

Cesar Chavez Language Academy

# Charter Renewal Petition

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

Gabriela Mendoza-Torres  
Submitted to the Board of  
Education, Santa Rosa City  
Schools  
May 13, 2026

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## **Introduction and Executive Summary**

Dear Superintendent August and Members of the Governing Board,

On behalf of the petitioners, we respectfully submit this charter petition for Cesar Chavez Language Academy (CCLA), a Two-Way Dual Immersion (TWDI) Spanish/English program serving English-only students and multilingual learners in Santa Rosa. The lead petitioner for this charter submission is Gabriela Mendoza-Torres, Interim Principal.

CCLA is currently operating as a dependent charter school authorized by Santa Rosa Elementary School District and has been serving the community since its founding. Due to its location, CCLA is seeking to operate as a continuing charter school under the authorization and oversight of the Santa Rosa High School District pursuant to California Education Code sections 47605(a)(5)(E) and 47607. The Santa Rosa Elementary School District and the Santa Rosa High School District are part of the Santa Rosa City Schools (“SRCS”) common administration district.

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 (TK) through twelfth grade, with a buildout of the high school grade levels beginning in the 2026–2027 school year.

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. CCLA remains committed to providing a rigorous bilingual, biliterate, and multicultural education that prepares students for college, career, and civic leadership.

CCLA requests a renewal of its charter for a five-year term, consistent with applicable provisions of the California Education Code.

The petitioners for CCLA hereby certify that they deem this renewal petition to be complete and that it contains the information required pursuant to 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 renewal 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 Cesar Chavez Language Academy (“CCLA” or the “Charter School”), located within the boundaries of Santa Rosa High School District and the 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 (c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(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)(1), 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).]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required under Education Code Section 47605(l) or other applicable law. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as the governing board of a school district. [Ref. California Education Code Section 47605(l)(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. Ref. Education Code Section 47605(e)(3)]
- The Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section (e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)]

- The Charter School shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]
- The Charter School shall not encourage a student 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 student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This paragraph does not apply to actions taken by the Charter School pursuant to Education Code Section 47605(c)(5)(J). [Ref. California Education Code Section 47605(e)(4)(C)]
- The Charter School shall comply with Education Code Section 47605(e)(4)(D) by posting the notice developed by the California Department of Education on its website and providing a copy to a student, parent, or guardian, as required by law.
- The Charter School may encourage parental involvement but shall notify the parents and guardians of students who apply for admission and who are currently enrolled that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. California Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. California Education Code Section 47605(d)(2)]
- The Charter School shall 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.)
- The Charter School shall 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.)

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Public Records Act (Government Code Sections 7920 *et seq.*), the Ralph M. Brown Act (Government Code Sections 54950 *et seq.*), the Political Reform Act (Government Code Sections 81000 *et seq.*), and Government Code Sections 1090 *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

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Gabriela Mendoza-Torres  
Interim Principal  
Lead Petitioner

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DATE

## Material Revision Request: Expansion to TK–12

### Purpose

CCLA submits this request for a material revision in conjunction with its renewal petition to expand its grade-level offerings to Transitional Kindergarten (TK) through Grade 12, pursuant to California Education Code Section 47607(a)(3).

### Proposed Revision

CCLA currently serves grades TK-8 and proposes to expand to a TK–12 program. Implementation will occur in phases beginning in the 2026-2027 school year, with grades 9 and 10. Thereafter, CCLA will add grade levels annually until full TK–12 enrollment is achieved.

### Rationale

This expansion supports CCLA's mission by providing a continuous, articulated educational program for students and families. A TK–12 model promotes program coherence, strengthens academic alignment across grade levels, and supports improved student outcomes by minimizing school transitions.

### Program Implementation

Curriculum and instruction will remain aligned to California State Standards and the school's educational philosophy.

- **TK-8 Program:** Developmentally-appropriate instruction aligned to early learning standards, with an emphasis on foundational literacy, numeracy, and social-emotional development.
- **Grades 9–12: Hybrid Academy:** A college- and career-ready program including UC/CSU A–G aligned coursework, graduation requirements, and supports for diverse learners.

### Operations and Fiscal Capacity

CCLA has developed enrollment projections, staffing plans, and multi-year financial forecasts demonstrating the capacity to implement and sustain the expanded TK–12 program. Staffing and resources will be added incrementally to maintain program quality and compliance.

### Facilities

The addition of the 9-12 grade expansion will be housed on the CCLA campus with a designated classroom for the 9-12 grade students and a schedule that meets the program requirements. CCLA will ensure adequate facilities to support the expanded grade span through its current site and/or additional facilities. Should CCLA seek to utilize additional facilities, it shall submit a written request to materially revise its charter consistent with the requirements of Education Code Section 47605(a)(4).

