

CCLA

Charter Renewal Petition

Term Date: July 1, 2026 – June 30,
2031

Gabriela Mendoza-Torres
Submitted to the Board of
Education, Santa Rosa City
Schools
April 8, 2026

Table of Contents

| | |
|--|----|
| Introduction and/or Executive Summary..... | 3 |
| Assurances, Affirmations, and Declarations..... | 4 |
| CHARTER RENEWAL CRITERIA..... | 6 |
| A. California Dashboard Performance | 6 |
| B. Verified Data | 14 |
| C. Conclusion | 17 |
| DESCRIPTION OF ELEMENTS REQUIRED BY THE CHARTER SCHOOLS ACT OF 1992..... | 17 |
| ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM | 17 |
| ELEMENT 2: MEASURABLE STUDENT OUTCOMES | 39 |
| ELEMENT 3: METHODS FOR MEASURING STUDENT PROGRESS | 44 |
| ELEMENT 4: GOVERNANCE STRUCTURE | 48 |
| ELEMENT 5: EMPLOYEE QUALIFICATIONS | 49 |
| ELEMENT 6: HEALTH AND SAFETY PROCEDURES | 53 |
| ELEMENT 7: BALANCE OF STUDENTS FROM DIFFERENT SUBGROUPS | 60 |
| ELEMENT 8: ADMISSIONS AND LOTTERY PROCEDURES | 62 |
| ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS | 68 |
| ELEMENT 10: STUDENT DISCIPLINE | 69 |
| ELEMENT 11: RETIREMENT SYSTEMS | 77 |
| ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES | 78 |
| ELEMENT 13: POST-EMPLOYMENT RIGHTS | 79 |
| ELEMENT 14: DISPUTE RESOLUTION PROCEDURES | 80 |
| ELEMENT 15: CLOSURE PROCEDURES | 82 |
| MISCELLANEOUS CHARTER PROVISIONS..... | 84 |
| A. Financial Information | 84 |
| B. Operational and Other Potential Effects | 84 |
| C. Facilities | 85 |
| D. Community Impact | 85 |
| E. Independent Study Requirements | 85 |
| APPENDICES..... | 87 |
| APPENDIX A | 87 |

Introduction and/or Executive Summary

Dear Superintendent August and Members of the Governing Board,

On behalf of the petitioners, we respectfully submit this charter petition for CCLA Language Academy (CCLA), a Two-Way Dual Immersion (TWDI) Spanish/English program serving English-only students and multilingual learners in Santa Rosa. CCLA is a dependent charter school authorized by Santa Rosa City Schools (SRCS) and has been serving the community since its founding.

CCLA opened in 2013 in direct response to the community for improved educational equity within SRCS. CCLA began with one Kinder Academy and three Kindergarten classes and a vision to become a complete TK-8 TWDI over the next decade. Each year, from 2014 through 2021, CCLA grew its bilingual student body and staff by adding a grade. In 2019, CCLA was relocated to the Lawrence Cook Middle School campus to accommodate the expanded student body. By the start of the 2021–2022 school year, CCLA achieved its goal to serve students from TK-8 with comprehensive dual language immersion. CCLA also expanded its mission to include non TWDI middle school students from southwest Santa Rosa (those residing within the former Lawrence Cook boundaries). As part of its continued growth and commitment to providing a full bilingual educational pathway for students and families, CCLA proposes to expand to serve students from Transitional Kindergarten through high school beginning in the 2026–2027 school year.

The lead petitioner for this charter submission is Gabriela Mendoza-Torres, Interim Principal, and the school will continue to operate under the oversight of Santa Rosa City Schools as its authorizing district. CCLA remains committed to providing a rigorous bilingual, biliterate, and multicultural education that prepares students for college, career, and civic leadership.

CCLA's Two-Way Dual Immersion program is designed to support both native English speakers and multilingual learners in developing high levels of academic achievement, bilingualism, biliteracy, and cross-cultural competence. Through this program, students learn in both Spanish and English, strengthening language development while meeting California academic standards.

This petition represents charter renewal and requests a charter term of 5 years, consistent with applicable provisions of the California Education Code. The public hearing(s) for this charter petition are scheduled to occur on May 13, 2026.

The petitioners hereby certify that they deem this charter petition to be complete and that it contains the information required pursuant to California Education Code Section 47605 and related statutes governing charter school petitions.

We appreciate the continued partnership with Santa Rosa City Schools and look forward to the opportunity to present this petition and continue serving the students and families of our community.

Sincerely,

Gabriela Mendoza-Torres
Interim Principal

Assurances, Affirmations, and Declarations

I, Gabriela Mendoza-Torres, interim principal, hereby certify that the information submitted in this renewal petition for approval of the existing California public charter school named CCLA Language Academy (“CCLA” or the “Charter School”), located within the boundaries of Santa Rosa City Schools, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if the charter is granted, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following, and shall:

-
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Santa Rosa City Schools shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, 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(e)(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(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (*e.g.*, 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). [Ref. Education Code Section 47605(e)(1).]
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the Superintendent of the District of the pupil's last known address within 30 days and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school District without graduating or completing the school year for any reason, the school District shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- Update and reissue if requested, a former student's records to include the student's updated legal name or gender, upon receipt of government-issued documentation of a change of name or gender or, if such documentation is not available, upon request in accordance with the procedure in Education Code 49070. (Ref. Education Code Sections 49062.5 and 49070.)
- Adopt a policy that is consistent with the model policy developed by the California Attorney General addressing the charter school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill the other requirements of Education Code 234.7 (Ref. Education Code Section 234.7.)

Gabriela Mendoza-Torres
Interim Principal
Lead Petitioner

DATE

CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the addition of Education Code Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and in some circumstances, the performance of the charter school on assessment deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

According to the Charter School Performance Category Data File most recently published by the California Department of Education, CCLA falls into the middle performing category and is eligible, and as clearly demonstrated by the evidence, meets the criteria for charter renewal for a term of 5 years, as demonstrated below.

A. California Dashboard Performance

Education Code Section 47607.2(b) states: “For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the school wide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].”

The chartering authority shall provide greater weight to the performance on measurements of academic performance determining whether to grant a chart renewal. “Measurements of academic performance” as defined in statute as “indicators included in the [Dashboard] that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system and the college and career readiness indicator.” (Education Code Section 47606(c)(3).)

Introduction

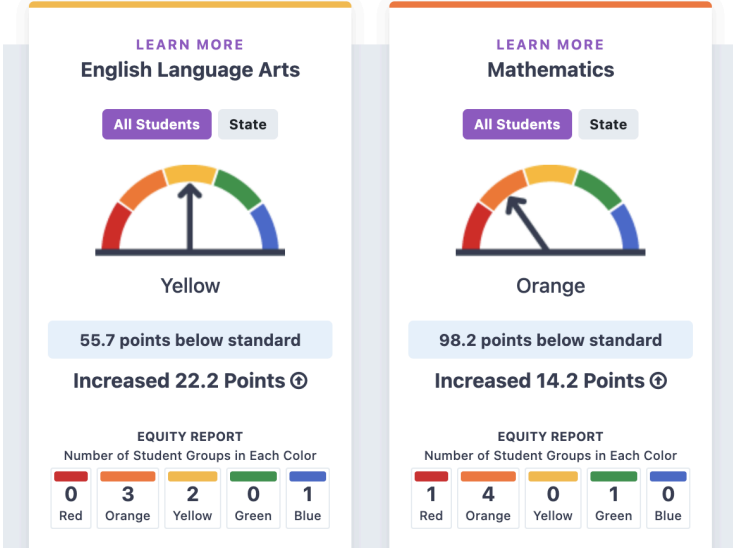
Before COVID-19 disrupted life and learning across the state and nation, CCLA’s Dashboard data show substantial academic growth from 2018-2019. In the graph below are CCLA’s CAASPP trends in English Language Arts (“ELA”) and math scores over the 2022-2025 testing period. Through a level of implementation strategies, clear direction of dual language programming by administrators, and Professional Learning Communities (“PLC”) work in the past year, scores increased in both subjects.

| Dashboard Performance from 2018 to 2025 | | | | | | | | |
|---|-------|-------|--|------|--------|--------|--------|-------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
| English Language Arts | -64.5 | -35.7 | California Dashboard Release Suspended | | -70.2 | -70.8 | -77.9 | -55.7 |
| Mathematics | -29.0 | -46.5 | | | -110.4 | -121.6 | -112.4 | -98.2 |
| English Learner Progress | - | - | | | - | - | 50.7% | 50.5% |
| Chronic Absenteeism | 9.4% | 7.5% | | | 32.2% | 31.8% | 21.8% | 13.6% |
| Suspension Rate | 4.2% | 2.1% | | | 9.0% | 8.2% | 8.3% | 6.5% |

CCLA’s Positive Trends in Math and ELA CAASPP Scores

Academic performance data demonstrate positive growth trends in both ELA and Math, reflecting the school’s capacity for continuous improvement.

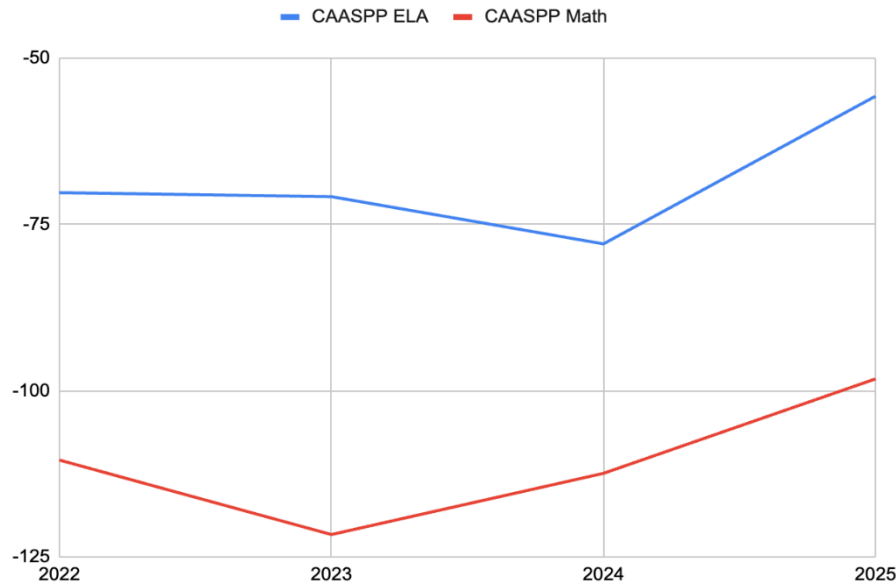
In ELA, the school earned a Yellow performance designation and achieved a notable increase of 22.2 points, reducing the gap to state standards to 55.7 points below standard. CCLA’s performance in Math, currently in the Orange range, showed a 14.2-point increase, indicating meaningful progress despite remaining 98.2 points below standard.



Equity reports across both content areas show no student groups in Red for ELA and limited concentration of groups in lower performance bands in Mathematics, with evidence of groups performing at or above standard in both subjects. Collectively, these outcomes underscore the effectiveness of targeted instructional strategies, data-driven

supports, and a focused commitment to improving student achievement while addressing identified areas for continued growth.

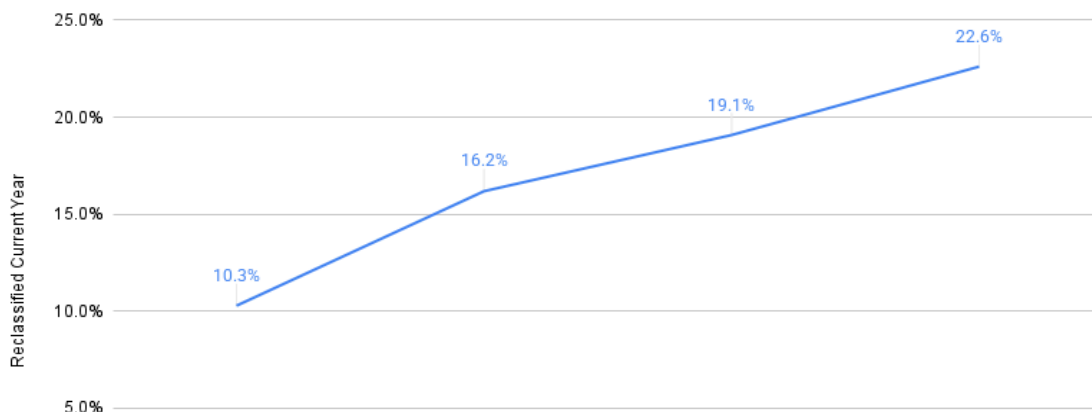
CAASPP Scores Over Time



MULTILINGUAL LEARNERS (English Learners)

As part of our commitment to academic excellence and equity, our dual language program continues to be a cornerstone of CCLA’s educational model. By providing instruction in both Spanish and English, we foster biliteracy, cultural competency, and cognitive growth for all students. Over recent years, the program has shown measurable success, reflected in an increase in the reclassification rate of MLs, demonstrating that students are achieving proficiency in English while strengthening their home language in Spanish. CCLA will continue expanding and enhancing this program, ensuring that all students have access to high-quality dual language instruction and the support necessary to thrive academically and socially.

Reclassified Current Year vs. year

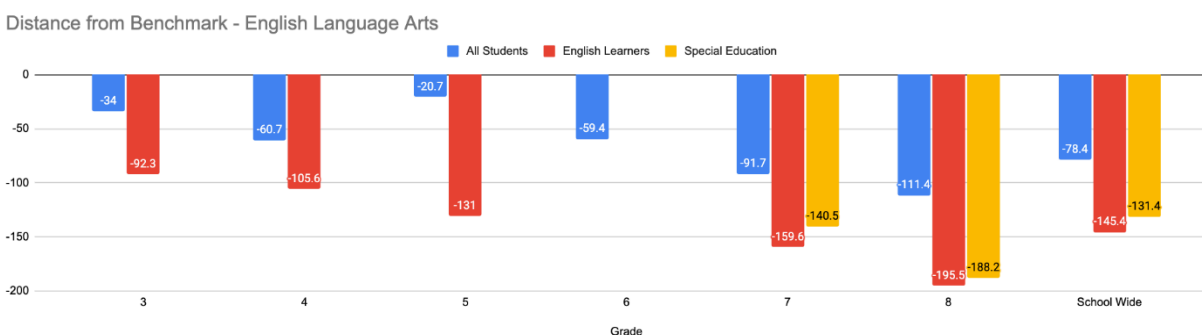


CAASPP- Multilingual Learners and Students with Disabilities (Results Spring 2025)

Equity, Subgroup Performance, and Dual Language Impact (ELA)

Multilingual Learners

The Distance from Standard in ELA data highlights persistent opportunity gaps for two priority student groups: MLs and Students with IEPs. Across grade levels, both subgroups performed below grade-level expectations, with larger gaps emerging in upper elementary and middle school, where academic language demands and text complexity increase.



At the same time, the data demonstrates the positive long-term impact of sustained participation in the Dual Language program. Students who have been enrolled in the Dual Language model since elementary school show stronger academic growth and improved performance on the ELA CAASPP assessment, with progress toward meeting grade-level benchmarks. These outcomes reflect the benefits of biliteracy development, cross-language transfer, and sustained exposure to rigorous academic instruction in both Spanish and English.

In contrast, students entering the Dual Language program in 7th grade, who have not previously benefited from long-term biliteracy instruction, demonstrate greater distance from benchmark. This underscores the importance of early and continuous participation in Dual Language programming to maximize academic and linguistic outcomes.

To address this need, the school is committed to expanding equitable access to Spanish-language core academic coursework at the secondary level. Providing 7th-grade students full access to the course catalog, including the option to take core academic courses in Spanish, supports language proficiency, strengthens academic identity, and promotes improved long-term literacy outcomes.

This data reinforces the school's charter commitment to educational equity, biliteracy development, and closing opportunity gaps by strengthening Dual Language program continuity, expanding access to linguistically responsive instruction, and ensuring that MLs receive high-quality, inclusive, and academically rigorous learning opportunities.

The Benefits of the Dual Language Model

While MLs show a greater distance from benchmark in English Language Arts, this data must be interpreted within the context of the school's Dual Language Immersion ("DLI") program, where students are developing biliteracy, bilingualism, and cross-linguistic transfer.

Research indicates that students in high-quality dual language programs may demonstrate delayed English benchmark performance in early years, followed by long-term academic gains, stronger reading comprehension, and higher overall literacy achievement. The Dual Language model supports:

- Stronger metalinguistic awareness and cognitive flexibility.
- Accelerated long-term literacy growth in both Spanish and English.
- Closing opportunity gaps through culturally and linguistically sustaining instruction.

The school remains committed to strengthening integrated ELD, Spanish literacy development, and intentional cross-language instructional strategies to ensure MLs continue progressing toward grade-level proficiency while preserving the long-term academic advantages of bilingual education.

