rate</li> <li>● Implementation of Academic Standards</li> <li>● Access to a Broad Course of Study</li> </ul>
All students will develop the skills and mindsets to graduate as successful, lifelong learners	<ul style="list-style-type: none"> <li>● read at a college level</li> <li>● write at a college level</li> <li>● demonstrate college level quantitative reasoning</li> <li>● engaged in work-based learning</li> <li>● created a plan for post-high school education and life</li> <li>● demonstrated exemplary attendance</li> <li>● demonstrated college level communication skills</li> <li>● demonstrated digital citizenship</li> </ul>	<ol style="list-style-type: none"> <li>2. Implementation of CCSS</li> <li>4. Student Achievement</li> <li>7. Course Access</li> </ol>	<ul style="list-style-type: none"> <li>● Graduation rate</li> <li>● College/Career</li> <li>● English Language Arts</li> <li>● Math</li> </ul>
All students will be productive, responsible citizens in a diverse society	<ul style="list-style-type: none"> <li>● engaged in work-based learning</li> <li>● completed community service</li> <li>● created a plan for post-high school education and life</li> <li>● demonstrated exemplary attendance</li> <li>● demonstrated college level communication skills</li> <li>● demonstrated digital citizenship</li> <li>● demonstrated personal fitness</li> </ul>	<ol style="list-style-type: none"> <li>5. Student Engagement</li> <li>6. School Climate</li> <li>8. Other Student Outcomes</li> </ol>	<ul style="list-style-type: none"> <li>● Suspension rate</li> <li>● Graduation rate</li> <li>● Local Climate Survey</li> </ul>

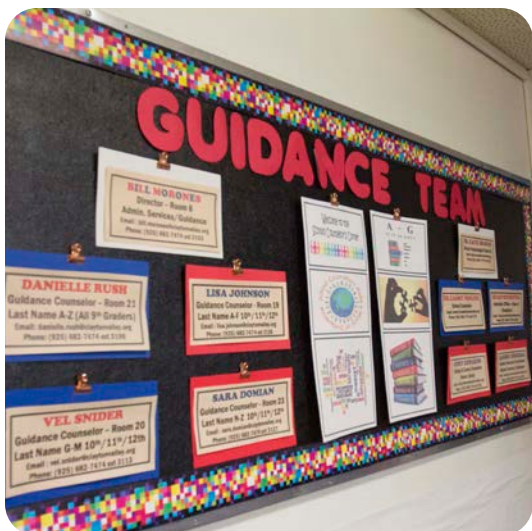
All of the elements of the Profile of an Eagle focus on outcomes achieved by students. Further, while the majority of state priorities, along with the state and local indicators, focus on outcomes for students, State Priority Three is Parental Involvement. It states, "Parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs." Regarding parent involvement as related to State Priority Three, CVCHS has articulated the following measurable outcomes.

1. Conduct an annual survey of parents
2. Each year increase the percent of parents responding to the annual survey until the percent of participating parents exceeds 80% of the number of enrolled students
3. The percent of parents responding positively to the two prompts below will either be over 80% or increase annually until the positive responses surpass 80%:
  - a. Overall, I am satisfied with the CVCHS academic program
  - b. Overall, I am satisfied with the communication from CVCHS

Additional information regarding parent involvement, including how parents provide input to the school in regards to decision making, is outlined in Element Four of this petition.



# METHODS OF ASSESSING PUPIL PROGRESS





# ELEMENT 3

## METHODS OF ASSESSING

### PUPIL PROGRESS TOWARD

### MEETING OUTCOMES

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

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

#### **CVCHS' Underlying Beliefs Regarding Student Assessment**

CVCHS believes assessment of student progress is a necessary tool for individual student and teacher growth, along with school-wide improvement. At CVCHS, multiple forms of assessment are used to measure student achievement and progress. CVCHS believes students should be able to demonstrate their knowledge in a variety of ways in formative as well as summative assessments. It is therefore necessary to regularly assess student progress to create a valid profile of student performance. CVCHS staff will use the results and associated data in an ongoing effort to examine student performance to adjust and revise instructional practices to address student needs. The goal of this process is to foster continuous improvement to achieve the highest quality educational program that is possible.

#### **Mandated State Assessments**

As is required by the state law, CVCHS meets all statewide standards and conducts the state pupil assessments required pursuant to Section 60605, including the California Assessment of Student Performance and Progress ("CAASPP") exams, California Science Test ("CAST"), California Alternative Assessments ("CAA") and other state-mandated assessments, such as the English Language Proficiency Assessment ("ELPAC") for California and Physical Fitness Test ("PFT").

CVCHS will meet all statewide standards and will conduct state pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

## Measuring Pupil Progress Towards Meeting Outcomes

Assessment methods for measuring the outcomes described in Element 2 are described in the chart below. In addition, the chart shows which of the State Priorities are aligned to each measure, along with a related state or local indicator. The Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described in Element 2, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C) in cases where there is alignment between the two.

**Figure 3.a:**

**Alignment between Profile of an Eagle Elements and Methods of Measurement**

Profile of an Eagle Element	Methods to Measure	Grades				State Priority	Dashboard Indicator	Measurement Methods on SARC
		9th	10th	11th	12th			
<b>Be eligible to attend a four-year public university in California</b>	A-G Eligibility	x	x	x	x	1, 7	College/Career	A-G Eligibility
	ACT/SAT			x	x			
<b>Read at a college level</b>	Achieve 3000	x	x	x	x	2, 4	English Language Arts English Learner Progress Implementation of Academic Standards	CAASPP AP Courses
	NWEA MAP	x	x	x				
	Practice ACT		x					
	PSAT			x				
	SAT			x	x			
	ACT			x	x			
	CAASPP			x				
	CAA			x				
	ELPAC	x	x	x	x			
	AP Exams	x	x	x	x			
<b>Write at a college level</b>	CCSS Writing Rubrics	x	x	x	x	2, 4	English Language Arts English Learner Progress Implementation of Academic Standards	CAASPP AP Courses
	CAASPP			x				
	CAA			x				
	ELPAC	x	x	x	x			
	AP Exams	x	x	x	x			

**Figure 3.a (continued):**

**Alignment between Profile of an Eagle Elements and Methods of Measurement**

Profile of an Eagle Element	Methods to Measure	Grades				State Priority	Dashboard Indicator	Measurement Methods on SARC
		9th	10th	11th	12th			
Demonstrate college level quantitative reasoning	NWEA MAP	x	x	x		2, 4	Math Implementation of Academic Standards	CAASPP CAST AP Courses
	Practice ACT		x					
	PSAT			x				
	SAT			x	x			
	ACT			x	x			
	CAASPP			x				
	CAST				x			
	CAA			x				
	AP Exams			x	x			
Be deemed "Prepared" on California's College/ Career Indicator	CA Dashboard				x	1, 4, 7	College/Career	Graduation Rate CAASPP AP Exams
Have attempted completion of college credit	AP Exam Participation	x	x	x	x	1, 4, 7	Access to a Broad Course of Study	AP Exams
	College Course Completion			x	x			
Completed a sequence of elective courses	Transcripts		x	x	x	1, 7	Access to a Broad Course of Study	ROP Course Offerings
Engaged in work-based learning	Reporting in Naviance	x	x	x	x	5, 8	Access to a Broad Course of Study	CTE Programs
Participated in at least two college visits	Reporting in Naviance		x	x	x	5, 6, 8	Local Climate Survey	
Completed community service	Reporting in Naviance	x	x	x	x	5, 8	Local Climate Survey	
Participated in at least two extra-curricular activities	Reporting in Naviance	x	x	x	x	5, 8	Local Climate Survey	Extracurricular Activities



**Figure 3.a (continued):**

**Alignment between Profile of an Eagle Elements and Methods of Measurement**

Profile of an Eagle Element	Methods to Measure	Grades				State Priority	Dashboard Indicator	Measurement Methods on SARC
		9th	10th	11th	12th			
Created a plan for post-high school education and life	Reporting in Naviance	x	x	x	x	8	Local Climate Survey	
Demonstrated exemplary attendance	Reporting in Powerschool	x	x	x	x	6, 8	Local Climate Survey	
Demonstrated college level communication skills	Senior project / portfolio				x	5, 8	Local Climate Survey	
Demonstrated digital citizenship	Digital Citizenship Certificate	x	x	x	x	5, 6, 8	Local Climate Survey	
Demonstrated personal fitness	PFT results	x				5, 8	Access to a Broad Course of Study	PFT
	PE tests	x	x					

## School Accountability Report Card ("SARC") and Local Control and Accountability Plan ("LCAP")

CVCHS complies with state mandated requirements applicable to charter schools regarding the School Accountability Report Card and Local Control and Accountability Plan, including all requirements in Education Code Section 47606.5, each year.