## **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.

### **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 47607(c)(3).)

### **Introduction**

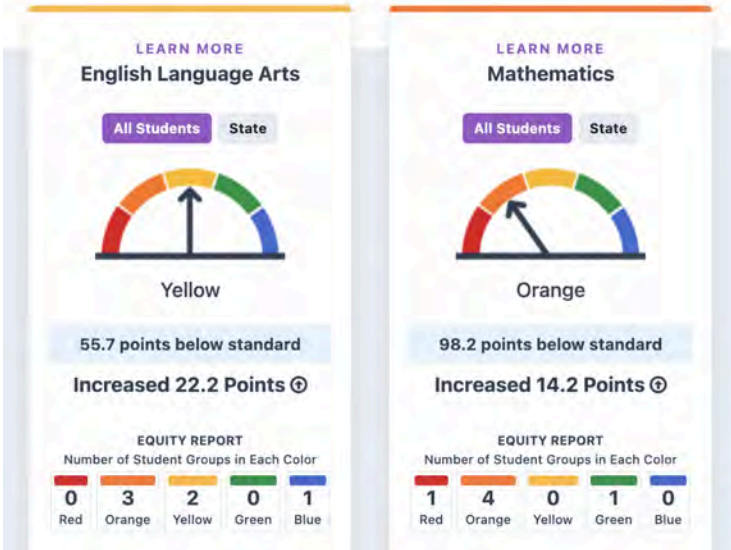
Before COVID-19 disrupted life and learning across the state and nation, CCLA’s Dashboard data showed substantial academic growth. The chart below reflects CCLA’s California Assessment of Student Performance and Progress (CAASPP) trends in English Language Arts (“ELA”) and Mathematics over the 2022-2025 testing period. As a result of various 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**

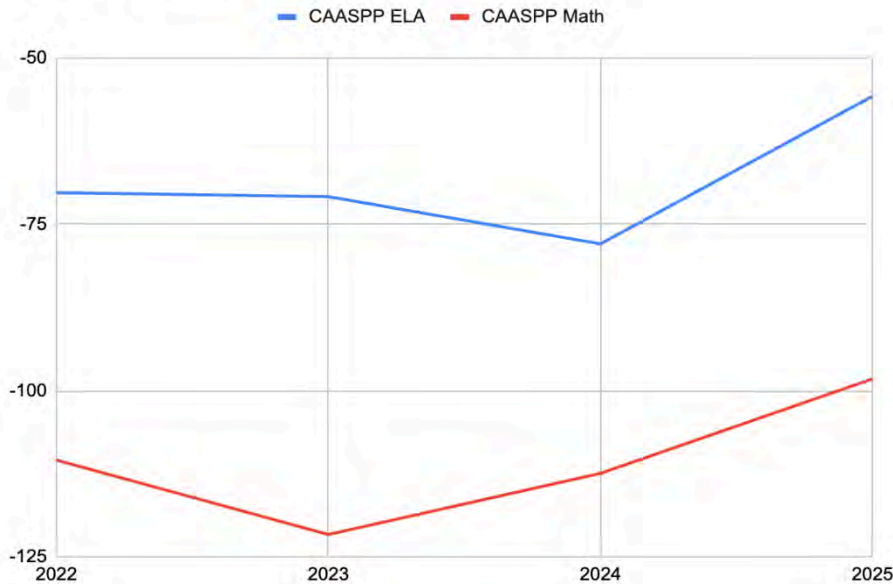
Academic performance data demonstrate positive growth trends in both ELA and Math, reflecting the school’s capacity for continuous improvement.

In ELA, the CCLA 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 on 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 multilingual learners whose home language is Spanish are able to strengthen their Spanish skills. 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.

## 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 Disabilities. 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.

Distance from Benchmark - English Language Arts



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, CCLA is committed to expanding equitable access to Spanish-language core academic coursework at the secondary level. Providing 7<sup>th</sup> 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 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 CCLA'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 Disabilities & Inclusive Academic Access