Students with IEPs & Inclusive Academic Access

Students with IEPs demonstrate significant distance from benchmark, reflecting the need for specialized instruction, individualized learning supports, and aligned intervention systems. In alignment with charter renewal priorities, the school will continue to expand:

- Small-group and targeted literacy interventions
- Inclusive classroom models, universal design
- Frequent progress monitoring to ensure accountability and instructional responsiveness

Equity-Focused Charter Commitments

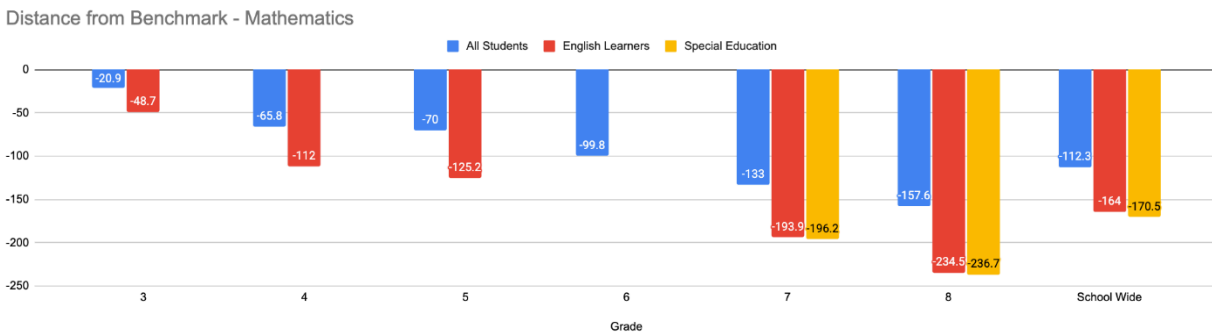
As part of its renewal framework, the school commits to closing subgroup achievement gaps while maintaining high academic expectations for all students through:

- Strengthening multi-tiered system of supports ("MTSS") interventions
- Expanding targeted literacy supports for MLs and Students with IEPs

- Enhancing Dual Language program fidelity and biliteracy outcomes
- Increasing cross-department collaboration among General Education, ELD, and Special Education teams
- Using subgroup data to drive continuous improvement, instructional refinement, and accountability

Equity and Subgroup Performance in Mathematics (CAASPP)

Analysis of CAASPP Mathematics results reveals significant and persistent achievement gaps for key student subgroups, particularly MLs and Students with Disabilities. These gaps deepen across grade levels and become most pronounced in middle school, indicating systemic inequities in access to grade-level mathematical learning.



Multilingual Learners

MLs consistently performed well below state standards in mathematics. While Grade 3 ML students were approximately 49 points below the benchmark, the gap widened dramatically in upper grades. By Grade 7, MLs were nearly 194 points below standard, and by Grade 8, the gap expanded further to 235 points. School-wide, ML students remained 164 points below proficiency. This trend suggests that as mathematical instruction becomes increasingly abstract and language-intensive, current instructional supports are insufficient to ensure equitable access for MLs.

Students with Disabilities

Students with Disabilities demonstrated the greatest academic risk among all subgroups. In both Grade 7 and Grade 8, students with IEPs perform over 196 and 237 points below standard respectively and 3-6 grade students with an IEP 148.8 points below standard. School-wide, students with IEPs are more than 170 points below benchmark. These results highlight a critical need for more intensive, differentiated, and specialized instruction aligned to grade-level standards.

Collectively, the data indicate that the school’s most vulnerable populations are not yet experiencing equitable learning outcomes in mathematics. The widening gaps in middle school underscore the importance of strengthening Tier I core instruction, expanding targeted interventions, and increasing alignment between language development, special education services, and mathematics instruction.

Equity-Focused Charter Commitments

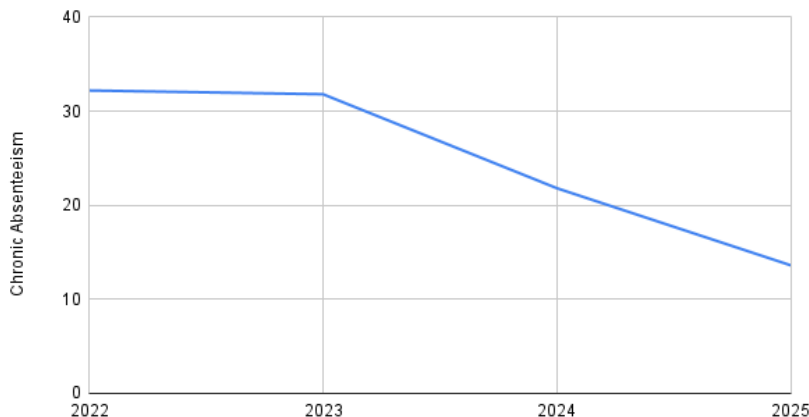
In response, the school has prioritized an equity-driven improvement plan that includes:

- Enhanced professional development in differentiated and culturally responsive math instruction.
- Increased use of data-driven small group interventions for ML and IEP students.
- Greater collaboration between general education, special education, and multilingual support staff.
- Systematic progress monitoring to ensure that instructional adjustments result in measurable growth.

These strategies reflect the school’s commitment to addressing opportunity gaps and ensuring that all students, regardless of language proficiency or disability status, have meaningful access to rigorous, standards-aligned mathematics instruction.

Chronic Absenteeism and Suspension Rates for CCLA as Reflected on the California Dashboard

Chronic Absenteeism Over Time



As reflected on the Dashboard, CCLA has demonstrated significant progress in reducing chronic absenteeism from 2022 to 2025. Although rates remained relatively high between 2022 and 2023, CCLA saw a substantial decrease in 2024 and continued improvement into 2025. This sustained reduction in the chronic absenteeism rate reflects the

effectiveness of CCLA’s comprehensive attendance strategies, including early identification of at-risk students, consistent progress monitoring, timely family outreach,

and individualized attendance interventions. Additionally, the integration of counseling supports, restorative practices, and clear communication of attendance expectations has strengthened student engagement and accountability. Collectively, these efforts demonstrate CCLA’s commitment to addressing barriers to attendance and ensuring students are present and engaged in learning.

CCLA also has demonstrated a positive and sustained reduction in suspension rates over the 2022–2025 period. The data shows a steady decline from 2022 to 2023, a slight stabilization in 2024, and a more significant decrease by 2025. This overall downward trend reflects the effectiveness of CCLA’s proactive approach to student behavior and school climate. The school has prioritized restorative practices, clear behavioral expectations, and increased access to counseling and social-emotional supports to address student needs before behaviors escalate. Additionally, staff training and consistent implementation of positive behavior interventions have contributed to improved student engagement and reduced reliance on exclusionary discipline. These outcomes demonstrate CCLA’s commitment to fostering a safe, supportive, and inclusive learning environment.

| Dashboard Performance from 2018 to 2025 | | | | | | | | |
|---|-------|-------|---|------|--------|--------|--------|-------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
| English Language Arts | -64.5 | -35.7 | California Dashboard Release Suspended | | -70.2 | -70.8 | -77.9 | -55.7 |
| Mathematics | -29.0 | -46.5 | | | -110.4 | -121.6 | -112.4 | -98.2 |
| English Learner Progress | - | - | | | - | - | 50.7% | 50.5% |
| Chronic Absenteeism | 9.4% | 7.5% | | | 32.2% | 31.8% | 21.8% | 13.6% |
| Suspension Rate | 4.2% | 2.1% | | | 9.0% | 8.2% | 8.3% | 6.5% |

B. Verified Data

While the state’s CAASPP tests are completed once a year in the spring, CCLA continues the administration of verified local assessments in order to monitor student learning and effectiveness of its educational program. CCLA utilizes two diagnostic assessment platforms: iReady for students in Kindergarten through eighth grade.

Administered three times a year, i-Ready measures students’ performance and progress in reading (Spanish and English) skills and mathematics.

I-Ready Reading Diagnostic Results (2024–2025)

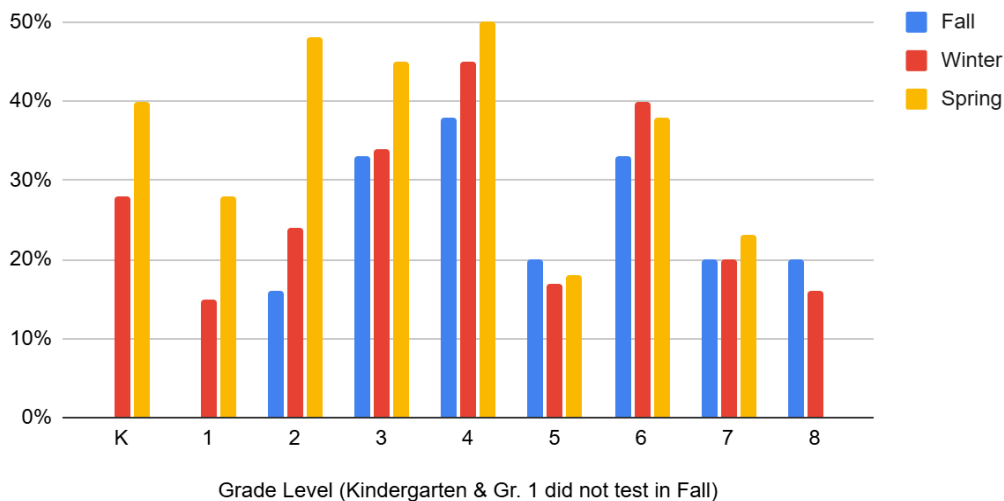
2024-2025 school year is the first year to provide CCLA the reading diagnostic results in English reading. The Spanish language reading diagnostic is available 2025-2026 and have yet to complete the assessment cycle for the year.

The 2024–2025 i-Ready Reading Diagnostic data provides evidence of measurable student growth and progress toward grade-level proficiency, supporting the school’s charter commitment to improving academic outcomes and closing achievement gaps.

Across grade levels, students demonstrated overall gains by the end of the school year, indicating that the school’s instructional model, targeted interventions, and data-driven decision-making processes are producing positive academic impact. These results reflect fidelity to the charter’s academic program design, particularly in literacy development and structured response to student learning needs.

2024-25 i-Ready Reading Diagnostic Results

Percentage of Students On or Above Grade Level



Primary grade performance (K–2) showed meaningful progress in early literacy benchmarks, reinforcing the charter’s emphasis on strong foundational reading instruction. These outcomes validate continued investment in early intervention and evidence-based literacy practices. In the fall K and 1st grade did not test.

In upper elementary grades (3–6), achievement levels were strongest in Grades 3 and 4, suggesting effective curriculum alignment, instructional rigor, and teacher implementation of grade-level standards. Grade 5 data highlighted a targeted area for improvement, and the school has identified this grade span for expanded intervention services, progress monitoring, and instructional coaching as part of its charter renewal improvement plan.

Middle school performance (Grades 7–8) reflected the increasing academic demands of complex texts and disciplinary literacy. In alignment with charter renewal priorities, the

school will strengthen secondary literacy strategies, academic vocabulary development, and cross-content reading integration to ensure continued student growth and college- and career-readiness.

Charter Renewal Commitments and Next Steps

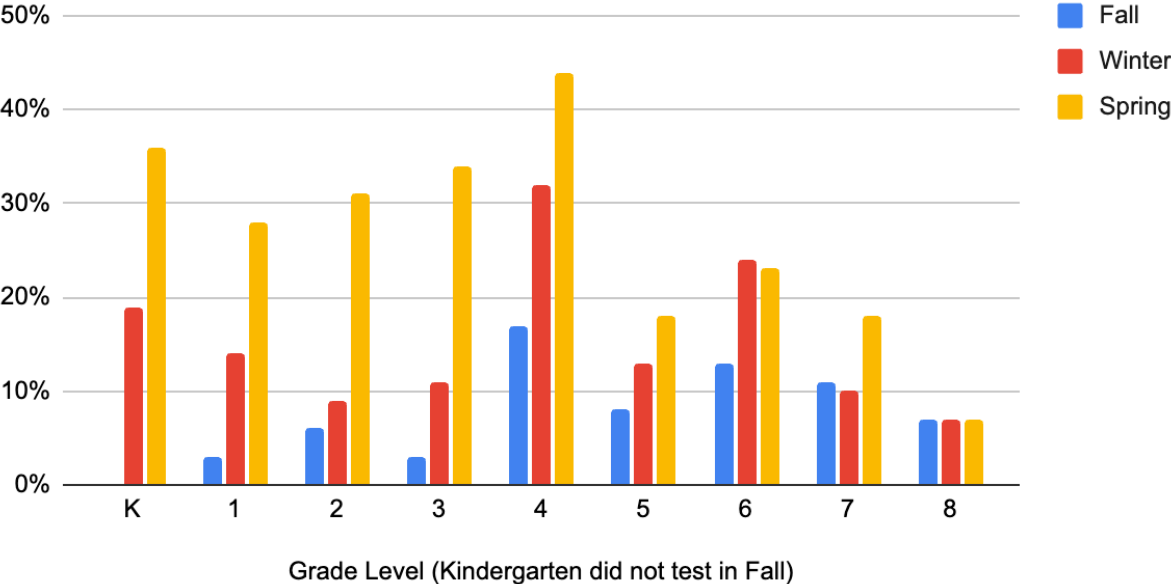
In alignment with the charter renewal framework, the school commits to:

- Sustaining strong early literacy programming.
- Expanding targeted reading interventions and multi-tiered supports.
- Strengthening data-driven instructional cycles and progress monitoring.

I-Ready Math Diagnostic Results (2024–2025)

2024-25 i-Ready Math Diagnostic Results

Percentage of Students On or Above Grade Level



The 2024–2025 i-Ready Math Diagnostic data demonstrated measurable student growth across grade levels, indicating progress toward grade-level proficiency and alignment with the school’s charter commitment to improving academic outcomes in mathematics.

Across Fall, Winter, and Spring assessment windows, most grade levels showed incremental gains, reflecting the impact of instructional strategies, curriculum

implementation, and targeted math interventions. While progress is evident, the overall percentage of students performing on or above grade level indicates an ongoing need to accelerate math achievement and close proficiency gaps, particularly as mathematical content becomes more rigorous in upper grades.

Primary grade performance (K–2) reflected strengthening foundational math skills, including number sense, counting, and basic operations. These gains support the charter’s emphasis on early intervention and the development of strong conceptual math foundations.

In the upper elementary grades (3–6), Grade 4 demonstrated the strongest proficiency outcomes, suggesting effective alignment between curriculum, instruction, and grade-level standards. Other grade levels showed steady improvement but reveal opportunities to enhance conceptual understanding, multi-step problem solving, and mathematical fluency. These findings have informed targeted instructional support and intervention planning as part of the charter renewal improvement strategy.

Middle school performance (Grades 7–8) reflected lower proficiency rates, consistent with increasing academic demands and preparation for algebra-level coursework. In response, the school will strengthen secondary math instruction, algebra readiness initiatives, and data-driven intervention models to ensure students are prepared for advanced coursework and long-term academic success.

Charter Renewal Commitments and Next Steps

In alignment with the charter renewal framework, the school commits to:

- Strengthening foundational math instruction in primary grades
- Expanding targeted math interventions and progress monitoring systems
- Enhancing conceptual understanding, procedural fluency, and problem-solving instruction
- Increasing algebra readiness and secondary math supports
- Using assessment data to drive continuous improvement, accountability, and instructional refinement

Overall, the math performance data reflects positive growth trends while identifying clear priorities for acceleration, demonstrating the school’s commitment to improving academic outcomes and fulfilling the academic performance goals outlined in the charter renewal petition.

C. Conclusion

As CCLA continues to implement PLCs, quality-first instruction, TWDI strategies, and language acquisition strategies to improve student learning that is reflected in the California Dashboard and although scores are below standard, by implementing the strategies outlined above student learning will be reflected in the metrics in the following years.

DESCRIPTION OF ELEMENTS REQUIRED BY THE CHARTER SCHOOLS ACT OF 1992

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

- (i) *A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*
- (ii) *A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils is identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.*
- (iii) *If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents/guardians about the transferability of the courses to other public high schools and the eligibility of the course to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of School and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” through “G” admission criteria may be considered to meet college entrance requirements.*

Education Code § 47605 (b)(5)(B).

CCLA Language Academy is a dependent charter school offering a Two-Way Immersion Program (Spanish/English) to students in Santa Rosa. CCLA opened in 2013 with a Kinder Academy and Kindergarten classes. By the beginning of the 2026-2027 school year, CCLA serves students in TK through 12th grades.

Mission Statement

The mission of the CCLA Language Academy (CCLA) is to create a family and community-centered environment that promotes a rigorous academic environment which creates bilingual, biliterate and multicultural quality education for all students. This environment fosters creative, honest and kind citizens of the community and the world.

Motto: Bilingual/Biliterate/Bicultural/By Choice

Education for the 21st Century

The twenty-first century is characterized by an expanding, technology-driven, complex, and changing global community. Effective citizens will need to communicate clearly, demonstrate strong creativity, and work collaboratively with others who may be very different from them. They will need highly developed critical-thinking and

problem-solving skills and the oral, literacy, cross-cultural, and interpersonal skills to effectively communicate in more than one language.

As educated persons in the twenty-first century, students will need to be college and career ready after high school. CCLA prepares students by providing them with the necessary tools and skills as outlined in our goals and measurable student outcomes, which are outlined in Element 2 below.

Student Demographics and Target Population

As a dual language immersion program focused on Spanish and English, our student demographics highlight the importance of maintaining a high-quality dual language program. Understanding the students CCLA serves allows us to identify and remove barriers, mitigating challenges to learning as much as possible. In previous years, with approximately 50% MLs and 50% English-Only (“EO”) students, our demographics closely aligned with the ideal 50/50 model ratio for dual language programs.

| Demographics from 2018 to 2025 | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|
| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
| African American | 0.3% | 0.3% | 0.2% | 0.2% | 0.1% | 0.4% | 0.5% | 0.5% |
| American Indian or Alaska Native | 0 | 0.3% | 0.2% | 0.2% | 0.3% | 0.2% | 0.1% | 0.1% |
| Asian | 1.0% | 0.8% | 0.7% | 0.7% | 1.5% | 1.3% | 0.7% | 1.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.1% | 0.4% | 0.1% | 0.1% |
| Hispanic / Latinx | 87.1% | 85.6% | 84.4% | 85.7% | 86.5% | 88.2% | 90.0% | 90.3% |
| Pacific Islander or Native | 0.0% | 0.0% | 0.0% | 0.0% | 0.5% | 0.1% | 0.1% | 0.1% |

| | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|
| Hawaiian | | | | | | | | |
| Multiple Races | 1.3% | 1.1% | 2.6% | 1.8% | 2.3% | 1.8% | 1.5% | 1.4% |
| White | 9.7% | 11.1% | 11.8% | 11.4% | 8.3% | 7.7% | 6.9% | 6.3% |
| English Learners | 57.9% | 46.1% | 44.9% | 39.1% | 41.0% | 46.0% | 40.4% | 32.7% |
| Socioeconomically Disadvantaged | 60.5% | 60.4% | 54.4% | 60.0% | 49.2% | 62.0% | 63.5% | 76.1% |
| Students with Disabilities | 4.2% | 5.7% | 13.0% | 13.0% | 15.7% | 13.5% | 12.5% | 9.6% |
| Foster Youth | 0.0% | 0.0% | 0.0% | 0.2% | 0.3% | 0.2% | 0.2% | 0.3% |
| Homeless | 0.0% | 0.0% | 0.2% | 0.2% | 1.1% | 1.5% | 2.7% | 3.8% |
| Total Enrollment | 309 | 369 | 423 | 440 | 927 | 853 | 811 | 773 |

Program Overview

The CCLA community believes that the best setting for educating linguistic minority pupils—and one of the best for educating any pupil—is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement (C. Glenn, 1990).