### Annual Surveys

CVCHS compiles survey results gathered at the end of each school year where students, parents and staff evaluate students' educational experiences offered at CVCHS. The survey asks parents and other stakeholders to measure satisfaction in a variety of categories such as overall student growth (academic and social), satisfaction with program offerings, how well CVCHS fulfilled its mission and vision, and overall parent satisfaction. Results are reported to the County, CVCHS Board and through other means where appropriate, including being published in the SARC.

## **County Visitation/Inspection**

CVCHS will comply with a County-requested visitation process to enable the County to gather information needed to validate the school's performance and compliance with the terms of this charter. CVCHS agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

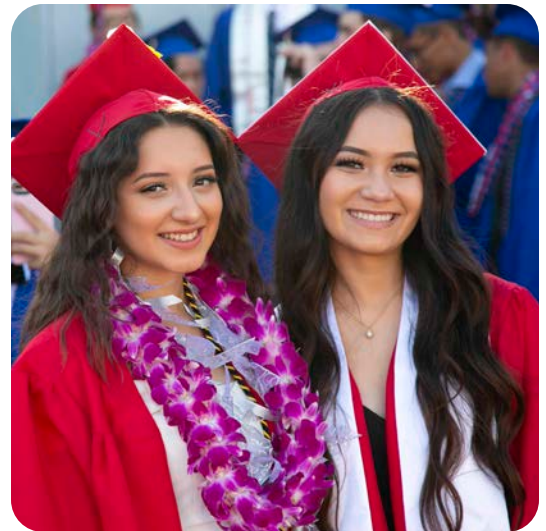
## **Response to Inquiries**

Pursuant to Education Code Section 47604.3, CVCHS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County and the State Superintendent of Public Instruction.



# GOVERNANCE STRUCTURE

E4 - GOVERNANCE  
STRUCTURE





# ELEMENT 4

## GOVERNANCE STRUCTURE

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

*California Education Code Section 47605(b)(5)(D)*

### **Non-Profit Public Benefit Corporation**

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

CVCHS shall operate autonomously from the County, with the exception of supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(d), the County shall not be liable for the debts and obligations of CVCHS, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CVCHS as long as the County has complied with all oversight responsibilities required by law.

Attached for reference are the CVCHS Articles of Incorporation, Bylaws, Conflict of Interest Policy and the Conflict of Interest Code. These documents are included in Appendix 4.

### **Clayton Valley Charter High School Board of Directors**

CVCHS is governed by a Board of Directors (the "Board") in accordance with its adopted bylaws, which shall be maintained to remain consistent with the terms of this charter.

The mandate of the CVCHS Board is to promote and maintain the guiding mission of CVCHS as articulated in this Charter. The governance structure of the Charter School is designed to foster participation by all stakeholders and assure the effectiveness of local school control and accountability. As part of the CVCHS mission, it is a goal that students witness and participate in the CVCHS' collaborative process of policy development and decision making.

#### **Duties of the Board of Directors**

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

- Hiring, supervision, evaluation, discipline, and dismissal of the Executive Director and, upon the recommendation of the Executive Director, the hiring, suspension without pay and dismissal of all other employees
- Oversight of strategic planning
- Approval of the budget, along with additional required financial reports
- Oversight of fiscal operations, policies and procedures
- Approval of the Charter School's annual calendar
- Approval of graduation requirements
- Oversight and adoption of policies regarding Charter School facilities and safety
- Oversight and adoption of policies regarding student behavior and performance, including, but not limited to, academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings
- Oversight and maintenance of strong CVCHS-community relations
- Regular monitoring of pupil outcomes
- Approval of contractual agreements as set forth in the Charter School's fiscal policies
- Approval and monitoring of the implementation of general policies of the Charter School

The Board may execute any powers delegated to it by law, shall discharge any duty imposed upon it by law and may delegate to an employee of CVCHS any of those duties, with the exception of budget approval or revision, approval of the fiscal audit, hiring and evaluation of the Executive Director, termination of employees, and the adoption of Board policies. These delegated duties will focus on implementation rather than policy setting as this is the responsibility of the Board. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Governing Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Governing Board members present

CVCHS shall abide by an adopted Conflict of Interest Code which complies with the Political Reform Act, Government Code 1090, et seq., as set forth in Education Code Section 47604.1, and the Corporations Code conflict of interest rules, and which shall be updated as necessary with any applicable conflicts of interest laws or regulations.

CVCHS will maintain in effect general liability and board errors and omissions insurance policies, among others.

### **Board Composition and Terms**

The Board of Directors shall consist of seven (7) or nine (9) directors, unless changed by amendment to the bylaws, and shall include the following stakeholder members:

- One (1) Certificated Teacher Representative
- Two (2) Parent Representatives
- Two (2) Community Representatives
- One (1) Staff Representative
- One (1) Educator Representative
- One (1) CCCBOE Representative (if selected by CCCBOE)
- A third Parent Representative will be added to the Board only if CCCOE adds a Board representative as the CVCHS authorizer. This addition is to ensure the CVCHS Board is composed of an odd number of directors.

Each director shall hold office for four (4) years and until a successor director has been designated, with the exception of the third parent representative, whose length of term is described in the CVCHS Bylaws, which are included in Appendix 4.

As limited by the Corporations Code, no more than 49% of the CVCHS Board of Director positions can be held by “interested” parties. CVHCS shall operate in accordance with Education Code Section 47604.1. The definition of an interested party can be found in the CVCHS Bylaws in Article VII, Section 6. Should legislation, regulatory action or court decision impact the legality of the Board’s composition, CVCHS shall amend its composition to align with applicable law.

### **Board of Directors’ Eligibility Requirements**

The following outlines the basic eligibility requirements for the categories of the CVCHS Board directors unless changed by an amendment to the bylaws:



- **Certificated Teacher Representative:** Must be currently employed by CVCHS and, if applicable, must be eligible for the respective bargaining unit for certificated employees at CVCHS.
- **Staff Representative:** Must be currently employed at CVCHS and, if applicable, must be eligible for the respective bargaining unit for either certificated employees or classified employees at CVCHS.
- **Parent Representatives:** Must be a biological parent and/or legal guardian of a currently enrolled CVCHS student who remains enrolled at CVCHS or graduates from CVCHS, and the representative must have had a child enrolled at CVCHS for at least one full school year at any time since CVCHS became a charter school.
- **Educator Representative:** Must be either retired from or currently working in the field of education.
- All candidates must attend a Board candidate orientation.
- All candidates must be aware of the mission and vision of CVCHS as evidenced by signing appropriate documentation at the Board candidate orientation indicating such an understanding.