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

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

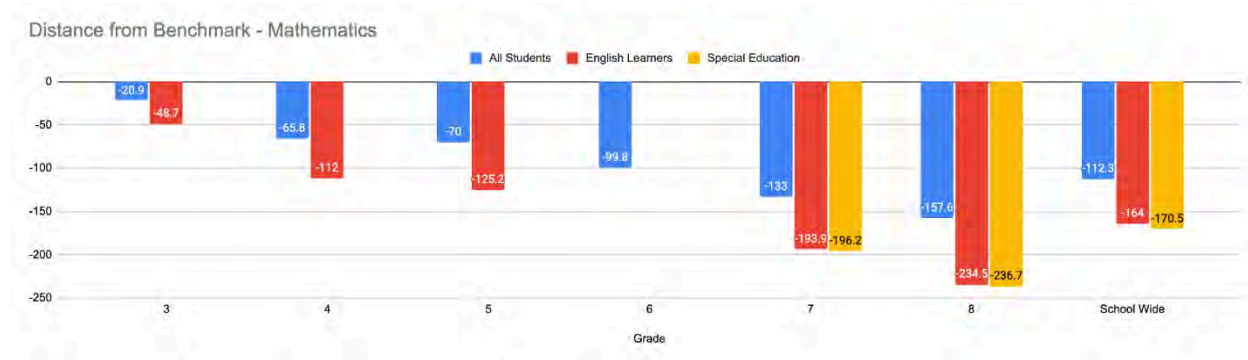
### Equity-Focused Charter Commitments

As part of its renewal framework, CCLA 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 disabilities perform over 196 and 237 points below standard respectively, and students with disabilities in Grades 3-6 were 148.8 points below standard. Schoolwide, students with disabilities 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 indicates that CCLA'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**

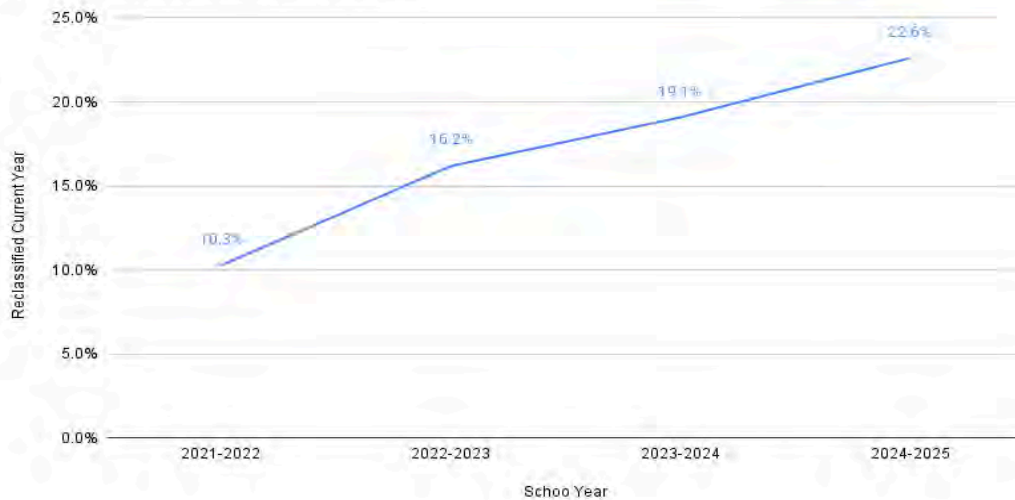
In response, CCLA has prioritized an equity-driven improvement plan that includes:

- 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 CCLA'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.

## **English Learner Progress and Reclassification**

Reclassified Current Year vs. year



The reclassification trend for (CCLA) reflects a strong and consistent upward trajectory in the percentage of English Learners successfully reclassified as Fluent English Proficient over the past four years. Beginning at **10.3% in 2021–2022**, the school saw a substantial increase to **16.2% in 2022–2023**, representing a gain of nearly six percentage points in a single year. That momentum continued with reclassification rates climbing to **19.1% in 2023–2024**, and most recently to **22.6% in 2024–2025**. Overall, CCLA has more than doubled its reclassification rate during this period—an increase of **12.3 percentage points**, or approximately **119% growth** from the baseline year. This sustained improvement suggests that instructional systems supporting multilingual learners are becoming increasingly effective, including stronger Tier 1 instruction, more intentional designated and integrated language development, improved progress monitoring, and targeted interventions aligned to student need. The consistency of the year-over-year gains is particularly notable, as it indicates this is not an isolated spike, but rather evidence of a maturing system that is increasingly successful in accelerating language acquisition while maintaining access to rigorous academic content. For charter renewal or board presentation purposes, this trend demonstrates measurable impact in one of the school’s most important equity and accountability indicators.

### Chronic Absenteeism and Suspension Rates

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.

## **Local Indicators**

CCLA met the standard for all local indicators on the Dashboard including Basics: Teachers, Instructional Materials, Facilities; Parent and Family Engagement; and Local Climate.