CCLA is a school dedicated to excellence and fidelity to a high quality implementation of the two-way bilingual immersion (TWBI) model. CCLA will support all students in a

rigorous, highly focused educational environment that will prepare them for a future in higher education and a global workforce.

The CCLA is dedicated to inspiring each child to realize their unique potential. Central to the educational philosophy is the belief that children learn best when:

- There are high standards and expectations for all.
- Students become active participants in, not mere recipients, of their education.
- A positive school culture is developed that respects diversity and multiculturalism.
- Parents and community are seen as essential partners.
- The language and culture of all families are valued and embraced.
- Students are provided a positive, respectful learning environment, where they take responsibility for their actions, choices and learning.
- Collaboration and positive interaction among peers is facilitated.
- Students are offered meaningful high quality instruction.
- Students are given opportunities to use technology as a tool to access and share knowledge across the content areas.
- Teachers reflect and differentiate instruction based on the student's needs.
- Teachers are given time to collaborate and plan instruction based on assessment and student needs.
- Teachers and staff are provided quality professional development to ensure they are implementing best practices and current research.

The current research regarding language acquisition states the needs of language minority and language majority students can be simultaneously met by combining the best features of immersion programs and of bilingual education. According to Kathryn Lindholm-Leary, Dr. Stephen Krashen, and Dr. James Cummins, bilingual immersion programs are based on four underlying ideas:

1. A second language is best acquired by language minority students when their first language is firmly established.
2. Second language is best acquired by language majority students through immersion in that language.

3. Knowledge learned through one language paves the way for knowledge acquisition in the second language. Thus, students who learn content in one language are expected to demonstrate content knowledge in the second language once they acquire the language skills to express the knowledge.
4. Students need to reach a threshold level of native language proficiency in order to facilitate second language development. Long-term cognitive advantages of bilingualism will not accrue until the student has sufficiently developed both languages.

CCLA's educational program has been developed using the strong and consistent research regarding quality bilingual education programs that have shown high rates of academic success in both English and the minority language for English learners (Francis et al, 2006; Genesee, Lindholm-Leary, Saunders & Christian, 2006; Krashen & Biber, 1988; Lindholm Leary, 2000; Lindholm-Leary & Borsato, 2006; Lindholm-Leary & Genesee, in press; Ramirez, Yuen and Ramey, 1991; Tempes, 1984-85; Thomas & Collier, 2001; Willig, 1985). Such studies document the numerous benefits of extended native language instruction, including initial literacy instruction, for ELs in quality programs.

National program effectiveness findings show that enrichment one-way (developmental or bilingual maintenance) and two-way bilingual immersion programs are “the only programs that assist students to fully reach the fiftieth percentile in both Language 1 and Language 2 in all subjects and to maintain that high level of achievement.” Schools implementing high quality two-way immersion programs can expect one-fifth to one-sixth of the achievement gap for English Learners to close each year (Thomas & Collier, 2002). Additionally, two-way programs produce more students who pass the high school exit exam (Lindholm-Leary, 2010) and fewer high school dropouts (Thomas and Collier, 2001). Two-way immersion programs also have shown significant results in closing the achievement gap for Latinos, which has remained a persistent problem in the United States. Two-way immersion programs give equal status to both languages and typically enroll Latino students alongside non-Latino students, providing the additional advantage of fostering positive intergroup relations (Morales & Aldana, 2010).

Lindholm-Leary (2006) concluded that all groups benefit from two-way immersion education. For every group of students considered (English Learner, Reclassified-Fluent English Proficient, English Proficient, Latinx, Free Lunch, Special Education), each group scored equivalent or superior to comparison averages in California for that group after completing a two-way immersion program. The benefits are magnified when it is taken into account that students from two-way immersion programs are bilingual and biliterate.

A solid two-way immersion program also provides students with important socioemotional skills. Two-way students who spend considerable time in peer to peer and group interactions show high levels of multicultural competence, positive attitudes

toward other languages and cultures and toward students who are different from them. In addition, these students are motivated and value their experience in learning through two languages and cultures (DeJong, 2009; Lindholm-Leary, 2009; Lindholm-Leary & Borsato, 2004). This atmosphere of inclusiveness in the dual-language environment meets the cultural needs of minorities and provides opportunities for them to experience the world of their non-minority peers. Just as importantly, non-minority students expand their worldview and respect for the customs and experiences of others (Thomas and Collier, 2001).

Percentage of Instructional Time in the Designated Language

90/10 Transitional Kindergarten and Kindergarten: 90% of the day is in Spanish and 10% of the day is in English.

80/20 First Grade: 80% of the day is in Spanish and 20% of the day is in English.

70/30 Second Grade: 70% of the day is in Spanish and 30% of the day is in English.

60/40 Third Grade: 60% of the day is in Spanish and 40% of the day is in English.

50/50 Fourth to sixth Grade: 50% of the day is in Spanish and 50% of the day is in English.

40/60 seventh to eighth grade: up to 40% of the day in Spanish and 60% of the day in English based on course offerings

10/90 Ninth to Twelfth grade: 10% of the day is in Spanish and 90% of the day is in English based on the high school course offerings.

Program Goals



CESAR CHAVEZ LANGUAGE ACADEMY

Tres Pilares de Educación de Lenguaje Dual Three Pillars of Dual Language Education



**Bilingüismo y
balfabetismo
Bilingualism &
Biliteracy**



**Logro académico a
nivel de grado
Grade Level Academic
Achievement**



**Competencia
sociocultural
Sociocultural
Competence**

Bilingualism and Biliteracy- All students will have access to a language class to learn to read, write, listen, and speak in Spanish and English.

Quality First Instruction - Through a focus on academic rigor and effective instructional practices, all students will learn at grade level or higher.

Multicultural Competence- Students will develop high levels of self-confidence and cross-cultural understanding. They will be able to compare and contrast other cultures, leading to respect and appreciation of ethnic diversity, cultural pluralism, and individual differences.

Social Skills and Social Responsibility- Students will develop a strong sense of responsibility, confidence, self-motivation, and the leadership skills necessary for success in the classroom and beyond. CCLA will encourage students to think critically, analyze, question, and resolve conflicts peacefully. Students will learn to work effectively in groups, to help each other and contribute to their community, and to prepare for the professional skills required in a global society.

Home and School Partnership- Parents and guardians are valued and respected as important members of the school team. Parents are encouraged to volunteer at least 12 hours throughout the school year. In order to ensure academic success in the TWDI program, parents will sign a compact agreeing to the Home/School Partnership.

Curriculum and Instruction

Classroom-Based Instructional Strategies for All Subjects

CCLA expects teachers to consistently hold students to rigorous academic standards. Special attention will be given to strategies proven effective in second language acquisition. Because all students are second language learners at CCLA, teachers must implement instructional strategies that enable students to comprehend content in a second language while continuing to develop high levels of proficiency in both languages.

The following research-based teaching strategies and practices shown to be effective with both English Learner and English Proficient students (see the Guiding Principles for Dual Language Education, Lindholm-Leary, 2008) will be employed:

Balanced literacy program- A balanced literacy program offering students multiple strategies for becoming proficient in reading and writing that incorporates best practices in guided and self-directed reading activities, phonics, grammar, genres of literature, and shared, interactive and independent student writing for multiple purposes.

Language strategies using best practice such as: Guided Language Acquisition Design (GLAD). Project GLAD practices will be implemented to promote language acquisition, academic achievement, and cross-cultural skills. Project GLAD develops meta-cognitive use of high level, academic language and literacy.

College and career readiness strategies such as: Advancement via Individual Determination (AVID). The strong college-going and career readiness culture on campus encourages students to think about their college and career plans.

Schools cover their walls with college pennants and banners, and educators speak about their college experiences. College and careers are no longer foreign concepts, and teachers provide the academic foundation students need to be on a path for college and career success.

Staff will utilize strategies from other successful two-way immersion schools in the state of California including:

- Cross-curricular thematic units of study.
- Systematic assessment of student progress.
- School-wide focus on language development and acquisition.
- Shared vision with shared priorities and expectations for multilingual students.
- Create and maintain a clear, coherent instructional plan.
- Participate in ongoing data-driven decision-making.

Language Arts - All instruction is based on the California English Language Arts Common Core Standards, though in grades TK-2, literacy is taught in Spanish. CCLA uses a Common Core-aligned McGraw-Hill Spanish Language Arts program, Maravillas, and the District-adopted Collaborative Curriculum Design Units in English, as well as the Step Up to Writing program for the writing curriculum. Teachers will use appropriate reading instructional practices to promote biliteracy. Some of these approaches and strategies include: direct, sequential instruction; modeling, guided practice, and independent practice; encouraging students to become efficient readers and writers, and to read and write for meaning in English and Spanish. Teachers will create rigorous higher level learning opportunities where students are encouraged to use higher order thinking skills.

Strategies used based on the science of reading will include:

- Systematic Phonics and Decoding Instruction.
- Explicit Grammar Instruction.
- Academic Vocabulary
- Fluency Development.
- Comprehension Strategies and Skills.
- Read Aloud.
- Biliteracy Strategies.

In addition, biliteracy strategies will be used, including research and approaches based on how to help students transfer skills across languages (Sylvia Reyes; Genesee, Lindholm-Leary, Saunders & Christian, 2006).

Mathematics - All instruction is based on the Mathematics Common Core Standards. The instruction will use approaches that are based on research on how mathematical strategies and ideas develop in children. Mathematical concepts will be introduced through appropriate contexts that are structured to ensure that the strategies, representations and ideas necessary for success are fully developed. Computational fluency will then be developed in concert with children's developing number sense. Children will use multiple strategies in computation and problem-solving and learn to represent their thinking with appropriate models (number lines, area models, etc.). To accomplish this, District-adopted, Common Core aligned math curriculum, Everyday Math (in Spanish), will be used, and the faculty will collaborate to ensure these programs are properly coordinated. CCLA will continue to train and develop all of its teachers to implement this program with integrity. Children will be encouraged to view the world through a mathematical lens and to explore situations to discover the mathematical patterns and mechanisms within these environments. In addition, to infuse second language and literacy skills within mathematics, assignments will include written prompts that encourage students to integrate their writing and knowledge of mathematical concepts.

Science - All instruction is based on the Next Generation Science Standards ("NGSS"). Students will use an inquiry based approach developed around hands-on investigations with a cohesive and connected curriculum where concepts build on each other, leading students to a more comprehensive understanding of the NGSS. All students will explore environmental issues and understand the need for human beings to develop as responsible citizens of our planet. Students will follow the scientific process of asking questions, forming hypotheses, making observations, collaborating in cooperative groups, and conducting experiments to test ideas and verify results. The TCI curriculum encourages curiosity, critical thinking skills, as well as the use of technology for research and presentations.

Social Studies - All instruction is based on the History Social Science Content Standards. Students will increase reading and writing literacy through the context of standards-based social studies curriculum. National Geographic world history and American stories are used for 7-8 grade classes. K-5 grade uses the Scott Foresman History-Social science and 6th grade uses the California Vista Ancient Civilizations curriculum.

Arts - The art program will place an emphasis on multicultural art and artists. Art instruction will be based on the curriculum philosophy of art education developed by the Getty Foundation, now called Comprehensive Arts Education ("CAE"). It incorporates four components: art history, art production, art criticism and aesthetics. The program will be sequential in design and integrated into the California State Standards of the Visual Arts, Language Arts, Science and Social Science curriculum. Students will gain an understanding of art as a symbolic language and of its historical and cultural context. They will acquire skills and knowledge of a variety of techniques including sculpture, printmaking, painting, drawing and ceramics.

Music - The music program will place an emphasis on multicultural art and artists and is supported by the adopted district curriculum of Essential Elements 2000 Comprehensive Band Method. Research has shown the important influence of music on children's cognitive development (Rauscher, 2003). Music instruction is important for developing the whole child and a better understanding of a child's culture. In alignment with the research, the music program has four main purposes:

- To develop an appreciation for the performing arts,
- To stimulate cognitive development, particularly in spatial-temporal reasoning and in mathematics,
- To promote multicultural knowledge through music,
- To help the child become a responsible citizen.

Aligned to the state standards, The music program will teach students important musical concepts, such as basic music theory, to read music notation, and play musical instruments, with special attention to multicultural traditional songs/games . The expectation will be for students to develop a deeper interest in music and awareness that music can be used as a tool for the development of character.

Technology - CCLA believes that enabling the youngest students to access and interact with technology in an intelligent and guided environment will help to build a foundation for technologically savvy older students and technologically literate adults. Support at each grade level with a variety of technological skills and media will be a critical component of this program, as well as guided, cohesive strategies that integrate these tools meaningfully into the learning process.

Life Skills - Students will participate in activities and projects that demonstrate the acquisition of life skills. Students will take on leadership roles and will demonstrate the ability to work collaboratively with peers, teachers, and families. Students will demonstrate the ability to plan, initiate, and complete community projects that utilize their skills and contribute to the social and emotional well-being of their families, community, and world. Students will demonstrate knowledge of career options, the skills required, and how to develop plans for setting and meeting career goals. Students will demonstrate confidence, motivation, and positive self-esteem.

Physical Education - The Physical Education program will be offered for 100 minutes a week to students in grades K-8. The focus of the program will be the development of healthy lifestyles, motor skills and movement knowledge, and developing social and personal skills. The curriculum is designed to consider both State guidelines and recommendations from current curriculum experts. The expected student outcomes of the program are as follows:

- Students enjoy and seek out physical activity.

- Students develop and maintain acceptable levels of physical fitness.
- Students develop a variety of movement and manipulative skills so they will experience success and feel comfortable during present and future physical activity pursuits.
- Students develop the ability to get along well with others in movement environments including good sportsmanship and cooperative behavior.
- Students set goals for fitness and healthy food choices throughout the year. They learn the relationship between physical activity, food intake, and body composition.

Secondary Program Design (Grades 7-12)

As CCLA Language Academy (CCLA) expands its commitment to biliteracy and twenty-first century global citizenship, the secondary program provides a continuous, rigorous, and flexible pathway for students to achieve high levels of academic proficiency in both Spanish and English. The program is divided into two distinct phases: the Junior High Program and the Senior High Program.

Junior High Program (Grades 7–8)

The Junior High Program at CCLA transitions students from the foundational immersion model of the elementary years into a specialized departmentalized structure including the addition of incoming students in seventh grade completing a comprehensive program. Continue to collaborations and vertical articulation with TK-6 grade and 9-12 grade. To accommodate the diverse linguistic backgrounds of our student body, CCLA offers student placement that best fits their needs, leveraging our robust course offerings providing an opportunity to take advantage of all our dual language courses and traditional offerings.

- All 7th and 8th grade students will have access to the full course catalog based on their learning preferences. Students will have the opportunity to receive core academic instruction in Spanish for language arts (SLA), mathematics instruction in Spanish and history instruction in Spanish, more subjects will be added to the master schedule depending on the staffing availability. Incoming students will have the opportunity to opt in to receive core academic instruction based on their Spanish proficiency. Incoming students are expected to complete at least one course in Spanish in both seventh and eighth grade enrollment. This honors-level immersion ensures students maintain and refine academic vocabulary and cognitive flexibility while mastering state standards. This rigorous introduction prepares students for advanced language study in high school and provides a bridge to the school's biliteracy goals.

Senior High Program (9-12)

The CCLA 9-12 grade program will be a full independent study program or a hybrid program allowing students to take classes online and participate in a high school or dual enrollment program with SRJC or SSU.

- **Virtual Classes:** Students will enroll in CCLA virtual academy in which students will take a minimum of four academic courses online. Students will meet with a CCLA teacher once a week for a minimum of one hour to discuss their course passing and any questions with the material. Where feasible, CCLA will provide targeted sections at the 9-12 grade level in Spanish.
- **In-Person:** Students will have the option to take in-person classes through a SRCS high school or through dual enrollment with SRJC or SSU.
- **Academic Oversight and A-G Alignment:** To ensure students are competitive for university admission, CCLA provides dedicated academic monitoring. The CCLA counselor will conduct regular audits to ensure student schedules align with the University of California (UC) and California State University (CSU) A-G admission requirements. Achievement of the California State Seal of Biliteracy is a graduation expectation.
- **Enrichment and Community Leadership:** CCLA high school students remain active leaders within the community through:
 - **Community Service:** Students will provide service and mentorship within CCLA elementary and junior high classrooms.
- **Parent Advocacy and Bilingual Workshops:** CCLA will host specialized bilingual workshops for high school families, covering "College Knowledge" topics such as FAFSA, Dream Act completion, college application timelines, and scholarship opportunities for multilingual learners.