Note: The Community Representatives, Educator Representative, and Parent Representatives must not be an "interested person" as defined in the bylaws in Article VII, Sec. 6.

Selection and election of directors shall be conducted in accordance with the bylaws.

## **Board Meetings**

The Board of Directors shall meet at least monthly except when it is not possible to meet, in which case the Board will communicate this change. Board action will be determined by vote as defined in the bylaws.

Members of the community may attend board meetings consistent with open meeting requirements of the Brown Act. All input from the school and outside community is welcomed by the Board.

The CVCHS Board of Directors, and all applicable committees, shall conduct meetings in accordance with the Brown Act and Education Code Section 47604.1(c). Meeting agendas will be posted at least 72 hours prior to regular meetings on the school website and in hard-copy on campus. Meeting minutes will be posted on the website following approval. Other notifications may include media outlets as required by law, CVCHS social media, and upon request, mailers to local community agencies and feeder schools. Parents who make their email addresses available to the Charter School will receive meeting agendas upon request.

The Board shall receive regular training in the Brown Act, conflicts laws, and effective governance.

## **Board Committees**

CVCHS believes that students are best served with a distributive leadership structure. The Charter School encourages faculty, staff, parents, students, and administrators to bring their ideas to one or more committees, through attending and participating in committee meetings, and submitting written proposals to the committees or to the CVCHS Board.

### **Oversight Committees**

Board committees will be known as oversight committees and each shall have its own bylaws approved by the Board of Directors. Oversight committee meetings will be held in accordance with the Brown Act, as applicable.

CVCHS shall further strengthen budgetary and governance oversight by creating standing oversight committees appointed by the Board of Directors. These committees will include a Governance Oversight and Fiscal Oversight Committee. These committees shall be comprised of various stakeholders including board members and community members. The Board of Directors shall seek input from the Fiscal Oversight Committee and administration in regard to adopting the Charter School budget as a part of their responsibility to ensure the needs of the CVCHS are being addressed.

The Board of Directors shall clearly define the purpose of each oversight committee. Consistent with legal requirements, oversight committees publish their meeting times and agendas. Oversight committees need a quorum in order to conduct their business and each member of the oversight committee is a voting member.

The Board of Directors may establish Board policy through recommendations by administration, legal counsel, and/or oversight committees that will draft policy recommendations to submit to the Board of Directors for approval. Policy recommendations may include the following: graduation requirements, budgetary policy, and other topics under the purview of the Board.

### **Composition Of Committees With The Decision Making Authority of the Board Of Directors**

Any committee that has the decision-making authority of the Board of Directors can only be made up of Board members and shall not include non-members.

All members of each committee are voting members. A quorum is required to make a recommendation on any issue.

## The Executive Director

The Executive Director will, among other things, ensure that the curriculum is implemented in order to maximize student-learning experiences and success. The Executive Director reports directly to the Board of Directors, and s/he is responsible for the operation of the Charter School and the supervision of all Charter School employees.

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

- Communicate and report to the Charter School Board of Directors
- Ensure the Charter School enacts its mission and complies with its charter
- Oversight of curricular and extracurricular programs
- Approval of community service programs
- Supervise and evaluate teachers and staff
- Oversee school financial operations to ensure proper implementation of the Board approved budget
- Participate in and develop professional development workshops as needed for all staff
- Interview and recommend employee hiring, promotion, discipline - at the level of suspension without pay or higher - and/or dismissal, to the Board of Directors
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Work with the Board to ensure strong community relations and regular communication occurs with current, potential and new parents, and students, update the community on progress made towards CVCHS' goals
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the County
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Ensure the security of the school buildings
- Attend Authorizer administrative meetings as requested and stay in direct contact with the Authorizer regarding changes, progress, etc.

- Provide all necessary financial reports as required for proper attendance reporting
- Develop the School's annual performance report, the SARC, and the LCAP
- Present the independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, present the audit to the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline and, as necessary, participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to an administrator of the Charter School or other appropriate employee or third party provider.

## **Amending the Governing Structure**

The governing structure of CVCHS may be revised. Pursuant to Education Code Section 47607. Changes deemed to be material revisions of the charter shall be made in accordance with the standards and criteria of Education Code Section 47605 and must be approved by the Governing Board of the Charter School and the Board of the Authorizer. All Governing Board activities will be conducted in accordance with its bylaws, which may subsequently be amended pursuant to the amendment process specified in the bylaws, and with relevant state and federal codes governing public agencies and nonprofit public benefit corporations. Amendments to this charter may be proposed in writing and submitted to the governing board by any stakeholder.

## **Annual Student/Parent/Staff Survey**

CVCHS shall complete annual surveys of all students, parents and staff members. The surveys will assess both student learning and staff working conditions. CVCHS shall include a companion student survey (e.g., the California Healthy Kids Survey) that provides student self-reported data to compare with staff perceptions. Survey results will be shared with the Board of Directors as a tool to guide policy, budget and administrative planning.

## **Parental Involvement**

CVCHS recognizes the fundamental role parents, guardians and family members play in student achievement, and believes parent expectations represent a key ingredient that drives student success. CVCHS believes education is most successful when there is an ongoing partnership between the school and home. Research shows the number one indicator of student success is not primary language, race, gender, or economic class, but the extent to which parents are involved in their student's education. When parents are actively involved in their children's schooling:

- Student achievement improves, including higher test scores
- Attendance rates improve

- Attitudes towards school and behavior improve
- Graduation rates increase
- Teacher morale improves
- The school enjoys a better reputation in the community and receives more support from families

## **Parent Participation And Organizations**

In addition to the parent representative positions on the CVCHS Board of Directors, parents are encouraged to participate on one or more committees. Additionally, parents are strongly encouraged to be involved in and participate in CVCHS activities. The Charter School shall make available, upon request, a list of volunteer opportunities for interested parents. No child will be excluded from CVCHS or school activities due to his or her parent or legal guardian not participating.

Clayton Valley Charter High School has a wide variety of parent and community organizations that support the school in a multitude of ways. To name a few examples:

- Parent volunteers come forth to support large events in ways that include: fold open house brochures; distribute flyers; assist in the library; facilitate student groups at Challenge Day; assist with classroom and school projects like the annual Art Expo; and complete other tasks in the main office or in assistance of other staff.
- Parents spearhead special events for our teachers such as Teacher Thank You Days and for our students such as Challenge Day, Senior Picnic, Senior Brunch, Grad Night, and much more.
- Parents sell game tickets and keep an eye on our students at football games and assist our Leadership Class at dances.
- Parents are teachers, coaches, game announcers, scorekeepers, team moms and dads, awards banquet organizers, pasta feed hostesses, photographers, snack shack volunteers, and of course the best fans in the world at all our sporting events.
- Parents sit on an endless list of committees and groups dedicated to improving our school Western Association of Schools and Colleges ("WASC"), Parent/Faculty Club ("PFC"), the Board of Directors and more.
- The PFC represents all parents in the school community. Parents and staff are invited to join PFC and to participate in its operations and activities. In the past, PFC assistance has included giving teachers additional funds to purchase classroom supplies, sponsoring a Project Pride clean-up day on campus, and providing many hours of volunteer assistance at Walk-Through Registration and throughout the year.



- Athletic Boosters provide assistance throughout the year through activities and the distribution of athletic information. They provide food at games, conduct raffles, and work with sponsors to maintain Clayton Valley's sports fields and equipment.
- Music Boosters for Choir and Band plan and conduct fundraisers throughout the year. Their funding and support assists the students in being able to participate in activities locally and nationally.