### **B. Verified Data**

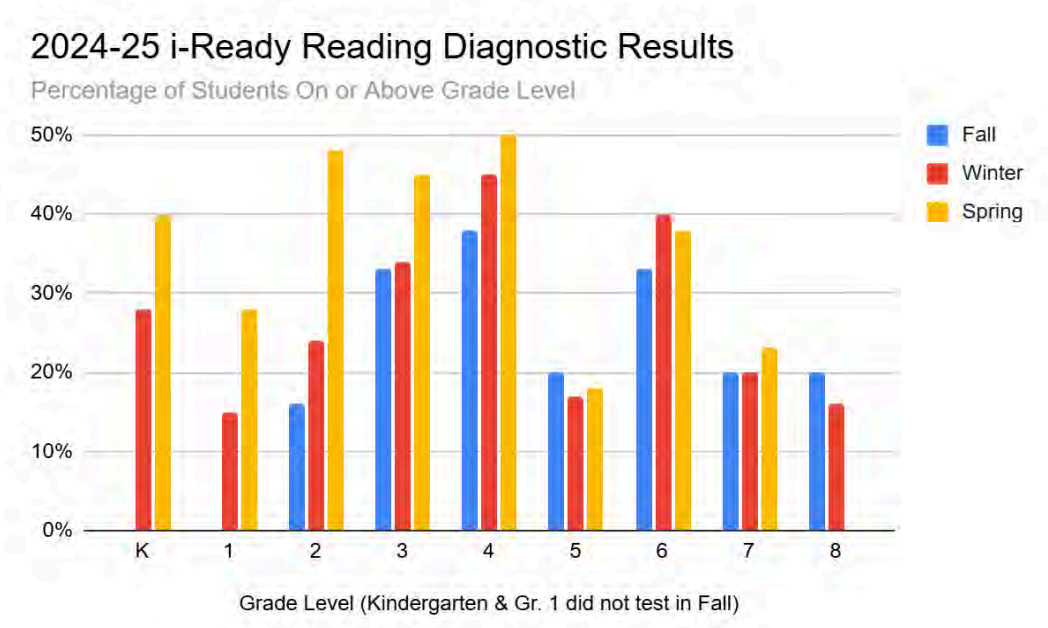
While the state's CAASPP tests are completed once a year in the spring, CCLA continues the administration of verified local assessments to monitor student learning and the effectiveness of its educational program. CCLA utilizes i-Ready reading and math diagnostic assessment platforms for students in kindergarten through eighth grade.

### **i-Ready Reading Diagnostic Results (2024–2025)**

Administered three times a year, i-Ready measures student performance and progress in reading (Spanish and English) skills and mathematics. The 2024-2025 school year marks the first year in which CCLA administered the i-Ready reading diagnostic in English reading. The Spanish language reading diagnostic was available in 2025-2026 but CCLA has yet to complete the assessment cycle for the current school year.

The 2024–2025 i-Ready Reading Diagnostic data provides evidence of measurable student growth and progress toward grade-level proficiency, supporting CCLA’s 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 CCLA’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.



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 2024, kindergarten and 1st grade did not test due to the implementation timeline.

In the 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 CCLA has identified this grade span for expanded intervention services, progress monitoring, and instructional coaching as part of its 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

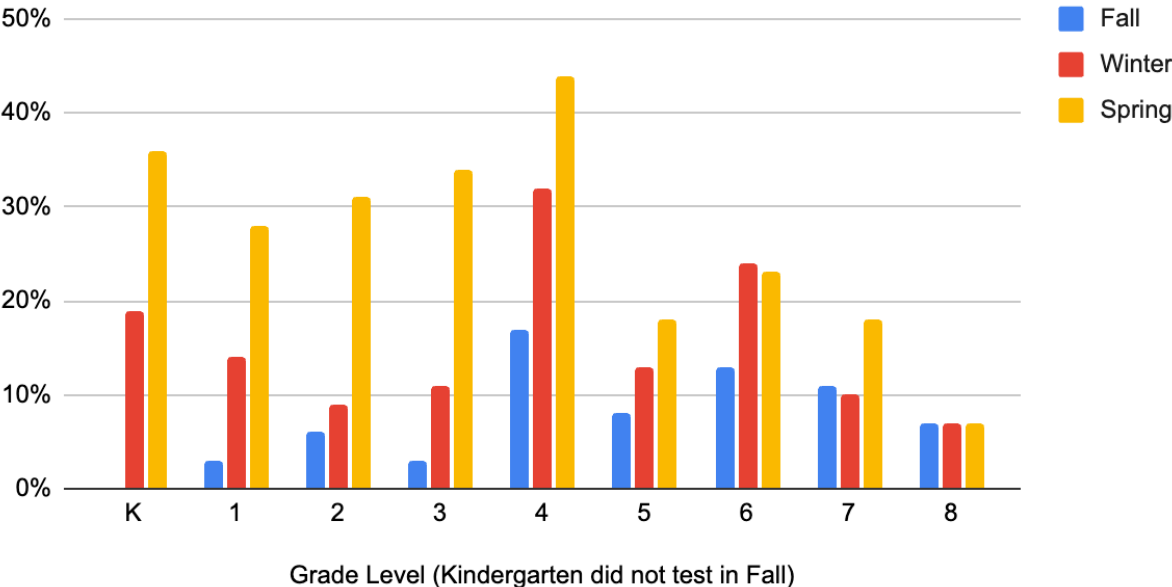
In alignment with the charter renewal framework, CCLA commits to:

- 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. In the fall 2024 the kindergarten students did not test for i-Ready due to the implementation of the benchmark.