Multi-Tiered System of Supports (MTSS)

CCLA recognizes that students may need different types of support at any given time. The MTSS plan helps staff to identify the right supports at the right time for students. Universal, supplemental, and intensive supports are outlined in our Multi-tiered System of Supports. MTSS is designed to address the social-emotional behaviors, academic needs, and attendance trends of students. Any challenges in these areas may interfere with a student's ability to achieve success academically. Our flexible framework aligns our mission to the supports and resources we have available to students and families.

Should students need more than the universal support to achieve the expected academic outcomes, the supplemental supports act as a safety net to help address and remove any barriers they are facing.

Implementing MTSS within an inclusion model, CCLA provides support for all students, including students with disabilities. The targeted support plan is outlined:

Tier One- Prevention: All students have access to the support and engagement inside the classroom by universal design, quality first instruction, and language acquisition strategies are strengthened. This is the opportunity to prevent a learning gap.

- **Quality first instruction** is a key component in preventing the need for intervention. CCLA shall ensure that the general education classrooms provide inclusive and differentiated instruction that caters to diverse learning needs of all students. Staff will use strategies such as GLAD, AVID, and Universal Design for Learning (“UDL”) to make the curriculum accessible to all students.

Tier Two- Intervention & Extension: This tier is for students who need more time and multiple representations of the lesson for the student to learn the standard. Some students need an extension to further their understanding of the standard. Opportunities are available inside the classroom setting to support the students learning through strategic, small group instruction and reteaching.

Students needing additional support through the Tier Two Interventions & Extensions are identified by academic standing, benchmarks, i-Ready and mCLASS scores, common formative assessments, and reporting periods, and the SST.

- **CARE Team:** The CARE Team consists of counseling staff, student safety advisors, restorative specialists, family engagement facilitators, resource specialists, psychologists, administrators, review student data and develop an action plan that is shared with the classroom teacher. Areas of academics, social emotional, truancy are all discussed and monitored. Consistent collaboration between the classroom teacher and the care team is vital in measuring the students' growth. When students need further support, a Student Study Team (“SST”) meeting is held.

Tier Three- Reinforcement: Intended the few students who need more intensive support to access the general education curriculum, such as specialized academic instruction or a resource specialist program (“RSP”) as identified by an IEP.

Applicable to all MTSS tiers are the following:

1. **Professional Learning Teams (PLT):** Collaboration among grade levels, departments, resource specialists to design and deliver curriculum aligned with student learning.

2. **Data-Driven Decision:** Staff use data to respond to student learning needs and monitor their progress. Staff adjust interventions and strategies based on data.
3. **Family Involvement:** CCLA intentionally engages families in the MTSS process, seeking their input, and keeping them informed about their child's progress and the strategies being used.

Intentional collaboration and coordination as a PLC is an integral component of MTSS. As CCLA aligns District and school-wide initiatives, supports, resources and follows the continuous improvement process. The CCLA MTSS process is intended to address the needs of all students including MLs, students with disabilities, as well as vulnerable populations such as socio-economically disadvantaged students (“SED”).

Student Study Team (“SST”)

The Student Study Team collaboratively meets to identify students in need of intervention and support. The SST members may include but are not limited to:

- Parent/Guardian
- Student
- Classroom teacher
- Counselor
- Other support person
- Administrator

SST Referral Process

Any teacher or parent can request an SST review of a scholar's needs for additional support and intervention. The administrator or designee is responsible for scheduling an SST meeting when required participants are available and sends out the formal notification.

During the SST meeting, student strengths are discussed to better understand how the student learns and how they engage at school and at home. Prior to the meeting, a feedback survey is sent to the classroom teachers, input from whom will be included on the SST form. A deep dive into the student's cumulative file is conducted prior to the meeting, and that information is shared with the team. Additional information regarding the student's early childhood development or educational history may be shared with the team. Any other information that provides insight into the student and the current

concerns is also addressed. The team will develop no more than five SMART goals for each student and engage in discussion regarding any accommodations, their effectiveness, and whether new or revised accommodations are needed. The SST then monitors the student’s progress for a period of 6 to 8 weeks before meeting again.

At the follow up SST meeting ,the SST reviews the student’s progress and develops next steps:

- If there is progress: The team celebrates success and continues or modifies the interventions outlined in the SST form.
- If there is a lack of progress: The team will discuss the lack of progress, suggest additional or different interventions, and consult with additional personnel to determine whether additional evaluation is recommended.

Collaboration and communication between home and school is necessary to support the progress of the student.

The following visual is an outline of the supports offered:

TIER 3 REINFORCEMENT

Humanidad School Based Behavioral Health
Individual Counseling Services
Education Services- IEP
Referrals to Outside Agencies

SARBs
Risk Assessment
Threat Assessment

TIER 2 INTERVENTION & EXTENSIONS

Care Team, SARTs
SST & 504 Plans
Check-in-check-out (HUG)
Student Advisors
Restorative Dialogs
Elementary Tutoring

Home Visits
Behavior Intervention Plans
Suspension Diversion Programs
Summer School
Group/Individual Counseling

Repair the Harm Circles
Academic Check-ins
4 year Academic Plans
Student Observation (data gathering)
Youth Transforming Justice

TIER 1 PREVENTION

| | | | |
|-----------------------------------|---|--|---|
| ACADEMIC | BEHAVIOR | SOCIAL EMOTIONAL | FAMILIES & CAREGIVERS |
| Tutoring- teacher supported | Student rights & responsibilities presentations (7-8) | Counseling presentations: Kimochi's (Tk-K), Toolbox (1-6), Zones of Regulation | Bilingual Advisory Board (BAB) |
| Press Reading Groups | Student Handbook | Monthly Counseling Parent Nights (Tk-8) | English Learner Advisory Board (ELAC) |
| Language Labs | Quetzales Awards- weekly TK-8 | Monthly Life Skill Assembly (1-6) | CCLA Foundation |
| Parent/Teacher conferences (TK-6) | 2 Restorative Specialists | Monthly Challenge & Rewards (7-8) | Coffee Chat |
| Athletic programs (6-8) | Field Day (1-6) | Lunch Bunch (k-6) | Back to School Night |
| TK-1 Colors of Music | Dances (7-8) | Lunch Hang Out (7-8) | Open House |
| LandPaths science program(7) | Movie Nights (7-8) | Friday Restorative Groups (7-8) | Student Orientation |
| Science Camp (6) | Promotion Activities (8) | Clubs: MeCha, Garden, Art, Chess, | Family Nights- Technology, Math & Literacy |
| Academic Awards Assemblies (TK-6) | National Academy of Athletics | Super Estrellas | Cesar Chavez Day Celebration |
| Awards Night (7-8) | Portuguese Soccer (TK-6) | Journaling, Amor Para Todos, | Dance-a-thon |
| Monthly Target Awards (7-8) | Baile Folklorico (3-6) | Panorama Survey, YouthTruth | Bingo Nights |
| PLC | Restorative After School Groups | | Panorama, YouthTruth & Needs Assessment Surveys |
| Career Day | Needs Assessment | | |

Students with Disabilities

CCLA supports students in need of special education and related services. As a dependent District charter, CCLA will be served by the District's Department of Special Services and the District's Special Education Local Plan Area ("SELPA").¹ CCLA 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 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA").

Once a referral is made for a particular student, whether by the SST, parent, or staff, the student receives comprehensive assessment, which includes parent/guardian and teacher input, into all aspects of the suspected disability.

If the results of the assessment reveal eligibility for special education services and the IEP team agrees to an IEP, a written Individual Education Plan (IEP) is developed through a team effort in order to meet the specific needs of the student. Every attempt is made to provide needed services at the charter school through the assistance of the RSP teacher and/or other specialists from Special Services, such as speech and language therapists. However, if the student's needs cannot be accommodated at the CCLA site, other alternatives, such as a contract with outside agencies, may be explored.

The school will have access to assistance from SRCS Special Programs as well as from the local Sonoma County Special Education Local Plan Area (SELPA) through Sonoma County Office of Education. A Program Manager, who monitors the legal concerns as well as the educational program, is responsible for programmatic needs and benefits for the school at large and will adhere to all requirements of federal law as found in Individuals with Disabilities Education Act (IDEA). Proactive intervention will be implemented on a school-wide basis so that a problem-solving model for assistance (as opposed to a deficit model) is employed. For instance, prior to the referral for Special Education services, the Student Study Team will employ a multi-tiered model of service delivery that includes a pyramid of responses that are based on student need. Other possible interventions, for response to other needs, may include assistance from a school psychologist, a speech and language specialist, or a behavior specialist.

A credentialed RSP teacher staffs CCLA. The RSP teacher works collaboratively with the classroom teacher to provide support to the student. The RSP teacher provides small group instruction, specialized academic instruction, progress monitoring, and consultation between the RSP teacher and general education teacher.

¹ The District is in the process of creating its own SELPA, after which it will withdraw from the Sonoma County SELPA.

Section 504 of the Rehabilitation Act of 1973

CCLA will ensure that no qualified student with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program offered through CCLA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment, is eligible for protections under Section 504.

The principal or other designated site administrator shall assemble a 504 team, which shall include the parent/guardian, teacher(s), student (where appropriate), and other qualified persons knowledgeable about the student. The 504 team shall review the student's existing records, including academic, social and behavioral records, as well as any new information provided to the team, and is responsible for making a determination as to whether an evaluation for Section 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 evaluation for eligibility for a Section 504 plan shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall 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 is eligible for accommodations under Section 504 must be made by the 504 team in writing. Written notice of such determination and a copy of procedural safeguards available must be provided to the parents/guardians of the student in their primary language.

If during the evaluation the 504 team obtains information indicating possible eligibility of the student for special education under the IDEA, a referral for assessment under the IDEA shall 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 appropriate public education (“FAPE”). In developing the 504 plans, the 504 team shall consider all relevant information utilized during the evaluation of the student. 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 access to a copy of each student’s 504 plan. The principal shall ensure that substitutes have copies of students’ 504 plans. A copy of the 504 plans shall be maintained in the student’s cumulative file. Each student’s 504 plan shall be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Multilingual Learners (English Learners)

How the Charter School Will Identify, Address, and Meet the Needs of

Another group of students with special needs that will be addressed within the charter school are the multilinguals. A Spanish immersion program will provide instruction in English within the classroom with the curriculum and lesson presentations designed appropriately for students learning the language. This model is delivered by the classroom teacher who will be trained and credentialed in the use of appropriate strategies for multilingual students. Thus, multilingual students are in mainstream settings with native English speakers. The EL students receive designated English Language Development (“ELD”) instruction daily in conjunction with the ELA curriculum. Teachers use GLAD strategies to give ELs access to the core curriculum, and instructional materials will be matched with student needs.

As in other District schools, the needs of English learners are assessed through the English Language Proficiency Assessment for California (“ELPAC”). An English learner will be considered “reasonably fluent” when they have reached level 4 on the ELPAC and when reading and writing levels in English are at the appropriate level. Students will continue to be monitored for academic progress even after formal redesignation takes place. CCLA staff will adhere to District guidelines for Reclassification.

CCLA will provide a comprehensive designated and integrated ELD instructional program that is supported through our language allocation to meet the grade-appropriate academic goals and language needs of every enrolled multilingual student, including newcomers, Long Term English Learners (“LTELs”) on their way to reclassification. CCLA staff will use the ELA/ELD standards set forth by the California Department of Education to assist in supporting and assessing the progress of multilingual students.

Designated ELD will be implemented as follows:

- TK-6 grade, during their English designated time.
- 7-12 grade, during their Academic Language Development (ALD) class period.
- Students may receive one-on-one support, small group instruction, reteach time during their class period.
- Staff will use an ELD curriculum aligned to the California English Language Development Standards.

Integrated instructional time, staff will use a variety of strategies to help multilingual students develop English language proficiency. Multilingual students have daily access to the core curriculum in English.

In the fall of each academic year, ELPAC scores are reviewed with the staff. Staff then supports students based on their overall ELPAC performance and notify parents/guardians of their language standing. Students are monitored throughout the year using i-Ready, mClass, benchmarks, and grades. Based on scores or teacher recommendations, students are identified by the CARE team. The tier two team then supports the students academically or behaviorally by setting forward an action plan with progress monitoring. If the student is making progress the supports in place continue, if no or very little progress is made a Student Study Team meeting is scheduled to further discuss concerns. The SST meeting consists of classroom teacher, administrator, counselor or psychologist, parent/guardian and student meeting to set forth an actionable plan. Based on the individual student needs and supports available at the school level as the student progress intervention can continue or eliminate.

Multilingual students in grades TK-3 receive specialized instruction in class during their English language minutes. Students are monitored through common formative assessment, i-Ready English reading assessment, and are supported through small group instruction led by the classroom teacher.

Multilingual students in grades 4-6 receive specialized instruction through language labs during class in which students are supported based on their English Academic need. Using the i-Ready scores, students are identified as needing to master a skill set and are then grouped and supported through small group instruction with the classroom teacher, an instructional assistant, or Teacher On Special Assignment supporting their language acquisition.

Multilingual students in grades 7-12 will have access to an Academic Language Development period throughout their course of study . The course is designated as a specialized instruction to support students' syntax, vocabulary, reading comprehension, oral literacy, and discourse skills needed for their academic success.

High Achieving Students

In addition to making provisions for students who are either academically low achieving or who are in need of special education services, CCLA will identify and respond to the needs of students who are high achieving students. Using identification procedures practiced by other schools within the District, the teachers will assess student ability beginning when students are in the third grade by administering the Raven's Program Matrices (RPM) assessment is a non-verbal, visual-spatial test widely used to measure fluid intelligence, abstract reasoning, and pattern recognition in high achieving students and by examining CAASPP results in order to determine which students are already academically high achieving and/or those students who have potential to excel in academics and/or in the arts. Teachers with these identified learners will promote higher level thinking skills through differentiated instruction. For advanced learners, the curriculum and instruction is adjusted to incorporate one or more of the following dimensions of differentiation: depth, complexity, novelty, and acceleration.

Professional Development

CCLA shall comply with and implement any District-mandated professional development. Otherwise, CCLA shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by CCLA will be funded by the District consistent with its practice for other District schools.

CCLA requires teachers to participate in quality professional development sessions to ensure that they are implementing best practices and current research. When financially available teachers will further their knowledge by attending conferences like AVID, California Association for Bilingual Education (CABE), training at Sonoma County Office of Education (SCOE), Etc. The staff will gather as a PLC to regularly review student data and refine instructional practices to ensure the effectiveness of the program. Teachers at CCLA will receive professional development related to the pyramid of interventions so that the needs of all children may be recognized and met with the most appropriate educational response. In addition, they will learn about ways to provide depth, complexity, novelty, and acceleration in pacing for the students recognized as needing additional challenges within the academic setting. In addition, staff will have opportunities to access training provided by SELPA, by District Special services, and/or by other departments offering professional development through the District.

Role of Parents and Community in CCLA

CCLA recognizes that students and schools are more successful when parents/guardians, staff, students, and the community work together to support and foster learning for all. Therefore, at CCLA, the education of each child is a joint venture between the parent, student, community and school. To support this goal:

- Parents/guardians, staff, and community partners are elected to serve on the Bilingual Advisory Board (See Element 4).
- Parents and guardians who enroll their children in the school accept their responsibility for their children’s education. Therefore, they will agree to:
 - Discuss regularly with their child the importance of education and school.
 - Keep in regular contact with their child’s teacher(s) regarding student progress.
 - Attend school sponsored parent/guardian meetings regarding the school’s program. (Failure to attend such a meeting will not by itself impact on the child’s continued enrollment or good standing in the school in compliance with Education Code section 47607(e)(2)(B)(iv).)
 - Consistently support their child in completion of school work and preparation for assessments.
 - Assure that their child attends school on a regular basis. It is difficult to achieve bilingualism and biliteracy if students do not attend school on a regular basis.
 - Parents and guardians are encouraged to participate in the life of the school. There are multiple ways for parent/guardian involvement. Hours are flexible and varied so as not to create barriers for a diverse student population. Varied service opportunities may include such things as assisting in classrooms, attending any school related activity (such as Back to School Night), field trip transportation, fundraising support, Committee work, tutoring, reading with students, and supporting school related activities. Parent participation shall not be a factor in determining a pupil’s admission or continued enrollment, in compliance with Education Code section 47607(e)(2)(B)(iv).
 - Upon enrolling at CCLA, parents and guardians will agree that their student adhere to the School Common Dress Code.
 - A dress code promotes a more serious school atmosphere which emphasizes academics and promotes good behavior.
 - Dress codes have proven to increase student achievement by encouraging students to concentrate more on their studies and less on their wardrobe. A de-emphasis on clothing can also save money, as there will be less pressure to keep up with expensive trends and fashions.
 - Dress codes in school settings reduce social conflict and peer pressure that may be associated with appearance.
 - Studies indicate that a school dress code can reduce the prevalence of at-risk behaviors.

Staff provide outreach to students and their parents/guardians to create two-way communication and participation. Ways to meet this goal may include:

- Parent/Guardian Education and Information Nights and Literacy Nights.
- Regular phone calls home and e-mail messages to share student performance.
- Explanations of rubrics and other feedback tools and written feedback home regarding assessment, both formative and summative.
- Parent-teacher conferences.