## **School To Home Communication**

CVCHS communicates classroom curriculum and school expectations to parents in the form of a Course Catalog and a Parent and Student Handbook, both of which are sent home to each parent or guardian every summer and included in Appendix 1. The CVCHS Course Catalog and Parent and Student Handbook are updated annually. Teachers also distribute course syllabi to every student with teacher expectations, grading scales, homework policies, and teacher contact information each fall. Students are often required to procure parent signatures verifying that they have read and understand the class expectations.

In addition to communicating course and school expectations, CVCHS will continue to improve both the frequency and quality of parent contact. The following tools have been implemented with this aim:

- School/Classroom Messenger – a phone communication system that, through Situational Student Messages, provides unique, customized messages delivered in the home language of participating students. The messages include behavior, achievement, and performance information specific to each student and are selected by certificated personnel and other authorized staff. Community Outreach Messages are made regularly for special events.
- PowerSchool – a student information system that allows for students and parents to regularly check on the status of grades, attendance, and other pertinent information.
- The CVCHS Web Page and CVCHS On-Line Community Forum – electronic access for parents and community members to have the opportunity to remain abreast of current school information and events.
- Additional online resources, such as Schoology, which increases school to home communication and allow parents and students to communicate about the academic program and expectations.



# EMPLOYEE QUALIFICATIONS

ES - EMPLOYEE  
QUALIFICATIONS



# ELEMENT 5

# EMPLOYEE QUALIFICATIONS

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

*California Education Code Section 47605(b)(5)(E)*

## Professionalism

All members of the CVCHS team recognize the magnitude of the responsibility of working in the field of education. In order to ensure the achievement of our students and the effectiveness of our programs, all staff members must be committed to our collective mission and efforts. Every stakeholder is accountable for the academic and social growth as well as the success of all of our students.

## Qualifications, Selection, and Compensation of Staff

CVCHS does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law.

Prior to beginning employment, all employees must be fingerprinted and receive background clearance in accordance with Education Code Section 44237 and shall provide proof of tuberculosis clearance in accordance with Education Code Section 49406.

## Qualifications

### Administrative Team

Administrators at CVCHS should possess:

- M.A. degree or equivalent (highly desired)
- Teaching credential
- Minimum of five years teaching experience
- Administrative Services Credential (*or Student Services credential with the Administrative Services Credential earned within two years for the Director over counseling*)



- Successful experience in leadership positions in a school setting
- Demonstrated classroom success through student growth and achievement

## Teachers

CVCHS will hire the most well qualified teachers available. CVCHS will adhere to Education Code Section 47605(l), which states:

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority.

Although CVCHS expects teachers to have additional qualifications, the minimum criteria for consideration include the following:

- B.A. or B.S. degree
- Subject matter competence
- Passing of CBEST and other required examinations, possession of an appropriate credential
- Completion of a teacher-training program at an accredited university
- Evidence of educational experience after college, if applicable (*i.e. fellowships, graduate work, etc.*)
- Evidence of successful classroom teaching experience, if applicable

Exceptions to the above qualifications may be made in special areas as long as Education Code Section 47605(l) is followed.

Credentials will be maintained by CVCHS and monitored on an ongoing basis. The Human Resources Department will maintain a database. Regular reports will be generated to check for credential expiration status. Reminder notifications will be sent to individuals well in advance of credential expiration dates. The Human Resources Department will keep hard copies of credentials from the California Commission on Teacher Credentialing in the possession of CVCHS.

## Counselors, Coordinators, Deans, and Other Non-Teaching Certificated Staff

Non-teaching personnel, such as school counselors, coordinators, deans, school psychologists, and others, will possess qualifications deemed appropriate by the Charter School for the specific positions. Some examples of these include a Health Services credential for a school nurse and an appropriate California state license for a school psychologist. Candidates for these positions will have evidence of adequate

professional training and/or experience. A bachelor's degree may be required for the positions. Desirable qualifications include a Masters degree, or higher, with full clear credentials/ licenses for the appropriate field. In special circumstances, exceptions to the above qualifications may be made.

### **Additional Non-Teaching Employees**

Non-teaching employees, including office staff, maintenance staff, custodial staff, aides and paraprofessionals, serve in support roles to keep the school operating efficiently. The following will be required for all classified position candidates:

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

In addition, the following qualifications are required per position:

#### ***Clerical/Office Staff***

- Knowledge of English composition, basic arithmetic, office practices and procedures, operation of various office machines, Microsoft Office, web-browsing techniques
- Ability to understand, interpret, and apply pertinent laws, rules, regulations, and procedures
- Ability to organize files, keep accurate records, and work effectively with employees, students, and the public
- Ability to work efficiently and cohesively

#### ***Special Education Assistants***

- Possession of an AA Degree or minimum 48 units Post-Secondary Education
- Knowledge of general nature and causes of physical, mental, and emotional disabilities
- Ability to communicate and relate effectively with students
- Ability to speak English
- Time management skills
- Other certifications as called for within an individual student's IEP

### **Staff Member Selection**



CVCHS shall select its own staff. As stated above, CVCHS does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability medical condition, or any other characteristic protected by California or federal law.

### **Selection Procedures**

When teacher, administrator, or classified vacancies occur, CVCHS staff will receive preference on open positions. CVCHS shall take the following steps when hiring staff:

- Announce openings
- Recruit applicants (*when possible and necessary, by attending job fairs, advertising in local and national journals, and engaging search firm services*)
- Request resumes and verify references
- Interview and make recommendations to the Executive Director

Where appropriate, a committee will be used to conduct interviews. In the case of teachers and where possible, stakeholder representatives including the Department Chair or designee will be on the committee.

### **Process**

Candidates should submit the following, at a minimum, for consideration (*specific positions may require additional information in the application process*):

- Resume detailing educational experience, membership in professional organizations, and other relevant information
- Letter(s) of recommendation from previous Principals, Department Chairs, immediate supervisors, and/or colleges attended (*for newly certificated teachers*) or other documentation relevant to assessing professional ability/aptitude

The ad hoc Hiring Committee will make its recommendation(s) for hire to the Executive Director who, in turn, may recommend employment to be approved by the CVCHS Governing Board.

Once an offer of employment has been extended, all staff applicants will be required to:

- Provide medical clearance (*including TB risk assessment*)
- Submit fingerprints for a background investigation (*DOJ*)

- Furnish a criminal record summary as required by Education Code Section 44237
- Provide proof of legal status to work
- Sign child abuse reporting requirement
- Sign drug-free environment requirement

### **Day-to Day Substitutes**

CVCHS will use qualified substitutes from a sub-pool or the services of an outside provider. CVCHS will ensure substitutes from its sub-pool and from outside agency providers clear the appropriate criminal background check. Qualifications include, but are not limited to, the following:

- B.A. or B.S. degree
- Passing of CBEST or possession of a credential
- Positive references

### **Work Basis and Duties**

All employees will adhere to contracts created by the CVCHS Board of Directors and, when applicable, subject to a collective bargaining agreement ("CBA"). CVCHS has the right to set work schedules with comparable compensation based on student needs, staffing patterns, and fiscal capabilities subject to a CBA when applicable. Further protocols and procedures are delineated in the annually revised Staff Handbook.

### **Compensation**

#### **Salary Schedule**

In order to attract and retain the most qualified teachers, CVCHS provides a competitive salary schedule. CVCHS will review and revise the compensation schedules as needed and, where applicable, subject to collective bargaining agreement.



# HEALTH & SAFETY



# ELEMENT 6

## HEALTH & SAFETY

*The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

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

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*

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

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

In order to provide safety for all students and staff, CVCHS maintains full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The following is a summary of the health and safety policies, facilities management and risk management policies of CVCHS. These procedures are incorporated as appropriate into the Charter School's staff development efforts, handbooks, and policies of the CVCHS Board of Directors. Employees shall be trained as needed and as legally required on the policies. Copies of such policies are available to the County upon request.