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 at 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**

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. 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 (c)(5)(B).

Cesar Chavez Language Academy is a dependent charter school currently authorized by the Santa Rosa Elementary School District and is seeking to operate as a continuing charter school under the authorization and oversight of the Santa Rosa High School District pursuant to California Education Code sections 47605(a)(5)(E) and 47607. The Santa Rosa Elementary School District and the Santa Rosa High School District function as a “common administration district” and operate under one superintendent, governing board, and administration. Therefore, this renewal petition references “Santa Rosa City Schools” or “SRCS” (as well as the Board of Education of SRCS) in place of “Santa Rosa Elementary School District” and “Santa Rosa High School District” to reflect this governance structure.

CCLA offers 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 grade.

#### **Mission Statement**

*The mission of the Cesar Chavez 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.

<b>Demographics from 2018 to 2025</b>								
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
<b>African American</b>	0.3%	0.3%	0.2%	0.2%	0.1%	0.4%	0.5%	0.5%
<b>American Indian or Alaska Native</b>	0	0.3%	0.2%	0.2%	0.3%	0.2%	0.1%	0.1%
<b>Asian</b>	1.0%	0.8%	0.7%	0.7%	1.5%	1.3%	0.7%	1.0%
<b>Filipino</b>	0	0	0.0%	0.0%	0.1%	0.4%	0.1%	0.1%

<b>Hispanic / Latinx</b>	87.1%	85.6%	84.4%	85.7%	86.5%	88.2%	90.0%	90.3%
<b>Pacific Islander or Native Hawaiian</b>	0.0%	0.0%	0.0%	0.0%	0.5%	0.1%	0.1%	0.1%
<b>Multiple Races</b>	1.3%	1.1%	2.6%	1.8%	2.3%	1.8%	1.5%	1.4%
<b>White</b>	9.7%	11.1%	11.8%	11.4%	8.3%	7.7%	6.9%	6.3%
<b>English Learners</b>	57.9%	46.1%	44.9%	39.1%	41.0%	46.0%	40.4%	32.7%
<b>Socioeconomically Disadvantaged</b>	60.5%	60.4%	54.4%	60.0%	49.2%	62.0%	63.5%	76.1%
<b>Students with Disabilities</b>	4.2%	5.7%	13.0%	13.0%	15.7%	13.5%	12.5%	9.6%
<b>Foster Youth</b>	0.0%	0.0%	0.0%	0.2%	0.3%	0.2%	0.2%	0.3%
<b>Homeless</b>	0.0%	0.0%	0.2%	0.2%	1.1%	1.5%	2.7%	3.8%
<b>Total Enrollment</b>	<b>309</b>	<b>369</b>	<b>423</b>	<b>440</b>	<b>927</b>	<b>853</b>	<b>811</b>	<b>773</b>

**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.

A clear outline of the breakdown of the instructional time in the designated language supports the program fidelity, language balance, biliteracy development, and ensures the program to produce students who are truly bilingual, biliterate, and academically strong students.

## 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. To ensure academic success in the TWDI program, parents will sign a compact agreeing to the Home/School Partnership (Appendix D).

## 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 State 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 State 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 arts 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, reading music notation, and playing 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 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 High School 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.

### **High School Program (Grades 9-12)**

CCLA is excited to launch our new high school program, continuing our core mission to ensure our students are "bilingual, biliterate, by choice." As we expand our programmatic offerings to include a high school program, our goal remains for all students to graduate as globally minded, bilingual citizens, with an emphasized goal of earning the California Seal of Biliteracy. During the 2026/27 inaugural year, the virtual

academy will be the primary setting for 9th through 12th grade students with the more robust hybrid options in place beginning the 2027/28 school year.

## **Blended / Hybrid Learning in 9–12 Education**

Blended learning is an approach to education that thoughtfully combines face-to-face instruction with online learning, allowing students some element of control over the pace, place, or path of their learning. In a high school setting, this could look like students attending a small group lesson with a teacher in the morning and then working independently through an online curriculum in the afternoon—either at school or at home.