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 school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

Education Code § 47605(b)(5)(B)

CCLA is committed to improving outcomes for students. The Local Control and Accountability Plan ("LCAP") outlines the state priorities and CCLA's commitment to meeting the goals outlined within. CCLA's academic goals in the LCAP are listed below:

| | | |
|---|--|---|
| Goal 1: CCLA will increase programs and services to maximize student learning and agency, foster literacy, collaboration and critical thinking, and support multi-lingual learners. | | |
| <p>State Priorities:</p> <ul style="list-style-type: none"> 1 Basic 2 Implementation of State standards 3 Parental involvement and Family Engagement 4 Student Achievement 5 Student Engagement 6 School Climate 7 Course Access 8 Other Pupil Outcomes | <p>Actions:</p> <ul style="list-style-type: none"> • Two Teachers on Special Assignment: Elementary Reading Specialist (Spanish & English), Multilingual Specialist, instructional assistants (Elementary and middle school math & science) • Extended learning opportunities for students (After School Tutoring) • Online Educational platforms • Colors of Spanish music consultant • Summer school (Tier 2) | <p>Outcomes:</p> <ul style="list-style-type: none"> • Doubled the amount of students reclassified throughout the last three years. 2021-2022 10.3% to 2024-25 2.6% • 107 students were supported throughout the afterschool program in 2024-25 increasing their learning. |
| Goal 2: CCLA has a goal of decreasing suspension rates and chronic absenteeism as reported on the California Dashboard. | | |
| <p>State Priorities:</p> <ul style="list-style-type: none"> 1 Basic 2 Implementation of State standards | <p>Actions:</p> <ul style="list-style-type: none"> • Three full-time counselors • Professional | <p>Outcomes:</p> <ul style="list-style-type: none"> • Decrease in suspension from 9 to 6.5 from 2022-2025. |

| | | |
|---|--|---|
| <p>3 Parental involvement and Family Engagement 4 Student Achievement 5 Student Engagement 6 School Climate 7 Course Access 8 Other Pupil Outcomes</p> | <p>Development on student engagement</p> <ul style="list-style-type: none"> • School Based Therapy contract with Humanidad therapy • Programs that support Social Emotional Learning during lunch through sports. • Bilingual Receptionist • Additional Vice Principal | <ul style="list-style-type: none"> • Increase of student attendance to maintain ADA at or above 95% • Student overall engagement increased in the participation in lunch time activities and academics as seen as our decrease of discipline data from 2024 to the 2025 school year a decrease of 2% 8.3 to 6.2. |
| <p>Goal 3: CCLA will increase the number of teachers participating in Grade Level/ Department release days as well as TWDI professional development.</p> | | |
| <p>State Priorities:</p> <ol style="list-style-type: none"> 1 Basic 2 Implementation of State standards 3 Parental involvement and Family Engagement 4 Student Achievement 5 Student Engagement 6 School Climate 7 Course Access 8 Other Pupil Outcomes | <p>Action:</p> <ul style="list-style-type: none"> • Release time to work with their department/ grade level in a PLC in a specific area of focus/ Continuous cycle of improvement • Increase Professional Development opportunities in the area of two way dual immersion pedagogy. • School culture TK-8 opportunities to engage as a whole school | <p>Outcomes:</p> <ul style="list-style-type: none"> • Increase student learning as reflected by the ELA and Math by 25 points each. • Increase student and community participation in school events, dances, back to school, literacy night, etc. measured by student attendance to community events. • Decrease overall students earning an F to only 10% or less students of the student population based on grades. |

The California Common Core Standards provide the guide for measurable student outcomes in all subject areas, and, as noted in the Curriculum and Instruction section of this Petition, these standards will be the basis for all teaching and learning at the CCLA.

Pupil outcomes: Work towards a strong scope and sequence for all grade levels that adheres to 90-10 model for Dual Immersion using research and data in order to increase academic achievement by performing at grade level or above as measured in assessments (site and statewide) on each assessment cycle.

CAASPP Data Goal: 100% of all students, including Latino, English Only, and Multilingual Learner sub-groups will demonstrate growth by 2% each year in the respective CAASPP sections Math, English, Science.

Multilingual Learner Reclassification Goal: English Learner reclassification will improve by 5% annually. Measured by the annual reclassification rate.

In addition, the expectation of an educated person in the 21st century is that they must possess certain skills and abilities, which are listed below as student outcomes and incorporate the 4C's (Communication, Collaboration, Critical Thinking/Problem Solving, and Creativity). As explained above, staff and the school community will assist students in becoming self-motivated, competent and life-long learners. All students will learn at grade level or higher.

Academic Achievement - Students will demonstrate success in mastering a standards-based curriculum in both Spanish and English. Pupils will demonstrate academic progress working towards grade level or make measurable growth in core areas of comprehensive curriculum including language arts in Spanish and English, mathematics, science, and social studies during a calendar year as measured by classroom performance and CCLA standardized benchmark assessments in Spanish and English.

- Pupils will demonstrate competency in math on classwork and on standardized tests as a result of participating in a program which balances investigative problem solving, concrete experiences with numbers and data, and computational fluency.
- Pupils will demonstrate an understanding of themselves as a scientist and of science as a process through their reflections in science journals and during discussions.
- Pupils will express themselves and understand others through visual and performing arts as shown through special exhibits and performances of student work, as well as part of daily activities.
- Pupils will be assisted to meet grade level benchmarks through participation in an intervention program if they are performing below grade level.
- In accordance with research for two-way immersion programs, students in grades 2 and 3 typically score lower than students in English-only programs. Nevertheless, the school will maintain the expectation that by grades 4-6, students will score comparably in English reading to or higher than their English Proficient peers in comparable schools.

Language Proficiency-Communication

Students will demonstrate increasing bilingual proficiency. Pupils will be bilingual and biliterate in Spanish and English by the end of the 8th grade. Pupils will use grade-level oral and written language skills to express themselves in written and verbal contexts, communicate with others, share opinions, entertain, and function as productive citizens as demonstrated in class. Two-way immersion academic and linguistic proficiency outcomes will be articulated and documented to monitor students' progress by grade level toward the end of the 8th grade (see Appendix I). High school students will have the opportunity to complete the criteria to receive a seal of biliteracy based on the at their respective high schools.

Personal Development-Collaboration

Students will meet appropriate physical fitness and socio-emotional benchmarks. Students will demonstrate growth in physical fitness, interpersonal skills and emotional balance to solve academic and social problems. Through the Kimochi curriculum and measured by the YouthTruth data.

Critical Thinking

Students will demonstrate problem-solving skills and innovative thinking. Students will demonstrate growth in this area in the classroom through ability to summarize problems, identify context, developing perspectives, hypotheses, and supporting data/evidence for claims. Students will also identify conclusions and consequences for other positions as well as their own.

Multicultural Skills

Students will demonstrate high levels of cross-cultural understanding. Students will learn about their own culture and other cultures, and be able to compare/contrast other cultures, leading to respect and appreciation of ethnic diversity, cultural pluralism, and individual differences.

Reclassification Goal

The performance of MLs will be continually disaggregated and monitored for significant improvement. Each year, it is expected that an increasing percentage of multilingual learners shall meet the criteria for reclassification as fluent English proficient (RFEP) based on the most recent ELPAC, SBAC and other district/site measures. Specific testing results for students as included in the school benchmark evaluation tool. CCLA strives to reclassify students at the same rate or higher than the District average by the end of 6th grade.

School Accountability Report Card

Each year, the school leader will complete the SARC. California public and non-public schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources, and demographics.

ELEMENT 3: METHODS FOR MEASURING STUDENT PROGRESS

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 school accountability report cards.

Education Code § 47605 (b)(5)(C).

Assessment that enhances instruction is a top priority for CCLA. CCLA will implement performance-based assessments to guide curriculum design and instructional delivery. Evidence of student achievement will be based on frequent demonstrations of skills mastery, as documented by teachers in systemic and ongoing assessment records, as well as through culminating activities and assessment.

The pupils at CCLA will be assessed using the following methods:

SCHOOL-WIDE ASSESSMENT PRACTICES

These tests will be administered, and an annual analysis of the results will be used to refine school-wide and grade-level instructional priorities and practices following the Response to Intervention (RTI) model.

| Assessment | Purpose | Grade | Timeline |
|-----------------------------------|--|---------------------------------|------------------------------------|
| iReady | Internal Diagnostic Math, Spanish Reading, English Reading | K-8 | Beginning, Middle, End of the year |
| mClass | Internal Diagnostic, (phonics, fluency, comprehension) | K-6 | Beginning, Middle, End of the year |
| CAASPP | Statewide End of the year assessment in ELA and Math | 3-8, 11 | End of the year |
| CAST | Statewide end of the year assessment in Science | 5, 8, High School | End of the year |
| Presidential Fitness Test | Assess Physical fitness level | 5, 7, 9 | February- May |
| Multilingual Learners (EL) | | | |
| Initial ELPAC | Measures initial English Language | English learners grades K-12 as | Upon Enrollment |

| | | | |
|--|---|------------------------------------|---|
| | Fluency | identified by Home Language Survey | |
| Summative ELPAC | Measures progress toward English Language Development and Fluency | Multilingual Learners K-12 | February- May |
| Special Education | | | |
| IEP goal Progress checks | Measure student progress in grade-level curriculum and progress toward IEP goals. | Eligible TK-12 | Frequency based on IEP goals. |
| Initial assessments must be conducted by a qualified California school psychologist per current law or other specialist if an area of need is suspected. | Designed to identify new special education students. Student academics must be negatively impacted and the student must have a legally recognized disability. | Eligible TK-12 | The psychologist conducts the multidisciplinary report (a variety of academic tests and some social/behavioral components). Other areas may include, but are not limited to, speech and language tests, gross and/or fine motor tests, etc. |
| Triennial assessments must be conducted by appropriate specialist per law every 3 years after the initial qualifications | These are designated by law for ongoing special education qualification. | Eligible TK-12 | Every three years to determine ongoing eligibility. Tests are based upon current qualifications which usually entails a multidisciplinary report by a psychologist or other professionals. |
| Plan | Purpose | Grade | Timeline |

| | | | |
|----------|--|----------------|----------|
| 504 plan | A 504 team will be assembled by the designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. | Eligible TK-12 | Annually |
|----------|--|----------------|----------|

Other Assessment Tools

Parent/Guardian-Teacher Conference Information shared at these conferences is part of the ongoing loop between in class assessments, end of the unit test, common formative assessments, checking for understanding, exit tickets, summative assessments (End of unit, end of chapter presentations, projects) Etc. and instruction. Data that is entered in report cards is accumulated systematically during each reporting period with predetermined timing approved by the principal and shared with the leadership team for monitoring and accountability. By participating in conferences, initial goal setting, and tracking, students will experience self-assessment, empowering them to effectively evaluate their learning, goals, and make informed choices and decisions concerning their education. Assessments will include Estrellita Phonemic Awareness, Trimester Writing Benchmarks, Benchmark assessments/End of Unit Comprehension Assessments from Spanish Language Arts Curriculum, End of Unit Math Assessments from District Adopted Math program.

Assessments Instruction

Maximizing alignment with Common Core State Standards, CCLA’s principal and teachers engage in regular school-wide and grade-wide analysis of benchmark and standardized test scores and standard writing assessments that are used as the district writing assessment, in both languages, as results are available. Each trimester, school wide benchmark data is examined and shared with staff and parents/guardians. The principal will facilitate a discussion about the results of these assessments and the

implications for instruction. Following this analysis, teachers in grade-level teams establish and submit to the principal a plan of action for each grade level that uses these assessments to directly inform instruction by addressing each area of weakness in students' performance as demonstrated on these assessments. The principal will then provide feedback to teachers on their plans, ensuring that they are both sufficiently rigorous, and articulated with the available interventions. Proficiency on standardized examinations in both languages is recognized as an indicator of exceeding district and state expectations which aim for skills and knowledge mastery. Staff will report benchmark assessment data three times per year to inform progress and growth.

CCLA's top goal is to achieve the California Dashboard growth targets set by the State in accordance with the District's Board Policies and Administrative Regulations regarding the accountability of charter schools. This includes meeting the Dashboard targets two out of every three years to meet the renewal requirement as specified in the Education Code. The principal will examine Dashboard data each year in the context of the Mission Statement and the two-way immersion model as articulated above. From the analysis data, the principal and teachers will develop targeted supportive strategies to target and boost the achievement of students who are not demonstrating adequate proficiency appropriate to their grade level and progress through the two-way immersion program. Intervention programs will be developed and may include, but are not limited, to:

- Implementing a tutoring program to support academic achievement.
- Professional development that is focused specifically on Response to Intervention (Rtl).
- Raising student achievement in the areas identified by data.
- Systematic and observable differentiated instruction within each classroom.
- School-wide focus on designated areas of growth.

ELEMENT 4: GOVERNANCE STRUCTURE

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

CCLA will operate as a dependent charter school, governed by the Board of Education of the Santa Rosa City Schools. The District retains overall governance authority and will provide all administrative services.

As a dependent charter school governed by the District's board, CCLA shall ensure compliance with all public transparency laws applicable to charter schools as set forth in Education Code Section 47604.1, including but not limited to, the Ralph M. Brown Act (Government Code Section 54950 *et seq.*), the California Public Records Act (Government Code Section 6250 *et seq.*), and the conflict of interest provisions applicable to public agencies in the Political Reform Act (Government Code Section 81000 *et seq.*) and Government Code Section 1090 *et seq.* The Board will develop, continuously review, and update policies and internal controls to prevent fiscal mismanagement and financial conflicts of interest in the governance and operations of the charter school.

District Board Governance Roles and Responsibilities

The District's Board will maintain ultimate authority and responsibility for governance and accountability of CCLA, except as specifically provided within the approved charter. Core responsibilities include approval and oversight of the charter's implementation, annual review and evaluation of school performance, fiscal oversight, including approval of annual budgets and financial audits, and approval and oversight of key policies related to student welfare, safety, and compliance, among other functions.

The District Board will delegate day-to-day management responsibilities to the CCLA Principal, including staff hiring and supervision, curriculum implementation, and school operations aligned with District-approved policies under the direction of the Superintendent.

The school will operate as a dependent charter under the governance of the District Board of Education. The District Board complies with all applicable public transparency laws, including the Brown Act, Public Records Act, and Political Reform Act. Board training and governance development are conducted in accordance with district policies and California School Boards Association (CSBA) guidance.

Liability for Debts and Obligations

The Charter School shall be governed by the Board of Education of the District and operate semi-autonomously as a dependent charter school. Liability for debts and obligations remains with the District.

Role of Educational Partners in the Governance of CCLA

Parent/guardian and community involvement are strong components in the CCLA governance structure. The parents/guardians of prospective students are asked to familiarize themselves with the Mission Statement and Educational Vision of the Charter School. The signature of the parents/guardians on the CCLA School Aeries data confirmation signifies commitment to the goals and program of the Charter, as well as to a personal level of involvement in the program and operation of the school.

Additionally, CCLA has established the Bilingual Advisory Board (“BAB”) committee. The BAB is an active and engaged body representative of the various constituents of the site, and includes: four certificated staff members representing various grade levels and specialist areas, three parent/guardian members, a classified staff person, and the school leader. Terms are staggered every two years for all members except school leaders. This committee operates as the guide that focuses all the charter community toward the common goals expressed in the charter document. In addition, this body oversees the CCLA’s budget, provides feedback regarding how to utilize funds allocated to CCLA, and monitors CCLA’s operations for adherence to the approved charter. With an eye toward financial and program management, BAB gives special attention to the following: fiscal solvency, standards and expectations for student achievement and student behavior, public relations and community outreach, parameters for parent involvement, and progress toward goals as outlined within the charter itself.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Education Code § 47605(c)(5)(E).

Equal Employment Opportunity

CCLA shall be nonsectarian in its employment practices and all other operations. CCLA acknowledges and agrees that all persons are entitled to equal employment opportunity. CCLA shall not discriminate against applicants or employees on the basis of any of the characteristics listed in Education Code Section 220 (race or ethnicity, nationality, religion, gender, gender identity or expression, sexual orientation, actual or perceived disability, or any other protected characteristic under California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Staffing

CCLA shall comply with and implement all applicable state and federal laws and regulations, District policies, and District collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Staff members serving CCLA are members of the District's respective collective bargaining units. Except as otherwise agreed to by the exclusive representatives through memoranda of understanding, collectively bargained contracts will pertain to the Charter School in the same manner as for the non-charter schools of the District. CCLA shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments, provided they meet the personnel conditions of this charter. Unless the District has assigned all employees in a classification to a specific basis, CCLA will have autonomy in assigning positions to specific working bases.

CCLA is committed to recruiting, hiring, and retaining highly qualified staff who reflect the mission and instructional priorities of a dual language immersion program.

The Charter School will implement a comprehensive recruitment strategy that includes:

- Posting positions on EDJOIN and other statewide education job platforms
- Targeted outreach to bilingual and dual immersion educator networks
- Partnerships with universities and teacher preparation programs
- Active recruitment of candidates with experience serving Multilingual Learners

All candidates will be selected through a rigorous, equitable hiring process that includes:

- Application screening aligned to job-specific qualifications
- Structured interviews with diverse panels
- Demonstration lessons (for instructional staff)
- Reference and background checks

Selection decisions will prioritize:

- Demonstrated effectiveness in improving student outcomes
- Cultural and linguistic competency
- Alignment with CCLA's mission and dual language model

All employees will be evaluated regularly to ensure continuous improvement and accountability.

Certificated Staff

- Annual evaluations aligned with California Standards for the Teaching Profession (CSTP)

- Multiple measures, including classroom observations, student data, and professional contributions
- Ongoing coaching, feedback cycles, and professional growth plans

Classified Staff

- Annual evaluations based on job-specific performance standards
- Focus on effectiveness, professionalism, and contribution to school operations

CCLA will provide ongoing professional development aligned to:

- Dual language instructional strategies
- Multilingual learner supports
- Data-driven instruction
- Equity and culturally responsive practices

Administrator

The Principal and any certificated or classified administrators serving the school shall be employees of the District and will be evaluated in accordance with District policies, procedures, and applicable collective bargaining agreements. The Superintendent or designee is responsible for conducting administrator evaluations.