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Executive Director of CVCHS shall monitor compliance with this policy and report to the CVCHS Board of Directors on a regular basis. A Board designee shall monitor the



fingerprinting and background clearance of the Executive Director. Volunteers not under the direct supervision of a credentialed employee shall be fingerprinted and receive background checks through local law enforcement prior to volunteering without the direct supervision of a credentialed employee.

### **Drug Free/Alcohol Free/Smoke Free Environment**

CVCHS shall function as a drug-, alcohol-, and smoke-free environment.

### **Immunizations**

All students and CVCHS staff are required to provide records documenting immunizations to the same extent as is required at traditional public schools pursuant to Health and Safety Code Sections 120325- 120375, and Title 17, California Code of Regulations Sections 6000-6075.

### **Role of Staff as Mandated Child Abuse Reporters**

All CVCHS employees will be mandated child abuse reporters and will follow all applicable reporting laws, which are the same policies and procedures used by the County. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691. Reports of suspected child abuse are to be made to an official child protective agency and local law enforcement agency. These policies are incorporated as appropriate into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and Board policies.

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

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Administration of Medication**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

### **Hearing, Vision, and Scoliosis Screening**

Students will be screened for vision, hearing, and scoliosis. CVCHS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.



## **Prevention of Human Trafficking**

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

## **Nutritionally Adequate Free or Reduced Price Meal**

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

## **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

## **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school-wide dress code that prohibits students from wearing "gang-related" apparel, if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

## **Bullying Prevention**

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

## **Blood Borne Pathogens**

CVCHS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. CVCHS maintains a written infectious control plan designed to protect employees and students from possible infections due to contact with blood borne viruses, including HIV and the Hepatitis B virus. Whenever exposed to blood, or other bodily fluid, through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

## **Emergency Preparedness**

CVCHS maintains an emergency preparedness plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. This plan covers school procedures in the event of natural disasters including, but not limited to, earthquakes, fires, terrorist threats and hostage situations. To ensure that these procedures are carried out efficiently, staff are trained on emergency procedures and sufficient staff receive first aid and CPR training. Emergency preparedness exercises will be carried out as required by district schools.

## **Facility Safety**

CVCHS shall comply with Education Code Section 47610 and/or Education Code Section 47610.5 by using facilities that are compliant with all laws and ordinances, rules and regulations applying to a public school facility including, but not limited to, testing fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CVCHS conducts fire drills as required under Education Code Section 32001.

The Charter School's campus at 1101 Alberta Way complies with state building codes and/or the Field Act in accordance with Education Code Section 47610.5, 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.

## **Comprehensive Discrimination and Harassment Policies and Procedures**

CVCHS is committed to providing a school that is free from discrimination and sexual harassment as well as any harassment based upon the actual or perceived characteristics

of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.



# RACIAL & ETHNIC BALANCE





# ELEMENT 7

## RACIAL & ETHNIC BALANCE

*The means by which the charter school will achieve racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.*

*California Education Code Section 47605(b)(5)(G)*

Clayton Valley Charter High School is a diverse mix of nationalities and languages, similar to the community where the Charter School is located. CVCHS attempts to achieve a stable student population that represents the racial and ethnic diversity of the territorial jurisdiction of the Mt. Diablo Unified School District (MDUSD). Students can achieve the goal of becoming productive and well-rounded citizens in an ever more connected world if they are educated in a diverse environment.

To the extent that the population of CVCHS can be controlled under the constraints of current state law, which requires admission by public random drawing and preference in the case of a public random drawing for students residing in the former attendance area of Clayton Valley High School, CVCHS seeks to mirror as closely as possible the diversity of MDUSD, including with regard to socio-economic status.

For the past several years, CVCHS has enrolled students to capacity and maintains a large waitlist, including over 420 students who were placed on the waitlist at the enrollment lottery for the 2019-20 school year. In addition, CVCHS has received over 825 applications for the 550 9th grade slots available for the Class of 2023. It is evident that the success of the school has warranted a very positive reputation in the community. While the increased demand is a positive sign, it is possible that the vast majority of the students on the waitlist will never be enrolled at CVCHS. Given this current situation, the Charter School does not wish to further increase the already growing waitlist by perpetuating an extensive outreach program until it is feasible to increase the school's capacity.

If and when the capacity of CVCHS is increased beyond its current limit, CVCHS will enact an outreach plan, which may include, but will not be limited to, the following:

- Recruitment events in various geographical regions of the County; recruitment events will include presentations, recruitment tables, and pamphlet distribution.



- Documents disseminated at parent/school meetings, press releases, website announcements, orientations, campus visits at CVCHS. All written promotional materials developed by CVCHS shall be provided in Spanish and English and CVCHS will strive to offer translation at recruitment events subject to need and the availability of a translator.
- Written communications with respected community organizations.
- Articulation meetings with middle schools attended by incoming 9th graders and parents of matriculating students.

CVCHS shall maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. Such data shall be reviewed at least annually, whereby modifications to the outreach plan, when implemented, and efforts described above may be made.



# ADMISSION REQUIREMENTS



# ELEMENT 8

## ADMISSIONS REQUIREMENTS

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

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

Clayton Valley Charter High School will admit all students residing in California who wish to attend based on available space as outlined in Education Code Section 47605(d)(2).

CVCHS will not charge tuition and will not discriminate against any student on the basis of any characteristic described in Education Code Section 220. CVCHS will not enroll students over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and who are not more than 22 years of age. CVCHS will not require any student to attend the Charter School. CVCHS will be nonsectarian in its programs, admission policies, employment practices, and all other operations. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

### **Admission Information**

Enrollment in CVCHS should be an informed, carefully considered decision. As part of the application process, students and parents or guardians are requested to attend an information session and orientation to learn more about the educational program at CVCHS. These sessions will be offered at multiple times to allow for flexibility to accommodate the schedules of parents/guardians. Interpretation and translation resources will be available, as needed, to accommodate non-English speaking parents and reasonable accommodations will be offered for parents/guardians with disabilities.

At the information session, parents and guardians will learn about the CVCHS mission, education program, and educational philosophy. CVCHS staff will explain the expectations for the parents and guardians to enable their students to comply with the school schedule and homework requirements, and opportunities for parents to participate in committees that help operate the school.



Parents and students are required to complete an Open Enrollment Application. After admission, students are required to submit an enrollment packet, which shall include, but not be limited to, the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of Records <sup>1</sup>

Following admission, parents and students are required to sign an agreement ("Student Contract") that they will abide by CVCHS policies on academics, attendance, dress code, code of conduct and including the Charter School's suspension and expulsion provisions, and care for school property.

## Public Random Drawing

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

1. Students who reside in the former attendance area of Clayton Valley High School
2. Siblings of students admitted to or attending CVCHS
3. Students who are the children of CVCHS employees or Board members
4. Students on the waitlist from the prior school year (*only for applicants for grades 10-12*)
5. Students who reside in Contra Costa County
6. All other students residing in the State of California

The Charter School agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

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

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

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstances will a waiting list carry over to the following school year.