The goal is not to replace teachers with technology but to use digital tools to enhance personalization, flexibility, and engagement in alignment with our commitment to being bilingual, biliterate, by choice. Students today are digital natives, and many thrive when given opportunities to learn through a mix of direct instruction, independent online work, and collaborative projects. For others, especially those who have struggled in traditional classrooms—due to anxiety, learning differences, or the need for more individualized pacing—blended/hybrid learning has proven to be a lifeline.

### **Why It Works:**

1. **Personalization:** Students can revisit concepts and engage with content in a way that matches their learning style. Teachers can tailor instruction and provide targeted support using real-time data from online platforms.
2. **Flexibility:** Students who need a different schedule—because of health challenges, family responsibilities, or extracurricular pursuits—can still succeed without missing instruction.
3. **Stronger Engagement:** Blended learning often increases student motivation by giving them more voice and choice in how they learn, further empowering them to be **bilingual, biliterate, by choice**.
4. **Equity and Access:** When done well, it provides an equitable learning experience that meets students where they are, whether they need remediation or acceleration.
5. **Improved Outcomes:** A major 2010 meta-analysis by the U.S. Department of Education found that students in blended learning environments performed better, on average, than those in fully face-to-face or fully online settings. Numerous studies since have supported these findings.

## **College Entrance and Transferability**

If the proposed charter school will serve high school pupils, it must detail the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges (“WASC”) may be considered transferable, and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements (Education Code Section 47605(c)(5)(A)(iii)).

CCLA plans to pursue WASC accreditation for the 9th - 12th grade program, during the first year of operation. This accreditation will allow credits earned to be transferable to other public high schools.

## **The CCLA Hybrid Model**

CCLA plans to offer a robust blended/hybrid learning program with a variety of opportunities offered on-site by a certified bilingual teacher.

The CCLA 9-12 hybrid model features a specialized dual immersion program where students participate in an in-person Spanish language arts class taught by a bilingual teacher. To support their academic progress, students also attend an on-site **Horizontes Propios** class for direct assistance and supervision with their online curriculum. While these core in-person components provide essential community and instructional support, the remainder of the students' academic courses are completed through our flexible online platforms. This structure ensures that CCLA students remain bilingual, biliterate, by choice while benefiting from a personalized and rigorous learning environment.

## **Meeting Diverse Student Needs**

- **Students in need of increased class offerings:** Online courses expand limited offerings at traditional seat-based programs that require credentialed teachers to “teach” every section. High-quality online courses are an excellent alternative to crowded classrooms. Middle school students struggling with core concepts gain foundational skills.
- **Students missing credits:** Students needing credits to complete grade levels or graduate on time (e.g., at-promise students) can utilize online courses to make up or retake classes.
- **Scheduling conflicts:** CCLA serves students who participate in competitive sports, performing arts, or who must work to support their families. Flexible scheduling creates time for extracurriculars, employment, and family support.

- **Special instructional setting:** Shy or anxious students, or those who get lost in traditional crowds, thrive in an online environment where they can interact by choice without fear of judgment.
- **Accelerated learners:** Quick learners can progress at a faster pace. Accelerated students taking higher-level or community college courses and may, in some cases, graduate early. CCLA plans to offer Advanced Placement Courses either directly through our online platform or, subject to availability, students may take select courses at one of the SRCS comprehensive high schools.

Students will be able to take classes online and participate in a high school dual immersion program that anchors our central vision: bilingual, biliterate, by choice. Because this is a newly launched high school program with anticipated low initial enrollment, utilizing an extensive online program is a strategic necessity. The online platform ensures we can successfully offer a full, rigorous academic course of study—including specialized electives and A-G approved courses—while operating efficiently with minimal staff. Moreover, students will have opportunities to participate in dual enrollment programs with SRJC or SSU.

## **Curriculum and Instructional Design**

The CCLA high school program will establish guidelines for selecting an online curriculum provider for all academic high school courses. The chosen curriculum must demonstrate clear alignment with State Standards and fulfill all A-G admission requirements. The selection criteria will prioritize a rigorous online curriculum that supports a unique instructional setting where students engage in digital coursework while receiving one-on-one support from teachers of record or participating in resource center workshops. The platform must be capable of issuing standards-based assignments for each independent study course that meet or exceed the workload of traditional seat-based programs, in compliance with the Education Code. Additionally, the system must allow for the assignment of time value to facilitate attendance tracking. Supervising teachers will be responsible for reviewing completed work to ensure quality and confirm daily engagement, with all documentation maintained in auditable files for regular internal and external review.

## **Supplemental Curricula**

Depending on individual student needs, CCLA teachers use supplemental curricula and resources to reteach basic skills, accommodate learning styles, and provide greater breadth of study.