Professional Development

CCLA will provide ongoing professional development aligned to:

- Dual language instructional strategies
- Multilingual learner supports
- Data-driven instruction
- Equity and culturally responsive practices

Recruitment and selection of new staff will be done according to the District policies and procedures, as well as protocol as outlined in the contract with the collective bargaining units.

Teachers at the CCLA will be assured of placement on the salary schedule, benefits, and seniority advantages of employment as if they were teaching in a traditional District school. The teachers at CCLA will be subject to the same evaluation process as other District teachers.

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code and the applicable collective bargaining agreements. Unless valid reemployment lists exist, CCLA will have the autonomy when selecting employees for regular assignment to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid

reemployment lists exist, every effort will be made to avoid assigning classified staff to CCLA; however, the District retains the right to make such assignments in cases where no alternative is available (*e.g.*, as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act), with the understanding, however, that under Education Code Section 47605(f), “the governing board of a school district shall not require an employee of the school district to be employed in a charter school.”

Qualifications of School Employees

CCLA shall recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its mission statement and vision. All employees must furnish or be able to provide:

- Risk assessment or examination for tuberculosis (“TB”)
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of work for every employee, CCLA will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by CCLA. General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. The following descriptions of the responsibilities and qualifications for the key positions in each category.

Principal

Selection of the principal shall remain the purview of the District Superintendent. The CCLA principal shall possess the qualifications required by law and those applicable to District site administrators, including possession of the required administrative credential, possession of the desired experience serving as a public school administrator, and experience in and commitment to leading a two-way bilingual immersion program. The principal is the instructional leader of the site and is actively shaping school culture, curriculum, and pedagogy to improve student outcomes. They focus on setting a clear academic vision, managing curriculum, monitoring instruction, and facilitating professional development. Build collaborative learning communities, using data to inform instruction, and providing feedback to teachers.

Vice Principal

The vice principal(s) is a key school administrator who supports the principal by managing daily operations, student discipline, and staff supervision. They act as a vital link between students, teachers, and parents, often overseeing school safety, scheduling, curriculum implementation, and extracurricular activities to foster a positive learning environment

Teacher(s)

The CCLA will strive to be staffed by highly trained, committed, fully bilingual and biliterate, and multicultural teachers. This is essential to the school's vision that all students will experience high academic achievement, be happy, successful members of a community, and be able to speak, read, and write fluently in both English and Spanish.

Charter School shall adhere to all requirements of the ESEA, also known as the ESSA, that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Accordingly, all teachers must hold a CTC credential, certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(l) and 47605.4. All charter school teachers will obtain a certificate of clearance and satisfy the requirements for professional fitness. CCLA may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

The teachers will:

- Have a valid teaching credential, strive to be biliterate in English and Spanish, and possess bilingual authorization.
- Determination of bilingual & biliteracy skills occurs through the bilingual interview process, including a lesson taught in Spanish and a Spanish writing sample.
- Work towards District-sponsored GLAD certification.
- Have experience in second language acquisition theory and methodology.
- Be knowledgeable regarding the components of a balanced literacy program and appropriate instructional strategies.
- Be willing to work collaboratively with parents in the classroom and community.
- Show enthusiasm for the collaboration with other teachers at classroom and school levels.
- Be willing to attend pre-service and on-going in-service, and engage in continuous reflection on the goals and methods of education.

- Be willing to participate in professional development pertinent to two-way immersion practices including at least one visit to another school with exemplary practices in English learner or two-way immersion practices.
- Be willing to participate in district provided GLAD training and certification.
- Develop and maintain a stimulating and nurturing program, and create an environment that meets students' individual and group needs.
- Develop curriculum within the guidelines established by the Common Core Standards and the school's Education Plan.
- Be responsible for student assessment and participate and lead extra-curricular activities.
- Model and promote positive interpersonal communication and problem solving skills.
- Attend staff meetings.

Resource Specialist Program Teacher

A Resource Specialist Program (RSP) Teacher is a special education professional who provides specialized academic instruction and support to students with mild-to-moderate disabilities, primarily in inclusive settings. They act as case managers, managing Individualized Education Programs (IEPs), facilitating collaboration with general education teachers, and delivering tailored, small-group instruction.

Speech and Language Pathologist

Speech-language pathologists (SLPs), or speech therapists, are experts who assess, diagnose, and treat communication, language, social-communication, cognitive-communication, and swallowing disorders in children and adults. They work in schools, hospitals, and clinics, providing individualized care for conditions like speech sounds, fluency, and aphasia

School Psychologist

School psychologists support K-12 students' academic, social, behavioral, and emotional success by collaborating with educators and parents to create safe, effective learning environments. They conduct assessments, provide counseling, and develop interventions, typically requiring a master's or specialist degree (EdS) and state licensure.

School Counselor

A school counselor is a certified/licensed professional that provides academic, career, college readiness, and social-emotional support for all students.

Instructional Aide(s)

Instructional paraprofessionals (or paraeducators) provide essential academic, behavioral, and social-emotional support to students, particularly in special education. They work under teacher supervision to deliver one-on-one assistance, facilitate small group instruction, implement behavior plans, and manage classroom logistics, enhancing student independence and inclusion. Instructional aides are a huge part of the students academic gains by supporting the teacher with quality first instructional practices, small group instruction and reading comprehension.

Office Manger

Supports the daily tasks of everyday operations of a school site from securing substitute teachers, budget tracking, PO organization, managing office supplies and supporting the registration process and lottery procedure for the school site.

Attendance Clerk

The attendance clerk at a school manages daily student attendance records, verifies absences by contacting parents, and handles check-ins/check-outs for students. They maintain computer databases, produce attendance reports for administration, ensure compliance with school policies, and often act as a receptionist, issuing tardy slips and permits to leave early.

Health Tech

The school health technician (or health tech) provides essential, day-to-day medical support for students, acting under the supervision of a district nurse. They administer first aid, manage medications, screen for illnesses, maintain health records, and implement care plans for chronic conditions like asthma or diabetes

Registrar

The school registrar manages student records, enrollment, and academic data, serving as the central hub for registration and scheduling. They maintain permanent records (transcripts, grades, immunization forms), process new enrollments, manage class scheduling, verify graduation requirements, and ensure compliance with privacy laws like FERPA

Student Safety Advisors

A Student Safety Advisor (SSA) ensures a secure school environment by supervising students, enforcing campus rules, and acting as a liaison between students and administration. They proactively monitor campus grounds—including cafeterias, parking lots, and hallways—to prevent conflicts, manage student behavior, and provide mentorship to support student well-being. SSA utilizes the restorative practices to support the proactive activities during and after school, as well as repairing harm during student conflict.

Library Tech

A school library technician manages the daily operations of a school library, supporting students and teachers by organizing resources, managing book circulation (checking in/out), repairing materials, and assisting with research. They often supervise students, maintain computer systems, and help implement library programs under a librarian's supervision.

Custodial Staff

A school custodian ensures a clean, safe, and functional environment by cleaning classrooms, bathrooms, and common areas, managing waste, and performing minor maintenance. They handle repairs, set up furniture for events, lock/unlock buildings, and maintain safe grounds. Their work prevents the spread of illness and keeps schools running.

Cafeteria Staff

School cafeteria staff are responsible for preparing, cooking, and serving nutritious breakfasts and lunches to students while maintaining strict safety and sanitation standards. They manage daily operations, including operating kitchen equipment, running cash registers/point-of-sale systems, restocking food lines, cleaning the kitchen and dining areas, and accommodating student dietary restrictions or allergies.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code § 47605(c)(5)(F).

The procedures of the CCLA to ensure the health and safety of pupils and staff are identical to those procedures followed in the non-charter schools in the District. Such procedures will include requirements as set forth in applicable sections of California Education Code and as described in the Charter Schools Act.

CCLA shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, as they may be changed from time. CCLA shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and employee-to-student sexual abuse.

Procedures for Background Checks and Fingerprinting

In order to guarantee the health and safety of pupils and staff, CCLA shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

Law requires that school districts obtain Department of Justice fingerprint clearance for all new SRCS employees. SRCS operates a Live Scan Fingerprinting machine. This machine scans fingerprints and sends them electronically to the Department of Justice. Only new SRCS employees, guest teachers, classified substitutes, paid coaches, volunteer coaches, volunteers consultants/contractors and student teachers will be fingerprinted by our fingerprint technician.

All school employees and onsite independent contractors or vendors having unsupervised contact with students will be required to submit to criminal background checks and furnish a criminal record summary in accordance with Education Code Sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. CCLA 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.

Mandated Reporter Training

In accordance with state law, all CCLA employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code section 44691 and sign a

document verifying notification and understanding regarding this responsibility. All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. CCLA shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Workplace Violence Prevention Plan

CCLA shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plans consistent with the requirements of Labor Code Section 6401.9.

Tuberculosis Risk Assessment

As a District-affiliated charter school, in order to guarantee the health and safety of pupils and staff, CCLA shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis (“TB”) examination and clearance. 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. CCLA shall maintain TB clearance records and certificates on file.

Santa Rosa City Schools have four (4) levels of volunteer clearance and tracking. Adults who wish to volunteer on a school campus, drive and/or chaperone a day and/or overnight field trip, provide consulting services or any other (non-Coach) volunteer activity need to apply through the Volunteer Management System (VMS). The VMS is a web-based software application that allows the district and all schools to better track and provide the appropriate level of clearance for school volunteers. Santa Rosa City Schools has collaborated with Be A Mentor, Inc., to support the online registration and screening process of school volunteers.

Volunteers who would be offering their services at CCLA would fall under Level 1: These volunteers help in classrooms, with school-based events/activities and after school programs, sporting events or enrichment programs. (This does not include Volunteer Coaches). Level 1 Volunteers require the following Fingerprinting, Copy of Photo ID, Sex Offender Search (Meghan’s Law), TB Screening Assessment, and Mandated Reporter Training.

Reading Difficulties Screening

On or before June 30, 2025, CCLA will comply with Education Code Section 53008 regarding assessing students in kindergarten and grades 1 and 2 for risk of reading difficulties using the screening instrument(s) adopted by the Board of Education.

Immunization and Health Screening

CCLA shall adhere to all laws related to legally required immunizations for entering students as required of public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations section 6000-6075. CCLA also shall adhere to Education Code section 49450, *et seq*, to provide screening of scholars' vision, hearing, and scoliosis. CCLA will comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

Administration of Medication and Epinephrine Auto-Injectors

CCLA will adhere to Education Code Sections 49423 and 49414 regarding administration of medication at school and epinephrine auto-injectors and training for staff members, respectively. Due to students' medical needs, some students will need to carry and administer their own epinephrine.

Availability of an AED

An AED is Automated External Defibrillator (AED) is a portable, life-saving medical device used to treat sudden cardiac arrest. It analyzes the heart's rhythm and, if necessary, delivers an electrical shock to restore a normal heartbeat. Designed for public use, AEDs provide voice prompts to guide first responders to respond to a medical emergency. CCLA has three AED units to support its community, one is located in the main office, second is in the gym and the third is in the library.

Nutritionally-Adequate Meals

CCLA shall provide breakfast and lunch free of charge during each school day to any student who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. CCLA shall provide each student adequate time to eat as determined by Charter School in consideration of available guidance.

High school students who are scheduled for educational activities lasting two or more hours on campus at CCLA shall also receive nutritionally adequate meals upon request and adequate time to eat.

Health, Safety, and Emergency Plan

As a District-dependent charter school, CCLA shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Safe School Plan. CCLA shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

CCLA's school safety plan shall include the safety topics listed in subparagraphs (A) to (H) and (L) inclusive, of paragraph (2) of subdivision (a) of Section 32282:

- i. Child abuse reporting procedures;
- ii. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- iii. Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- iv. Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- v. A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200 ;
- vi. The provisions of any schoolwide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;
- vii. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- viii. A safe and orderly environment conducive to learning at the school;
- ix. The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- x. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

CCLA shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request. CCLA shall review and update the school safety plan by March 1 of every school year.

Earthquake and Fire Drills

Consistent with the requirements of Education Code Sections 32001 and 32282, CCLA will provide periodic earthquake and fire drills in which students will participate.

Firearm Storage and Safety Notification

CCLA will notify parents and guardians annually at the beginning of the first semester of the regular school term of California's child access prevention laws relating to safe storage of firearms, which shall be based upon the most updated CDE model language pursuant to Education Code Sections 48986(c) and 49392(a).

Homicidal Threat Reporting

If an official at CCLA observes any threat or perceived threat, as defined in Education Code Section 49390(e), that creates a reasonable suspicion that a student is preparing to commit a homicidal act related to school or a school activity, the official shall immediately report the threat or perceived threat to law enforcement and provide copies of any documentary or other evidence.

Mental Health Education and Information

If CCLA offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

CCLA will notify students and parents/guardians no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, in the manner consistent with the requirements of EC 49428.

The Charter School further shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Bullying Prevention Procedures

CCLA shall annually make available the online training module developed by the California Department of Education pursuant to Education Code Section 32283.5(a) to certificated employees and all other employees who have regular interaction with children.

CCLA shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq.*, including the posting of the required school policies on its website.

Human Trafficking Prevention

The Board of Education shall identify methods of informing parents, guardians, and students of human trafficking prevention resources and shall implement those methods.

Pupil Suicide Prevention Policy

CCLA is committed to the mental health and well-being of all students and staff. In accordance with California Education Code Section 215 and AB 2246, the school shall adopt and annually review a comprehensive suicide prevention policy for grades 9–12, developed in consultation with school and community stakeholders, school-employed mental health professionals and suicide prevention experts, to address prevention, intervention, and postvention strategies. The suicide prevention policy shall address the needs of high-risk groups and how training will be provided to teachers on suicide awareness and prevention.

CCLA shall also comply with Education Code section 215.5 regarding placing the National Suicide Prevention Lifeline phone number and a local mental health resource on pupil identification cards for students in Grades 7-12.

Pursuant to Education Code Section 234.6, CCLA shall post in a prominent location on its website its policy on pupil suicide prevention for students in grades 7 to 12, inclusive, adopted pursuant to Section 215.

All Gender Restrooms

On or before July 1, 2026, CCLA shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. CCLA shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Menstrual Product Availability

CCLA shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as

specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Sexual Health and HIV Prevention Education

CCLA will provide sexual education and Human Immunodeficiency Virus (“HIV”) prevention by trained instructors to students at least once in junior high and once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Title IX

CCLA will comply with the requirements of EC 221.61 addressing the rights of a student and the public, and the responsibilities of CCLA under Title IX.

Pursuant to Education Code Section 234.6, CCLA shall post in a prominent location on its website its Title IX policy and other information pursuant to Section 221.61, including but not limited to, 1) the District’s written policy on sexual harassment, as it pertains to pupils, pursuant to Section 231.5; 2) the definition of discrimination and harassment based on sex as described in Section 230; 3) the rights set forth in Section 221.8; and 4) a link to the Title IX information included on the department's internet website pursuant to Section 221.6.

Family Educational Rights and Privacy Act (“FERPA”)

CCLA, including its administrators, other employees, and representatives, shall comply with FERPA and correlating California law and implementing regulations at all times.

ELEMENT 7: BALANCE OF STUDENTS FROM DIFFERENT SUBGROUPS

The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), 1 on the balance of pupils with disabilities at the charter school.

Education Code § 47605(c)(5)(G).

CCLA will comply with the state laws governing admissions of charter schools. Therefore:

- CCLA is committed to actively recruiting families and students dedicated to carrying forth the mission and vision of the school.
- CCLA welcomes all applications and does not discriminate on the basis of race, gender, ethnicity, national origin, sexuality, disability, or income in its admissions policy and procedures.
-

CCLA has an open enrollment policy with the goal of attracting a population of students that is representative of the ethnic and/or socioeconomic demographics of both the District's population and the local area, including special education and ML students. A student and family body that reflects the diversity of the District is critical to instill in students the perspectives and skills necessary for lifelong participation in a democratic society. CCLA will actively work to create and maintain a healthy demographic balance.

Initially, these efforts will focus on conducting recruitment activities throughout the community and outreach to all student populations, specifically ML, special education students, and/or socioeconomically disadvantaged students.

The target is for each kindergarten class to be approximately 45% English-Only , 45% Multilingual Learners (Spanish-speaking), and 10% bilingual (English and Spanish). These targets are necessary for successful implementation of the two-way bilingual immersion model. The goal is to maintain a linguistic balance in each class so students will have social and linguistic role models that will support bilingual and biliterate goals. The means by which this linguistic balance will be achieved will include targeted, native language notification and outreach to prospective parents/guardians. Outreach will consist of parent information nights, public service announcements, fliers, and attending events within the community to promote the school.

CCLA will do everything not limited to the actions mentioned above to ensure a student population that reflects the rich diversity of the school district.

ELEMENT 8: ADMISSIONS AND LOTTERY PROCEDURES

Admission requirements, if applicable. Education Code § 47605(c)(5)(H).

Admission shall be open to all pupils who wish to attend the school. Enrollment will be limited only by the maximum capacity of CCLA in any given year.

Parents/guardians are encouraged to familiarize themselves with, and commit to, the educational program and any parent participation duties set forth in the Charter, though performance of parent participation duties shall not be a factor in determining a pupil's admission or continued enrollment, in compliance with Education Code section 47607(e)(2)(B)(iv). Prior to admission, all parents/guardians are encouraged to attend an orientation meeting. At orientation, CCLA staff will explain the purpose, research, and goals of the Charter School and inform parents of the academic and linguistic benefits of remaining in the program for nine years, as well as the instructional consequences of early withdrawal.

Assurances Related to Admissions and Enrollment

CCLA shall comply with the requirements of Education Code section 48204.7 with respect to the residency of migratory students who may no longer satisfy any residency requirements that might apply to CCLA's admissions requirements.