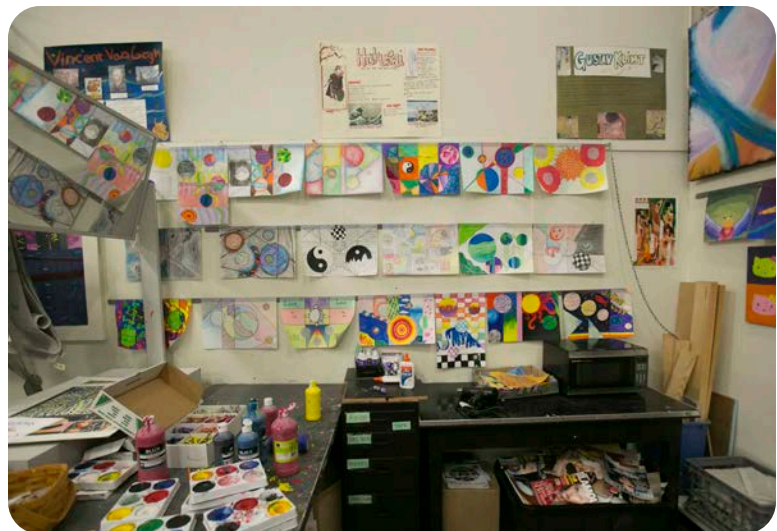
Additional information on CVCHS admissions procedures may be found in the CVCHS Board Policy on Student Enrollment and Public Random Drawing.





E9 - ANNUAL INDEPENDENT  
FINANCIAL AUDIT

# ANNUAL INDEPENDENT FINANCIAL AUDIT



# ELEMENT 9

## ANNUAL INDEPENDENT FINANCIAL AUDIT

*The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.*

*California Education Code Section 47605(b)(5)(I)*

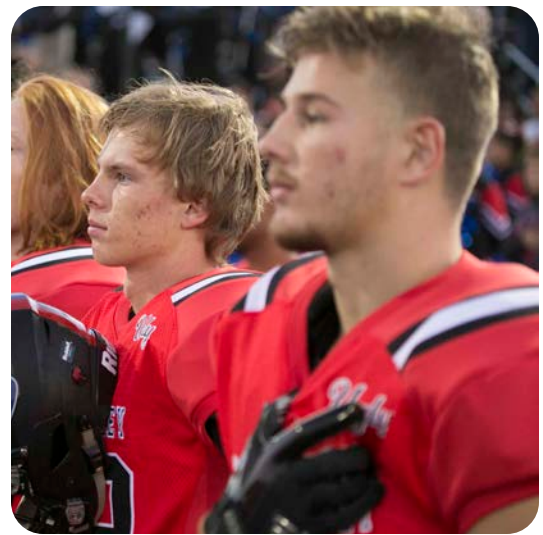
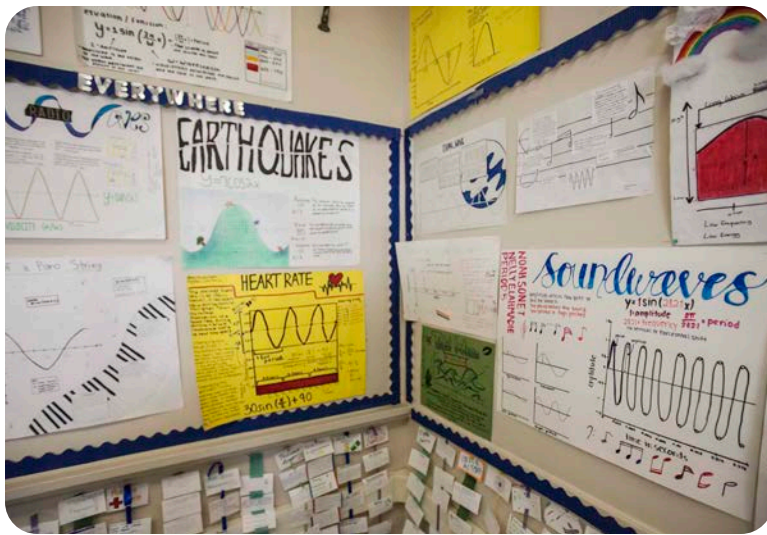
An annual independent financial audit of the books and records of CVCHS will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CVCHS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the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

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

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

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





# SUSPENSION & EXPULSION PROCEDURES

EIO - SUSPENSION &  
EXPULSION PROCEDURES



# ELEMENT 10

## SUSPENSION & EXPULSION PROCEDURES

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

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*California Education Code Section 47605(b)(5)(J)*

## Policy

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students, staff, parents/guardians, and visitors to the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. (the non-charter schools' list of offenses and procedures) to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to an annual review of policies and procedures, involving the Administrative Team and the Board surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion, in part based upon changes in the law applicable to non-charter public schools.

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

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

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

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



School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated.

No student shall be expelled, dismissed, or otherwise permanently involuntarily removed from the Charter School for any of the following reasons: poor achievement or minimum grade point average, incomplete or missing assignments, poor attendance, or for any offense not enumerated as a Discretionary Expellable Offense or Nondiscretionary Expellable Offense.

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

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

### **B. Enumerated Offenses**

1. Discretionary Suspendable Offenses. Students may be suspended for any of the following acts when it is determined the student:
  - 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 in self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage(s), 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 the same as a 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 student.
- 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, which includes but is not limited to, electronic files and databases.
- 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) 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 preinitiation into a student 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 student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, 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 students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to students in any of grades 4 to 12, inclusive.
- u) A student 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 student 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) (a)-(b).
- v) 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 Executive Director or designee's concurrence.

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

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photographs or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 2. Non-Discretionary Suspendable Offenses that include a recommendation for expulsion: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
  - 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 school administrator.
  - b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)
- 3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the student:



- 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, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage(s), 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 the same as a 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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 student.
- 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) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this

subdivision, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) 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 students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 12, inclusive.
- s) 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 students in any of grades 4 to 12, inclusive.
- t) A student 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 student 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)

(a)-(b).

- u) 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 Executive Director or designee's concurrence.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social networking Internet Web site including, but not limited to:
      - 1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photographs or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- 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 school administrator.
  - b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance listed in Health and Safety Code

Section 11053, et seq.

- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspensions shall be preceded, if possible, by a conference conducted by the appropriate administrator with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student for a possible suspension.

The conference may be omitted if the administrator determines an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel.

If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days of the assigned suspension, unless the student 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 student for failure of the student's parent or guardian to attend a conference with the Charter School. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a potential recommendation of expulsion by the administration, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances, when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the administration upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

## 4. Academic Work During Suspension

When administration deems it appropriate, students shall be given the option to participate in independent study while on suspension. In order to be eligible for independent study, both the student and the parent (or the adult student) must agree to participate in independent study and sign the required documents. Special education students (suspended for ten days or less in a school year) may participate in independent study as long as his or her IEP specifically provides for that participation in accordance with Education Code Section 51745(c). Services for special education students who are suspended for more than ten days in a school year are discussed below.

If a student does not wish to or cannot participate in independent study, the student shall be offered work packets to be completed during the term of the suspension.

## **D. Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors ("Board") following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a Board member. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

## **E. Expulsion Procedures**

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

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing at least 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 student. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity 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 any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 student 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

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

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk

of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, who will then make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final. If the Board decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

#### **I. Written Notice to Expel**

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board'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 the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

#### **J. Disciplinary Records**

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

#### **K. Right to Appeal**

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

#### **L. Expelled Students/Alternative Education**

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.



## **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board 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 student may reapply to the Charter School for readmission.