- **i-Ready:** Provides remediation based on diagnostic tests in Reading and Mathematics. Individualized instruction plans are custom-created and updated with each new Diagnostic.
- **La Jornada (Mexico) Newspaper:** Covers arts, culture, and general news.
- **Khan Academy:** Provides supplemental explanatory videos for challenging math topics.

In addition to software, CCLA credentialed teachers create and embed custom resources such as video guides, scaffolded examples, alternative assignments, and enrichment activities.

### **Online Curriculum Provider**

The CCLA high school core curriculum, provided by our online curriculum partner, Edgenuity, offers a balanced architecture of direct instruction, constructive practice, and formative feedback. Critical thinking, problem-solving, and questioning are integrated into all courses. Each course features a consistent unit-lesson-activity structure.

### **In-Person Dual Immersion Class**

Beginning in the fall 2027, CCLA students in grades 9-12 may participate in a once-a-week dual immersion Spanish language arts (SLA) course, which is taught in-person by a certified bilingual teacher. This specialized class anchors the school's central vision of ensuring students are "bilingual, biliterate, by choice."

### **CCLA Student Services**

The CCLA program provides a comprehensive suite of student services and support, including:

- **Horizontes Propios Class:** Students will complete the rest of their academic courses online. Students will meet with a CCLA teacher once a week for a minimum of one hour to discuss their course progress and any questions with the material on the same day as their SLA class.
- **Concurrent enrollment:** Based on availability, students will have the option to take select in-person courses through an SRCS high school or through dual enrollment with SRJC or SSU.
- **Academic Oversight and A-G Alignment:** A CCLA counselor provides dedicated academic monitoring, conducting regular audits to ensure student schedules meet UC/CSU A-G admission requirements. Achievement of the California State Seal of Biliteracy is a graduation expectation.

- **Targeted Support:** The program is designed to meet diverse student needs, including those needing credit recovery, flexible scheduling due to competitive sports or work, a special instructional setting for shy/anxious students, and an accelerated pace for quick learners.
- **Enrichment and Community Leadership:** Students engage in community service by providing service and mentorship within CCLA elementary and junior high classrooms.
- **Parent Advocacy and Bilingual Workshops:** Specialized bilingual workshops are hosted for high school families to cover "College Knowledge" topics such as FAFSA, Dream Act completion, college application timelines, and scholarship opportunities for multilingual learners.

### A-G Course Approvals

CCLA will utilize the same process for A-G course approval as all other high schools within the SRCS. By adopting the same extensive course catalog as the district's comprehensive high schools, CCLA ensures that its students have access to a rigorous, university-preparatory curriculum that is fully aligned with UC and CSU entrance requirements.

### Graduation Requirements:

Santa Rosa City Schools Graduation Requirements

A high school graduation diploma shall be granted to any student who completes 220 credits in grades 9-12 (see below for specific coursework).

Subject	Requirement	Credits
History / Social Science	3 years (World History, U.S. History, Gov/Econ)	30
English	4 years	40
Mathematics	3 years (must include Math 1; additional courses above Math 1)	30
Laboratory Science	2 years (Biological + Physical)	20
Language Other Than English (LOTE)	2 years (same language)	20

Visual & Performing Arts (VAPA)	1 year	10
College Prep Elective (“g”)	1 year	10
Physical Education	2 years	20
Additional Electives	Up to 70 credits total electives	40–60+
Ethnic Studies	1 year (10 credits) beginning Class of 2025	10
Total		<b>220</b>

Exceptions: Students with disabilities and students qualifying under AB 167/216 (180 Credits) may be exempt from the 220 credit requirement; for additional information, see SRCS BP 6146.1. Any changes to the SRCS BP 6146.1 will supersede the course requirements listed above.

**Western Association of Schools and Colleges (WASC) Accreditation:**

CCLA will complete all necessary steps and apply for WASC accreditation.

**Instructional Calendar:**

**SANTA ROSA CITY SCHOOLS**  
**2026-2027 INSTRUCTIONAL CALENDAR**  
 (Certificated and School Year (SY) Employees)  
**185 Workdays**