CCLA shall comply with the requirements of Education Code section 47605(e)(2)(B)(i)-(iv), requiring that:

- (i) Each type of preference shall be approved by the chartering authority at a public hearing.
- (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- (iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Pursuant to Education Code section 47605(e)(4)(A)-(E), CCLA will comply with the following:

- (A) CCLA shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).
- (B) CCLA 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.
- (C) CCLA shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (c).
- (D) CCLA shall develop a notice of the requirements of this paragraph. This notice shall be posted on CCLA's internet website. CCLA shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:
 - (i) When a parent, guardian, or pupil inquires about enrollment.
 - (ii) Before conducting an enrollment lottery.
 - (iii) Before disenrollment of a pupil.
- (E) (i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.
 - (ii) The department shall develop a template to be used for filing complaints pursuant to clause (i).

Admissions and Lottery Process

CCLA shall use the following admissions procedure to determine enrollment:

1. **Admission Requirements:** In the event that fewer students than the maximum cap apply to attend the school by the deadline for submitting applications ("admissions deadline"), CCLA shall admit all pupils that apply.
2. **Application:** The application form will include a Home Language Survey (requires submission of completed Home Language Survey with application for admission), parent/guardian email, student full name, student birthdate, student's gender, address, mailing address, main phone number, student a twin, sibling enrolled at CCLA, is the parent/guardian an employee of the SRCS charter

schools, grade level applying for, parent/guardian name, relationship to student, income eligibility for free and reduced lunch.

3. **Deadline Requirements:** CCLA shall only extend the admissions deadline (October 1- November 15) should fewer than the maximum cap apply for admission before the deadline. CCLA shall only accept applications to admit students after the admissions deadline to reach the maximum cap. After the Charter School receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist and placed in order under the procedure set forth in Step 6, with the exception of applicants for admission to 7th and 8th Grade residing at the time of application within the attendance area of Lawrence Cook Middle School, as that attendance area stood during the 2020-2021 school year, who shall be placed at the top of the wait list.
4. **Geographic Preference:** In the event that CCLA receives a number of applications for admission to 7th and 8th Grade exceeding the maximum cap prior to the close of the admissions deadline, it shall determine which students shall enroll in the school in the following manner:
 - a. First, beginning with the admissions process for enrollment during the 2020-2021 school year, and thereafter, all applicants for admission to 7th and 8th Grade residing at the time of application within the attendance area of Lawrence Cook Middle School, as that attendance area stood during the 2020-2021 school year, shall be admitted before all other applicants. If there are more applicants for admission to 7th and 8th Grade residing within the attendance area of Lawrence Cook Middle School than openings, the Charter School shall skip to and use the lottery process set forth in Step 5 to determine admissions.

If there are remaining openings after the admission of all applicants for admission to 7th and 8th Grade residing within the attendance area of Lawrence Cook Middle School, the Charter School shall then proceed to Step 4.

5. **Sibling Preferences:** All siblings of students enrolled at and attending CCLA at the time of the lottery shall be admitted.
 - a. In the event that, after admitting all applicants under Step 3, there are remaining spaces, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), with respect to any remaining applicants.
 - b. In the event that, in the course of implementing Step 3, there are a number of applicants who meet the sibling requirement set forth in s=Step 3 that exceeds the maximum cap, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), to the group of siblings only, to determine admission to the Charter School.

6. **Lottery Procedure:** The Charter School shall employ the following lottery procedure to determine admission to the school in the event that the number of applicants exceeds the number of available slots:
- a. The lottery shall be conducted by District personnel. The District and/or Charter School shall provide all applicants 72 hours written notice of the conduct of the lottery and also post the time and place of the lottery at the Charter School and District Office bulletin boards and website. The lottery shall take place at a public facility at the District Office or Charter School and shall be made open to the public.
 - b. A slip of paper bearing the name of each applicant shall be placed into a envelope, which then will be sealed. Each envelope shall be marked on the outside “Free and Reduced Eligible – in District,” “Child of Current Charter School Employee” and “District Resident.” Envelopes for applicants not meeting criteria for the above categories shall be marked “Other.”
 - i. In-District Applicants whose parents/guardians provide written verification that they are eligible for Free and Reduced lunch under that program’s guidelines shall be designated “Free and Reduced Eligible.”
 - ii. Applicants residing within the boundaries of the Santa Rosa City Schools elementary or high school districts² shall be designated “District Resident.”

Each envelope shall be numbered sequentially on the outside along with one of the above-identified categories for tracking purposes. No other information, such as the students’ name, shall appear on the envelope.

In the event that an applicant falls under more than one of the above-identified categories, they shall be designated only in the first category in the order in which they appear above in the first paragraph of Subsection 4(b).

- c. The District shall place the envelopes into separate containers by grade level labeled with each of the categories listed in Step 4(b). The District will then draw envelopes in the following sequential order, and shall repeat the sequence, until all envelopes are drawn:

Draw Number ONE:

² Families residing within the Rincon Valley Union School District, Wright Elementary School District, Piner-Olivet Union School District and Bennett Valley Union School District all fall within the enrollment boundaries of the Santa Rosa City School high school district.

- (i) From Free and Reduced Eligible – in-District: Draw 4 times
- (ii) From District Resident: Draw 1 time
- (iii) From Child of current District employee: Draw 1 time
- (iv) From _____: For Dual-Immersion Charter Schools Only: For a Charter School that offers a dual-immersion language program as part of its Charter, if the Charter School, to optimize the effectiveness of the dual-immersion program, requires a higher proportion of native speakers in the target language to reach a 50/50 ratio of native and non-native speakers, for all students whose parents identify as native speakers, or non-native speakers, as needed, of the target language in their Home Language Survey submitted to their school District (requires submission of completed Home Language Survey with application for admission): Draw 1 time

When all of the envelopes from categories (i) and (iv) are drawn, then, if there are remaining envelopes, then the lottery shall proceed to Draw Number two:

Draw Number TWO:

- (v) From Other: Continue drawing 1 time until no envelopes remain or until maximum student capacity has been reached.
- d. District personnel shall then open the envelopes and record in writing the students who have been admitted, and the order in which they were selected, with no reference to the category in which the student fell. District personnel shall then provide the list of the admitted students, in order of admission, to the District Office, with a signature certifying that the results of the lottery are accurate to the best of their knowledge.
 - e. The District shall take the following steps to protect the confidentiality of all pupil information:
 - i. During the conduct of the lottery, student names shall not be announced at any time, but, upon selection, shall be immediately recorded on the written log pursuant to Step 4(d);
 - ii. Once the lottery has been completed, the student name slips and envelopes created pursuant to Step 4(b) shall be destroyed, and the list of students in order of admission created pursuant to Step 4(d) shall be retained; and
 - iii. By the end of the next business day following the lottery, the District shall post an alphabetized list of admitted students at the District Office and at the administrative offices of the Charter School, with

no reference to the category in which the student fell or order of selection.

2. Wait List:

- a. In the event that the maximum cap is reached without use of the lottery, subsequent applications from unadmitted students under Step 2 shall be placed on a waitlist in the order in which their applications were received, starting with applications received in the first enrollment window (*i.e.*, before the deadline for applying for admission), with the exception of applicants residing at the time of application for admission to 7th and 8th Grade within the attendance area of Lawrence Cook Middle School, as that attendance area stood during the 2020-2021 school year, who shall be placed at the top of the wait list.
- b. In the event that there are applicants remaining after the conduct of the lottery in Step 5, those applicants not admitted to the school shall be placed on the waitlist in the order that their names were drawn under the process set forth in Step 5(c), with the exception of applicants for admission to 7th and 8th Grade residing at the time of application within the attendance area of Lawrence Cook Middle School, as that attendance area stood during the 2020-2021 school year, who shall be placed at the top of the wait list based by grade level and classroom capacity.
- c. District personnel shall provide the list of the waitlisted students, in the order in which they were placed on the waitlist, to the District Office, with a signature certifying that the waitlist is accurate to the best of their knowledge.
- d. To the extent that openings occur at the Charter School during the school year for which the lottery is conducted, applicants shall be offered admission in the order in which they appear on the waitlist. Families will be notified by writing and will respond to secure admission by January 31.
- e. The District shall take the following steps to protect the confidentiality of all pupil information: 1) During the conduct of the lottery, student names shall not be announced at any time, but, upon selection, shall be immediately recorded on the written log pursuant to Step 4(d) ; 2) Once the lottery has been completed, the student name slips and envelopes created pursuant to Step 4(b) shall be destroyed, and the list of students in order of admission created pursuant to Step 4(d) shall be retained; and 3) by the end of the next business day following the lottery, the District shall post an alphabetized list of admitted students at the District Office and at the administrative offices of the Charter School, with no reference to the category in which the student fell or order of selection. Waiting lists are

kept for each academic year, open to public inspection, and continue into the next school year.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

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

Education Code § 47605(c)(5)(l).

The financial audit(s) of the CCLA is accomplished as part of the total District audit, to be performed by an independent auditor with qualifications and experience conducting public school district finance and audits, and financial oversight is provided through the District's Business Services and Accounting Office. The audit will be presented to the Board, and audit exceptions shall be addressed and resolved in the same manner, and through the same process, as such exceptions are handled as part of the District's overall budgeting process. The additional fees for CCLA audits are to be paid with funds generated by the Charter School's average daily attendance ("ADA").

Budget reports will be submitted to the District Board of Education and County Superintendent of Schools, as follows: a preliminary budget on or before July 1 each year; a local control and accountability plan and update to the local control and accountability plan under Education Code section 47606.5 on or before July 1 of each year; an interim financial report, reflecting changes through October 31, on or before December 15 each year; a second interim financial report, reflecting changes through January 31, on or before March 15 of each year; and a final unaudited, financial report for the full prior year on or before September 15 each year.

Pursuant to Education Code Section 47605(m), CCLA shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, the Controller, the county superintendent of schools of the county in which the charter is sited, and the CDE by December 15 of each year.

ELEMENT 10: STUDENT DISCIPLINE

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 5 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 their side of the story.

(ii) For r 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) Per California Education Code 48916, and Board Policy and Administrative Regulation 5144.1, provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her 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).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Education Code § 47605(c)(5)(J).

All District rules/processes concerning suspension or expulsion pertain to the Charter School in the same manner as for the non-charter schools of the District. CCLA shall comply with the provisions of Education Code Section 48900 et seq., and Board Policies 5144 and 5144.1 and Administrative Regulations 5144 and 5144.1 with respect to the causes and procedures for pupil discipline.

Suspension and Expulsion Procedures

The Suspension and Expulsion Procedures have been established in order to promote learning and protect the safety and wellbeing of all students, staff and visitors to CCLA

and to serve the best interests of the CCLA community. CCLA has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its own list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. CCLA is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and it may modify of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal, and the procedures thereto so long as not materially different from this Petition.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually to parent and guardians³ as part of the Student Handbook which will clearly describe discipline expectations.

No student shall be involuntarily removed by CCLA 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 (5) school days before the effective date of the action. The written notice will be provided in the native language of the student or the student's parent or guardian and shall inform them of the right to initiate the procedures specified for suspensions of 10 days or more or expulsions before the effective date of the action. If the student's parent/guardian initiates such procedures, the student shall remain enrolled and shall not be removed until CCLA issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

³ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Preliminary list of the offenses, discretionary and nondiscretionary, for which a student may or must be suspended or expelled are:
<https://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp>

CCLA will comply with federal and state constitutional procedural and substantive due process requirements that are required by Section 47605, including but not limited to the following:

(1) For suspensions of fewer than 5 days:

- Provide oral or written notice of the charges against the student and,
- If the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story.

(2) For expulsions for disciplinary reasons, both of the following:

- Provide timely, written notice of the charges against the student and an explanation of the student's basic rights; and
- Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

(3) Identifies the procedures by which parents/guardians and students will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.]

Procedures for Hearings Regarding Allegations of Sexual Assault or Battery

In accordance with Administrative Regulation 5144.1(4)(h), in hearings which include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining 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,

guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

In hearings involving allegations of sexual assault or battery, or attempted sexual assault or battery, CCLA shall comply with the following provisions of Administrative Regulation 5144.1(6)(a)-(d):

- a. At the time that the expulsion hearing is recommended, the complaining witness shall be provided with a copy of the applicable disciplinary rules and advised of his/her right to: (1) receive five days' notice of the complaining witness' scheduled testimony at the hearing, (2) have up to two adult support persons of his/her choosing, present in the hearing at the time he or she testifies; and (3) to have the hearing closed during the time they testify pursuant to subdivision (c) of Section 48918.
- b. An expulsion hearing may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness where the allegations arise under subdivision (n) of Section 48900.
- c. CCLA shall provide a nonthreatening environment for a complaining witness in order to better enable them to speak freely and accurately of the experiences that are the subject of the expulsion hearing, and to prevent discouragement of complaints. CCLA shall provide a room separate from the hearing room for the use of the complaining witness prior to and during breaks in testimony. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he or she may leave the hearing room. The person conducting the hearing may arrange the seating within the hearing room of those present in order to facilitate a less intimidating environment for the complaining witness. The person conducting the hearing may limit the time for taking the testimony of a complaining witness to the hours he or she is normally in school, if there is no good cause to take the testimony during other hours. The person conducting the hearing may permit one of the complaining witness' support persons to accompany him or her to the witness stand.
- d. Whenever any allegation is made of conduct violative of subdivision (n) of Section 48900, complaining witnesses and accused students are to be advised immediately to refrain from personal or telephonic contact with each other during the pendency of any expulsion process.

Requests for Homework/Grading During Suspension

Upon request of the parent/guardian or other person holding the right to make education decisions for a student, the student's teacher shall provide to any student suspended for

two or more schooldays the homework that the student would have otherwise been assigned. Pursuant to Education Code Section 47606.2, if a homework assignment that is requested pursuant to this section and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Disciplinary Procedures for Students with Disabilities

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 requires additional or different procedures. CCLA will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, 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.

Services During Suspension

Students with disabilities 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 scholar's IEP Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

For students with disabilities, CCLA shall follow the requirements of District Administrative Regulation 5144.2 and 34 Code of Federal Regulations § 300.530, which requires it to conduct a manifestation determination within 10 school days of a recommendation for expulsion or any decision to impose a disciplinary change of placement of a pupil with a disability because of a violation of the Charter School's discipline policies. A change of placement shall be defined by 20 U.S.C. 1415(k)(1)(E) and 34 C.F.R. 300.536.

The manifestation determination team must be staffed by relevant members of the IEP team and the parent, to determine (i) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (ii) if the conduct in question was the direct result of the LEA's failure to implement the IEP.

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

- Conduct a Functional Behavioral Analysis and implement a Behavior Intervention Plan, provided that CCLA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement, or
- If a behavioral intervention plan has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and
- Return student to the placement from which the student was removed, unless:
 - (1) special circumstances exist; or
 - (2) the parent and CCLA agree to a change of placement as part of the modification of the IEP. (34 Code of Federal Regulations § 300.530)

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

If the scholar is a foster youth, as defined in Education Code Section 48853.5, and CCLA has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the principal, the student's attorney and an appropriate representative of the county child welfare agency shall be invited to participate in IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If the scholar is a homeless youth, as defined in 42 USC Section 11434a (2), and CCLA has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the principal, the designated homeless liaison for PPA shall be invited to participate in the IEP team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

Due Process Appeals

In accordance with 20 U.S.C. Section 1415(k)(3), the parent/guardian of a child with a disability who disagrees with any decision regarding placement or a manifestation determination or the Charter School which asserts that maintaining the current placement of the scholar is substantially likely to result in injury to the scholar or to others may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

Following such an appeal, a hearing officer may: (1) return a student with a disability to the placement from which the scholar was removed; or (2) order a change in placement of a student 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 student is substantially likely to result in injury to the student or to others.

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

Interim Alternative Educational Setting

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 scholar with a disability who violates the Charter School's discipline policies.

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

- A. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function.

B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

C. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

A student's interim alternative educational setting shall be determined by the student's IEP Team.

Procedures for Students Not Yet Eligible for Special Education Services

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

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

- 1) 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 student's teachers, that the student is in need of special education or related services.
- 2) The parent has requested an evaluation of the student.
- 3) The student's teacher, or school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the special education case manager or to other school supervisory personnel.

If the Charter School knew or should have known the scholar 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 scholar's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the scholar shall remain in the education placement determined by the Charter School pending the results of the evaluation.

ELEMENT 11: RETIREMENT SYSTEMS

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

Education Code § 47605(c)(5)(K).

Retirement provisions for staff members who serve CCLA students are identical to those for staff members in the non-charter schools of the District. All certificated employees of the school who meet eligibility requirements will participate in the California State Teachers' Retirement System ("CalSTRS"), and all classified employees who meet eligibility requirements will participate in the California Public Employees' Retirement System ("CalPERS").

The School Secretary, in collaboration with the District, shall be responsible for arranging coverage for participating employees in their respective retirement systems. Internal controls, data reporting, and calculation verification will be conducted by the District.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Education Code § 47605(c)(5)(L).

Enrollment in the CCLA is based upon parental request and the enrollment process referenced above. No District student will be assigned to CCLA. Establishment of this charter school will not affect the Public School Alternatives for other students that the parent or guardian of each student enrolled in CCLA. The parent or guardian of each student enrolled in CCLA shall be informed that the student has no right to admission in a particular District school or program) as a consequence of enrollment in CCLA, except to the extent that such a right is extended by the District.

ELEMENT 13: POST-EMPLOYMENT RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

Education Code § 47605(c)(5)(M)

No staff member will be assigned to the Charter School except by their request for a transfer and/or through a formal application process.