## **N. Readmission**

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

## **O. Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

## **P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

### **1. Notification of SELPA**

The Charter School 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 the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan;

and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

#### 4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

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

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school 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 Section 930, to school or at school, on school premises, or on the way 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 Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

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

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

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

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

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

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

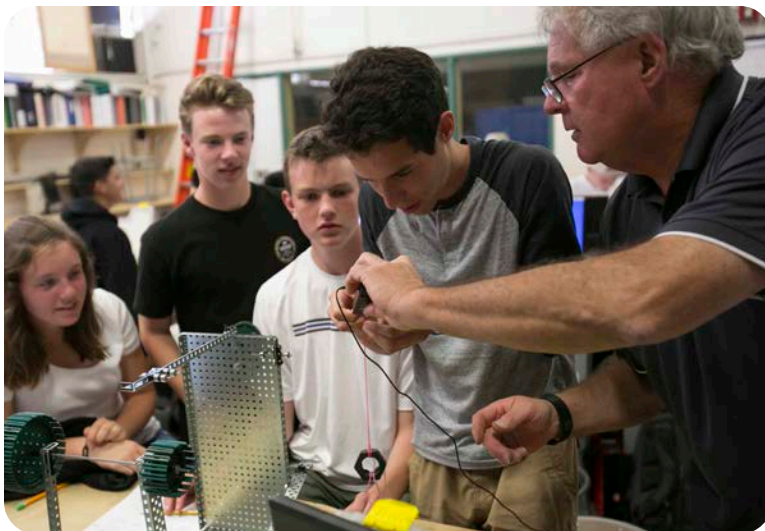
If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School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

The Charter School shall not be deemed to have knowledge 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.





# RETIREMENT SYSTEMS





# ELEMENT II

# RETIREMENT SYSTEMS

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

*California Education Code Section 47605(b)(5)(K)*

## **Mandatory Benefits for all Full-Time Staff Members**

CVCHS provides the following mandatory benefits to full-time employees:

- Workers' Compensation Insurance *(to be re-bid each year with an A-rated Company)*
- Unemployment Insurance
- Medicare
- Social Security, if applicable to the position

## **Health Benefits**

CVCHS provides eligible employees with a comprehensive health benefits package.

Eligibility for health benefits is referenced in the CVCHS Employee Handbook and, where applicable, in collective bargaining agreements.

## **STRS**

All full-time, certificated employees of CVCHS are covered by the State Teachers' Retirement System ("STRS"). Employees contribute the required percentage and CVCHS contributes the employer's portion. All withholdings from employees and from CVCHS are forwarded to the STRS fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. For instance, if an employee has worked for a school district for five years and another four years at CVCHS, he/she will have accumulated a total of nine years of service credit towards retirement from STRS. STRS contributions are reported through the County.

## **PERS**

All classified employees of CVCHS are covered by the Public Employees' Retirement System ("PERS"). Employees and CVCHS contribute the required rate as designated by PERS. All withholdings are forwarded to the PERS fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. For instance, if an employee has worked for a district for five years and another four years for CVCHS, he/she will have accumulated a total of nine years of service credit towards retirement from PERS. Social Security payments are contributed for all qualifying PERS members. PERS contributions are reported through the County.

## **Illness/Vacation/Holidays/ Personal Necessity**

All paid days off including illness, personal necessity, holidays, and vacation days will be provided in accordance with applicable collective bargaining agreements and law.

## **Reduced Workload ("Willie Brown") Option**

Those employees participating in the Willie Brown option will be able to continue to do so as employees of CVCHS. The Willie Brown option will continue in the future as long as it is legally and financially viable.

## **Seniority**

The seniority date for pre-charter CVCHS employees will carry over from MDUSD to CVCHS. Seniority for all new employees hired after July 1, 2012 begins upon the date of employment with CVCHS and adheres to Board-adopted policy and/or applicable collective bargaining agreements.



# ATTENDANCE ALTERNATIVES



# ELEMENT 12

## ATTENDANCE ALTERNATIVES

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

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

No student shall be required to attend CVCHS.

Students who choose not to attend CVCHS 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 the district.

Parents and guardians of each student enrolled in CVCHS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CVCHS, except to the extent that such a right is extended by the local education agency.





# EMPLOYEE RIGHTS TO RETURN





# ELEMENT 13

## EMPLOYEE RIGHTS TO RETURN

*The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school.*

*California Education Code Section 47605(b)(5)(M)*

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

Vacation leave from a school district or the County will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.



E14 - DISPUTE RESOLUTION  
PROCESS

# DISPUTE RESOLUTION PROCESS



# ELEMENT 14

## DISPUTE RESOLUTION PROCESS

*The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter.*

*California Education Section 47605(b)(5)(N)*

CVCHS and the County are encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CVCHS and the County, CVCHS staff, employees and CVCHS Board members and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Executive Director of CVCHS, or their respective designees. In the event that the County Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CVCHS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County Board of Trustees' ability to proceed with revocation in accordance with Education Code Section 47607.

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

If this joint meeting fails to resolve the dispute, the County Superintendent and the CVCHS Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and the CVCHS Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and CVCHS. If mediation does not resolve the dispute either party may pursue other remedies available under the law. All



timelines and procedures in this section may be revised upon mutual written agreement of the County and CVCHS.

## **Procedures for Resolving Internal Complaints**

Complaints shall be handled in accordance with approved complaint procedures and/or the applicable collective bargaining agreements. Please find the CVCHS Board-approved complaint procedures in Appendix 14. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with access to a copy of the Charter School's policies and internal dispute resolution process.

In the event an internal dispute regarding the operation of the Charter School is brought to the County, the County will redirect the matter to the Charter School for resolution. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

The Charter School will comply with all requirements of the MOU it will sign with CCCOE and CCCBOE regarding the reporting of complaints.

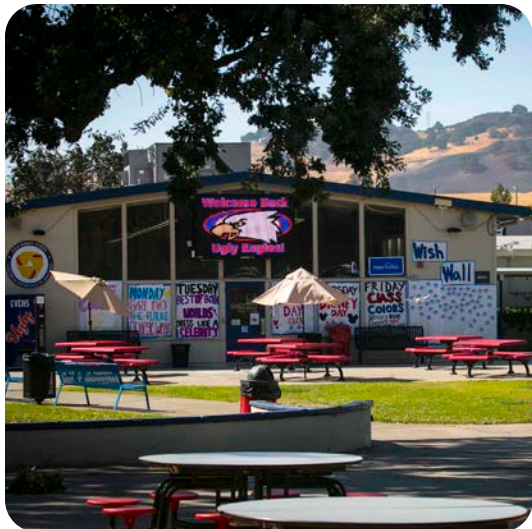
## **Statutory Complaint Procedures**

The Charter School shall maintain a Uniform Complaint Policy and Procedures as required by state law.

CVCHS 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 CVCHS alleging its non-compliance with these laws or alleging any actions that would be prohibited by these laws. CVCHS will notify all of its students and employees of the name, office, address, and telephone number of the designated employee or employees.

CVCHS has adopted and published complaint procedures providing prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

CVCHS implements specific and continuing steps to notify applicants for admission and employment, students and parents, employees, and all unions or professional organizations holding collective bargaining or profession agreements that it does not discriminate on the basis of sex, mental or physical disability or any characteristic listed in Education Code Section 220 in the educational program or activity that it operates and that it is required by Title IX and Section 504 not to discriminate in such a manner.



# CHARTER SCHOOL CLOSURE PROCEDURES

EIS - CHARTER SCHOOL CLOSURE PROCEDURES





# ELEMENT 15

## CHARTER SCHOOL CLOSURE PROCEDURES

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

*California Education Code Section 47605(b)(5)(I)*

The following are closure procedures that abide by California Education Code Section 47605(b)(5)(O) and the California Code of Regulations, Title 5, Sections 11962, should the school close for any reason.

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

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

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

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

As applicable, CVCHS will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All student records of CVCHS shall be

transferred to the County upon CVCHS closure. If the County cannot or will not store the records, CVCHS shall work with the Contra Costa County Office of Education to determine a suitable alternative location for storage.

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

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

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

On closure of CVCHS, all assets of CVCHS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CVCHS, remain the sole property of the non-profit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d), or to a State, political subdivision of a State, or an agency or instrumentality thereof. Any assets or property acquired from MDUSD or the County will be promptly returned upon CVCHS closure to MDUSD or the County, as appropriate. The distribution shall include the return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Upon closure, CVCHS shall remain solely responsible for all liabilities arising from the operation of CVCHS.