Except as otherwise agreed to by the exclusive representatives, the rights of employees to work at the Charter School, to leave a District school to work at CCLA, or leave CCLA to work at a District school, shall be governed by the transfer and assignment provisions of the collectively bargained contracts, and the provisions of Board Policy and Administrative Regulation, in the same manner as for the non-charter schools of the District.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

Education Code § 47605(c)(5)(N).

Disputes Between CCLA and the District

The purpose of the dispute resolution process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Education and District unnecessarily. The school community includes students, parents, teachers, applicant families, volunteers, advisors, community members' partners and collaborators.

General dispute resolution procedures will pertain to the Charter School in the same manner as for the non-charter schools of the District.

The District's Board of Education retains the final decision concerning any dispute between CCLA and the District. CCLA and the District shall bear any costs of the dispute resolution equally.

The District shall have no obligation to follow the dispute resolution procedures outlined in the charter to the extent that any dispute/issue concerns facts or circumstances that could lead to revocation of the charter. None of the dispute resolution procedures shall interfere with the District's oversight duties, including the right to inspect or observe the charter school at any time.

Internal Disputes

The purpose of the dispute resolution process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Education and District unnecessarily. The school community includes students, parents, teachers, applicant families, volunteers, advisors, community members' partners and collaborators.

CCLA will establish a Uniform Complaint Procedure ("UCP") and will make the information available to staff, parents/guardians, and the public. CCLA will ensure prompt, fair, and impartial investigation and resolution of any UCP complaints and will maintain detailed documentation and records of such complaints and resolutions in compliance with applicable law.

The BAB will review its dispute and resolution process each year. Procedures will be fair, specific, and supported by the school community. In the event of a dispute, concerned persons will follow these steps:

- Make an appointment with the teacher or person whose area of responsibility the issue involves, or the person directly involved in the issue.
- Make an appointment with the principal, if the meeting does not resolve the issue. When appropriate, the principal may request the teacher, staff member, or other party to take part in the meeting.
- Should the issue still not be resolved, the individual(s) bringing the complaint will have the right to file a complaint with the office of the District's Superintendent of .

ELEMENT 15: CLOSURE PROCEDURES

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

Education Code § 47605(c)(5)(P).

Should the CCLA close, it shall be the responsibility of the BAB to finalize all closing arrangements. All remaining assets and liabilities of the organization will be disposed of by the school's BAB to the District or other appropriate entity or returned to the state in accordance with the asset disposition provisions of the organization's bylaws, District Policy, and state law. Assets are retained as long as necessary to ensure the transfer of assets, disposition of liabilities, transfer of student records, and closure of the facility.

CCLA shall bear responsibility for notifying the Sonoma County Office of Education, California Department of Education, the California State Teachers' Retirement System, the California Public Employees' Retirement System, and the applicable Special Education Local Plan Area of its closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

CCLA will ensure that the notification to the parents and scholars of the Charter School of the closure provides information to assist parents and scholars in locating suitable

alternative programs. This notice will be provided promptly following the Board's decision to close CCLA.

CCLA will develop a list of pupils in each grade level and the classes they have completed, together with information on the students' districts of residence, which they will provide to BAB for closure-related activities. Student records and cumulative files will be forwarded to the schools to which the students transfer or, depending upon circumstance, will be turned over to District Office. All other student, personnel, and school records shall be transferred to the custody of the District. All transfers of student records will be made in compliance with the FERPA.

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.

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

The District's Executive Director of Fiscal Services will ensure that the financial audit of the school's assets and liabilities is performed no later than six (6) months following the effective date of closure.

MISCELLANEOUS CHARTER PROVISIONS

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

Education Code Section 47605(h).

A. Financial Information

The operational budgets called for in Board Policy 0420.4 are attached as Appendix B. The Charter School budgets will be constructed so as to be financially neutral for the District.

B. Operational and Other Potential Effects

Basic administrative services for the CCLA will be provided by CCLA site administrative personnel. As needed, ancillary services (*e.g.*, attendance, nurse, counseling, special education, telephone, duplication services, technology support, custodial support, etc.) will be provided to the Charter School through the District Office. In addition, any other centralized administrative services which are provided to non-charter schools in the District will also be provided, as appropriate, to CCLA.

Funds generated by CCLA's average daily attendance will compensate the District for both site level and District level administrative services.

Civil Liability Impact

Education Code Section 47605(h) requires a description of the potential civil liability effects, if any, on the charter school and upon the authorizing school district. The following clearly delineates liability responsibilities and protections in the governance of CCLA:

Because CCLA will operate as a dependent charter school under direct oversight and governance of the District, the District will maintain ultimate legal responsibility and liability for the Charter School's operations, debts, obligations, and activities.

To mitigate potential civil liabilities, the District will ensure:

- Comprehensive oversight, governance, and monitoring of PPA's operational, fiscal, and educational activities.
- Clear and consistent implementation of policies and procedures aligned with District standards and state and federal requirements.

- Adequate insurance coverage through the District’s existing general liability insurance policy to protect against claims arising from acts, errors, or omissions of the school and its personnel.
- Risk management protocols, including employee screening, clear codes of conduct for students, and established procedures for dispute resolution.

CCLA and the District will develop procedures for periodic/ongoing monitoring and reporting of the academic, operational, and fiscal performance of the Charter School.

C. Facilities

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of The Charter School, including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.” - California Education Code Section 47605(g)

CCLA Charter School intends to continue operating at its current location at 2480 Sebastopol Road Santa Rosa California 95407, a property owned by SRCS. The property is in full compliance with health and safety codes, building codes and the American with Disabilities Act of 1990. CCLA Charter School’s school site remains subject to use by the District and possible space location under Proposition 39 and implementing regulations.

CCLA Charter School will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.

D. Community Impact Statement

E. Independent Study Requirements

Written Independent Study Policy

CCLA will maintain a board-approved written independent study policy that includes, but is not limited to:

- The maximum length of time between the assignment of work and the due date for completion of assignments.
- The criteria for satisfactory educational progress, including the number of missed assignments that may occur before an evaluation is conducted to determine whether independent study remains appropriate for the student.
- Procedures for conducting and documenting such evaluations and maintaining the records as part of the student’s interim educational record.

Satisfactory Educational Progress

Students enrolled in the CCLA Independent Study Program will be evaluated regularly to determine satisfactory educational progress.

Indicators of satisfactory progress include:

- Completion of assignments and coursework
- Participation and engagement in required instructional activities
- Demonstration of learning and mastery of course standards
- Progress toward successful completion of courses and graduation requirements

If a student fails to meet satisfactory progress expectations, CCLA will conduct an evaluation to determine whether it is in the best interest of the student to remain in independent study or return to a classroom-based program.

Equivalent Instruction and Course Access

CCLA will ensure that independent study instruction is substantially equivalent in quality and rigor to classroom-based instruction.

High school students will have access to courses that allow them to meet:

- Graduation requirements
- University of California (UC) and California State University (CSU) A–G requirements

Students will be supported by certificated teachers who supervise instruction and monitor student progress.

Synchronous Instruction Requirements

Consistent with California law, students in grades 9–12 participating in independent study will be provided opportunities for at least weekly synchronous instruction with a certificated teacher.

This requirement will be satisfied through:

- Weekly one-hour teacher conferences
- Scheduled virtual instructional sessions
- Academic support meetings to review coursework and provide instruction.

Transition Back to In-Person Instruction

CCLA will maintain procedures to allow students to transition from independent study back to classroom-based instruction within five instructional days when requested by the student or family.

Independent Study Written Agreements

Each student participating in independent study will have a current written independent study agreement on file.

The agreement will include:

- The manner, time, frequency, and place for submitting assignments and communicating with teachers
- The objectives and methods of study and the method for evaluating student work
- The resources and materials provided to support student learning, including access to devices and internet connectivity
- The duration of the agreement, including start and end dates (not to exceed one school year)
- The course credits to be earned upon completion
- The academic supports available to students, including supports for English learners, students with disabilities, foster youth, homeless students, and students needing additional academic support
- A statement that independent study is a voluntary educational option and that students may not be required to participate.

For students participating in independent study for more than fifteen school days, the written agreement will be signed by:

- The student
- The student's parent/guardian (if under 18)
- The supervising certificated teacher
- The special education teacher when applicable.
- Administrator

Student Support and Equity

CCLA will provide appropriate academic and social-emotional supports for students participating in independent study, including:

- Academic counseling and progress monitoring
- Supports for English learners
- Special education services consistent with Individualized Education Programs (IEPs)
- Supports for foster youth, homeless students, and students requiring mental health services.

Parent Consultation and Program Selection

Prior to enrollment in independent study, families may request a parent-student-educator conference to discuss available educational options, curriculum offerings, and support services before deciding whether independent study is appropriate for the student.

Attendance for students participating in independent study will be based on the time value of completed assignments and demonstrated learning, rather than seat time.

Key procedures include:

- Certificated teachers supervising independent study will evaluate completed assignments and determine the time value of student work.
- The time value of work will be documented and certified by the supervising teacher.
- Attendance credit will only be claimed for completed work products demonstrating satisfactory progress toward course objectives.
- Records supporting attendance claims will be maintained in accordance with state audit requirements.

CCLA will maintain documentation including:

- Signed independent study agreements
- Assignment logs and work products
- Teacher evaluation of completed work
- Records of synchronous instruction and teacher-student contact.

These records will be maintained as part of the school's ADA audit file and will be made available for review during state audits.

Teacher Credentialing and Supervision of Instruction

Instruction and supervision within the CCLA Independent Study Program will be provided by appropriately credentialed certificated teachers, consistent with California law.

Responsibilities of supervising teachers include:

- Monitoring student academic progress
- Providing instruction and support
- Evaluating and grading assignments
- Certifying the time value of completed work
- Conducting weekly synchronous instructional sessions
- Maintaining documentation required for independent study compliance.

Online courses delivered through the Edgenuity platform will be overseen by certificated teachers employed or contracted by CCLA who hold appropriate subject-matter authorization consistent with California credentialing requirements.

These teachers will:

- Monitor student engagement and progress within the online learning platform
- Provide academic support and feedback
- Ensure alignment with California content standards
- Verify completion of coursework and assign grades.

Assignment Completion Timeline

Consistent with Education Code §51747, CCLA will establish a clear timeline for the completion and submission of independent study assignments.

Assignments will typically be issued on a weekly basis, with a maximum assignment completion window of ten (10) school days unless otherwise specified in the student's independent study agreement.

The supervising teacher will monitor assignment completion and maintain records documenting:

- Assignment distribution
- Submission dates
- Teacher evaluation and feedback.

Evaluation of Student Progress

If a student fails to complete assignments or demonstrate satisfactory educational progress, the supervising teacher will initiate an evaluation to determine whether independent study remains an appropriate instructional placement.

Indicators that may trigger an evaluation include:

- Missed assignments
- Lack of participation in synchronous instruction

- Failure to demonstrate academic progress
- Failure to maintain regular communication with the supervising teacher.

Following the evaluation, CCLA may:

- Develop an academic improvement plan
- Provide additional academic support services
- Recommend a transition to an alternative instructional setting if independent study is determined not to be in the student's best interest.

Technology and Instructional Materials

Students participating in the CCLA Independent Study Program will be provided access to the instructional materials necessary to complete coursework, including:

- Access to the Edgenuity online learning platform
- Digital curriculum and instructional resources
- Access to devices or internet connectivity as needed to support participation.

CCLA will ensure students have equitable access to instructional materials and technical support necessary for successful participation in independent study.

Student Engagement and Communication Expectations

Students enrolled in independent study are expected to maintain consistent communication with their supervising teacher.

Minimum expectations include:

- Participation in weekly synchronous instructional sessions
- Regular submission of assignments
- Ongoing communication regarding academic progress.

Teachers will maintain records of student contact and participation in accordance with independent study documentation requirements.

APPENDICES

CCLA School's By-Laws for Bilingual Advisory Board (BAB)

Article I - Name of Committee

The name of the committee shall be the **Bilingual Advisory Board (BAB)**.

Article II -Role of the Committee

The role of the Bilingual Advisory Board is to focus the charter community toward the common goals expressed in the charter document. In addition, this body is responsible for oversight of the budget and making spending decisions utilizing funds allocated to the CCLA. With an eye toward financial and program management, special attention will be given to the following: fiscal solvency, standards and expectations for student achievement and student behavior, public relations and community outreach, parameters for parent involvement, and progress toward goals as outlined within the charter itself.

Article III -Members

COMPOSITION- Section 1

The Bilingual Advisory Board will be an active and engaged body representative of the various constituents of the site. In the first years of operation, the Bilingual Advisory Board will include ten members: four certificated teaching staff members representing various grade levels and, three parent/guardian members, a classified staff member, and the school principal, with input as needed from the school community. In subsequent years, the make-up of the Bilingual Advisory Board will be reevaluated on a yearly basis.

TERM OF OFFICE- Section 2

All members of the Bilingual Advisory Board shall serve for two-year terms. However, in order to achieve staggered membership, half of the committee members shall serve for a one-year term during the first year of the Board's inception with the exception of the principal, and the classified staff member. After the first year of the Board's existence, all terms shall be two years in length.

Elections will be held during the Spring Open House, a school-wide event at the end of the school year. Parents-guardians and community members will be given advance notice of Board openings and the upcoming election. Prior notice of the list of candidates and election details will also be given.

VOTING RIGHTS- Section 3

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Board. Absentee ballots shall not be permitted. A member may designate a proxy in writing. That vote will be for the designated meeting only. An abstention will be counted as a "no" vote.

TERMINATION OF MEMBERSHIP– Section 4

A member shall no longer hold membership should they cease to meet the membership requirements under which they were selected. Membership may terminate for any member who is absent from regular meetings for a period of three consecutive meetings. The Board, by affirmative vote of two-thirds of all the members, can suspend or expel a member.

TRANSFER OF MEMBERSHIP – Section 5

Membership on the Bilingual Advisory Board is not transferable or assignable.

RESIGNATION– Section 6

Any member may resign by filing a written resignation with the Bilingual Advisory Board.

VACANCY– Section 7

Any vacancy of the Board shall be filled for the remainder of the term by appointment of the Board. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

ARTICLE IV -Officers

OFFICERS

The officers of the Bilingual Advisory Committee shall be chairperson, vice-chairperson, secretary and treasurer and such other officers as the Bilingual Advisory Board may deem desirable. The chairperson will be the school leader and the secretary shall be the classified staff member/ school office manager.

ELECTION AND TERM OF OFFICE

The officers of the Bilingual Advisory Board shall be elected annually at the first fall meeting and shall serve for one year or until each successor has been elected with the exception of the chairperson and the secretary.

REMOVAL

Any officer may be removed by a two-thirds vote of all members sitting on the Board whenever, in the judgment of the Board, the best interests of the Board would be served thereby.

VACANCY

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the Board for the unexpired portion of the term.

CHAIRPERSON

The principal shall be the designated chairperson. The chairperson shall reside at all meetings

of the Board and may sign letters, reports, and other communication of the Board. In addition, the chairperson shall perform all duties incident to the office of the chairperson and such other duties as may be prescribed by the Board from time to time.

VICE CHAIRPERSON

The vice chairperson will be appointed by the chairperson. The duties of the vice chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the Board.

SECRETARY

The secretary will be the CCLA Office Manager or a designated classified staff member. The secretary shall keep the minutes of the meetings, both regular and special, of the Board and shall promptly transmit to each of the members, to the school district, and to such other persons as the Board may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Board records; keep a register of the address and phone number of each member of the Board which shall be furnished to the secretary by each member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the Bilingual Advisory Board. The minutes binder shall be kept in the school administrative office.

TREASURER

The secretary and chairperson will act as the treasurer.

ARTICLE V- Committees

STANDING AND SPECIAL COMMITTEES- The Bilingual Advisory Board may, from time to time, establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the Parent Advisory Board.

TERM OF OFFICE- Each member of a committee shall continue as such for the term of their appointment and until their successor is appointed, unless the Bilingual Advisory Board shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof. The exception to this rule would be for the principal, and office manager or designated classified staff member whose positions on the board will be ongoing.

RULES- Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Bilingual Advisory Board.

QUORUM- Unless otherwise provided in the decision of the Bilingual Advisory Board designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

VACANCY- A vacancy in the membership of any committee may be filled by a majority vote of the Board.

ARTICLE VI- *Meetings of the Parent Advisory Board*

REGULAR MEETINGS- The Bilingual Advisory Board shall meet during the school year. The BAB will decide how often they meet, the dates and time will be determined annually at the first fall meeting.

SPECIAL MEETINGS- Special meetings may be called by the chairperson or by majority vote of the Bilingual Advisory Board.

PLACE OF MEETINGS-The Bilingual Advisory Board shall hold its regular monthly meeting in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

DECISIONS OF THE BILINGUAL ADVISORY BOARD- All decisions of the Bilingual Advisory Board shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance. Any abstentions will be counted as “no” votes.

QUORUM- The presence of 50% + 1 of the total membership shall be required to constitute a quorum necessary for the transaction of the business of the Bilingual Advisory Board. When a quorum is not present at an officially scheduled meeting of the Board, those present may proceed with the normal business of that meeting, as prescribed by an adopted agenda, with the understanding that all business must first be ratified by the number of members necessary to form a quorum, and that these members shall be contacted by phone by the chairperson or his designee, either during or immediately following the adjournment of the meeting for any immediate action items, otherwise all items will be ratified by a quorum present at the next regularly scheduled meeting.

CONDUCT OF MEETINGS- All regular and scheduled meetings of the Bilingual Advisory Board shall be conducted as modified by the Board. The BAB will follow the Brown Act.

MEETINGS OPEN TO THE PUBLIC- All regular meetings of the Bilingual Advisory Board shall be open at all times to the public.

ARTICLE VII- *Amendment*

These bylaws may be amended at any regular meeting by a two-thirds vote of the Bilingual Advisory Board membership.