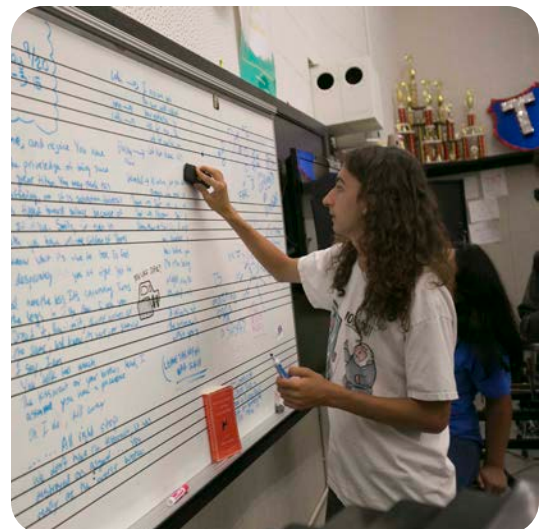
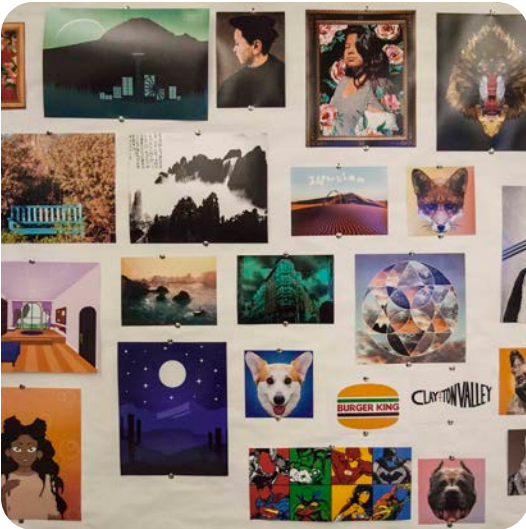
As CVCHS is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of CVCHS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and complete all necessary filings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

CVCHS will utilize the reserve fund in its budget to undertake any expenses associated with the closure procedures identified above.





# MISCELLANEOUS CHARTER PROVISIONS



# MISCELLANEOUS CHARTER PROVISIONS

*The governing board of a school district shall require the petitioner or petitioners to provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and the potential civil liability effects, if any, upon the charter school and upon the school district.*

*California Education Code Section 47605(g)*

## Fiscal Autonomy and Budget Development

Clayton Valley Charter High School will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the Charter School's instructional program.

The business philosophy of CVCHS is community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of an "in the best interest of the students" test.

CVCHS follows financial best practices in establishing investment strategies for cash balances and deposit procedures for all school funds.

Budget development begins each year following the January announcement of the Governor's K-12 State Budget Proposals and are continually refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with CVCHS's goals as identified by the Board of Directors.

## Budget and Cash Flow

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

Fiscal management has been a strength of CVCHS as is evidenced in the budget and cash flow, both of which are included in Appendix C for the upcoming five-year term of the charter. Also of relevance, CVCHS fiscal policies help govern fiduciary responsibility and are also included in Appendix C.



There are two budget and cash flow scenarios provided in Appendix C. The first assumes that enrollment at CVCHS remains relatively flat. The second assumes that CVCHS is able to meet the demand for the school by enrolling additional students over the term of the renewed charter.

## **Financial Reporting**

CVCHS shall provide reports to the County as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

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

CVCHS shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Should CVCHS receive this funding directly, the Charter School is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. CVCHS shall provide the County with all financial and related reports pursuant to established timelines, including enrollment attendance, to enable the County to meet its requirements by law.

## **Revenue Flow/Depository/Accounting**

As a direct funded charter school, most of the school's state and federal revenue flows directly from the state to the school's account in the County Treasury.

All such revenue deposits will be recorded in the CVCHS selected financial system, which meets CDE reporting guidelines for charter schools. Revolving accounts with a local financial institution may be established for day-to-day expenditures from the General Fund, Food Services, and other miscellaneous accounts. Fiscal control procedures are adopted and maintained by CVCHS.



## Attendance Accounting Procedures

Existing attendance accounting procedures that provide sufficient checks and balances will continue to be used unless a more efficient system can be devised that will satisfy state requirements.

## Facilities

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

CVCHS is located at 1101 Alberta Way, Concord, California 94521 via an annual Proposition 39 request made to MDUSD in accordance with Education Code Section 47614 and its implementing regulations. The Charter School plans to utilize these school buildings, grounds, furnishings, equipment, and existing supplies for the duration of the renewal charter term.

The Charter School's campus at 1101 Alberta Way complies with state building codes and/or the Field Act in accordance with Education Code Section 47610.5, 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.

CVCHS shall comply with Education Code Section 47610 and/or Education Code Section 47610.5 by using facilities that are compliant with all laws and ordinances, rules and regulations applying to a charter school facility including, but not limited to, testing fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CVCHS conducts fire drills as required under Education Code Section 32001.

In addition to the campus at 1101 Alberta Way, the Charter School currently maintains an off-site administrative office located at 1520 Kirker Pass Road, Suite B, Clayton, CA 94517. There are no student activities held at this site, and students and parents do not go to this location.

Furthermore, the Charter School's physical education department hosts classes daily at Clayton Valley Bowl, located at 5300 Clayton Rd, Concord, CA 94521. This use is through an agreement, but CVCHS does not lease Clayton Valley Bowl. CVCHS also rents an off-site parking lot from the City of Concord which is used daily by students for overflow parking due to a lack of sufficient parking spots on the CVCHS campus and neighborhood parking restrictions. This lot is located at the Boatwright Sports Complex at 800 Alberta Way, Concord, CA 94520.

## Insurance

CVCHS purchases and maintains general liability, workers compensation, directors and officers, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the County and CVCHS's insurer. The County Board of

Education shall be named as an additional insured on all CVCHS policies. Evidence of the above insurance coverage is available upon request to the County.

## **Administrative Services**

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

CVCHS is responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. CVCHS currently contracts with Charter School Management Corporation (CSMC), a business and development company specializing in charter schools, for administrative and “back office” services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS and PERS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

Any services from the County will be provided on a fee-for-service basis pursuant to a negotiated memorandum of understanding (MOU) between the County and CVCHS.

## **Transportation**

CVCHS contracts with outside transportation vendors for transportation needs including Special Education, curricular off campus trips and athletic competitions.

## **Food Services**

CVCHS provides for food services through an outside vendor that complies with state regulations. CVCHS ensures that its contracted food services vendor will follow all applicable laws governing the safety and quality of food. Additionally, all employees of the food services vendor will complete a background check pursuant to Education Code Section 45125.1.

## Maintenance

CVCHS will be responsible for routine maintenance and repair on the facilities including, but not limited to, custodial, gardening, landscaping, and tree trimming services. CVCHS may hire an outside vendor for these services.

## Potential Civil Liability Effects

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

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

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

Further, CVCHS and the County will enter into a memorandum of understanding, wherein CVCHS shall indemnify the County for the actions of CVCHS under this charter.

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

As stated above, insurance amounts are determined by recommendation of the County and CVCHS' insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of CVCHS.

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





# CONCLUSION



# CONCLUSION

By approving this charter renewal, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. CVCHS shall continue to work independently yet cooperatively with the County to establish the highest bar for what a charter school can and should be, and for what high school students can achieve. To this end, CVCHS pledges to work cooperatively with the County to answer any concerns over this charter renewal and to present the County with the strongest possible proposal requesting a charter renewal term from July 1, 2020 through June 30, 2025.





**CLAYTON VALLEY**  
**CHARTER HIGH SCHOOL**

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