YEAR	M	T	W	Th	F		ELEMENTARY Days of Instruction	SECONDARY Days of Instruction	SPED Instructional Days	Professional Development Days	Certificated & SP Employees Workdays
JULY 2026			1	2	3		0	0	0	0	0
	6	7	8	9	10						
	13	14	15	16	17						
	20	21	22	23	24						
	27	28	29	30	31						
AUGUST	3	4	5	6	7	Aug. 11-12					
	10	11	12	13	14	Aug. 13	1	1	1	1	4
	17	18	19	20	21	Aug. 14	1	1	1	1	5
	24	25	26	27	28	Aug. 15	1	1	1	1	6
	31					Aug. 16	1	1	1	1	7
SEPTEMBER	1	2	3	4	5	Sept. 3	1	1	1	1	8
	8	9	10	11	12	Sept. 10	1	1	1	1	9
	15	16	17	18	19	Sept. 17	1	1	1	1	10
	22	23	24	25	26	Sept. 24	1	1	1	1	11
	29	30					1	1	1	1	12
OCTOBER	5	6	7	8	9	Oct. 5	2	2	0	0	13
	12	13	14	15	16	Oct. 12	3	3	0	0	14
	19	20	21	22	23	Oct. 19	4	4	0	0	15
	26	27	28	29	30	Oct. 26	5	5	0	0	16
							5	5	0	0	17
NOVEMBER	1	2	3	4	5	Nov. 1	6	6	0	0	18
	8	9	10	11	12	Nov. 8	7	7	0	0	19
	15	16	17	18	19	Nov. 15	8	8	0	0	20
	22	23	24	25	26	Nov. 22-25	0	0	0	0	20
	29					Nov. 29	1	1	0	0	21
DECEMBER	1	2	3	4	5	Dec. 1	1	1	0	0	22
	8	9	10	11	12	Dec. 8	2	2	0	0	23
	15	16	17	18	19	Dec. 15	3	3	0	0	24
	22	23	24	25	26	Dec. 22	4	4	0	0	25
	29	30	31			Dec. 29	5	5	0	0	26
JANUARY 2027	5	6	7	8	9	Jan. 5	6	6	0	0	27
	12	13	14	15	16	Jan. 12	7	7	0	0	28
	19	20	21	22	23	Jan. 19	8	8	0	0	29
	26	27	28	29	30	Jan. 26	9	9	0	0	30
							9	9	0	0	31
FEBRUARY	1	2	3	4	5	Feb. 1	10	10	0	0	32
	8	9	10	11	12	Feb. 8	11	11	0	0	33
	15	16	17	18	19	Feb. 15	12	12	0	0	34
	22	23	24	25	26	Feb. 22	13	13	0	0	35
							13	13	0	0	36
MARCH	1	2	3	4	5	March 1	14	14	0	0	37
	8	9	10	11	12	March 8	15	15	0	0	38
	15	16	17	18	19	March 15	16	16	0	0	39
	22	23	24	25	26	March 22	17	17	0	0	40
	29	30	31			March 29	18	18	0	0	41
APRIL	5	6	7	8	9	Apr. 5	19	19	0	0	42
	12	13	14	15	16	Apr. 12	20	20	0	0	43
	19	20	21	22	23	Apr. 19	21	21	0	0	44
	26	27	28	29	30	Apr. 26	22	22	0	0	45
							22	22	0	0	46
MAY	3	4	5	6	7	May 3	23	23	0	0	47
	10	11	12	13	14	May 10	24	24	0	0	48
	17	18	19	20	21	May 17	25	25	0	0	49
	24	25	26	27	28	May 24	26	26	0	0	50
	31					May 31	27	27	0	0	51
JUNE	1	2	3	4	5	June 1	28	28	0	0	52
	8	9	10	11	12	June 8	29	29	0	0	53
	15	16	17	18	19	June 15	30	30	0	0	54
	22	23	24	25	26	June 22	31	31	0	0	55
	29	30				June 29	32	32	0	0	56
							32	32	0	0	57
							32	32	0	0	58
<b>TOTALS</b>							<b>180</b>	<b>180</b>	<b>4</b>	<b>2</b>	<b>185</b>

[1] Two days added for emergency closures (1/28 & 1/29) not working for teachers and SE, but retained if not needed.  
 Ratified: **2026-2027 Instructional Calendar mutually agreed on:**  
 SRTA: \_\_\_\_\_ Date: 6/17/2026  
 CSEA: \_\_\_\_\_  
 Teachers: \_\_\_\_\_  
 Best support: April 21, 2026  
 District: L. BOE

Santa Rosa Teachers Association

Classified School Employees Association

Superintendent

VZ/iw/HR

## 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 for 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 student'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	Home Visits	Repair the Harm Circles
SST & 504 Plans	Behavior Intervention Plans	Academic Check-ins
Check-in-check-out (HUG)	Suspension Diversion	4 year Academic Plans
Student Advisors	Programs	Student Observation (data gathering)
Restorative Dialogs	Summer School	Youth Transforming Justice
Elementary Tutoring	Group/Individual Counseling	

## TIER 1 PREVENTION

### ACADEMIC

Tutoring- teacher supported  
 Press Reading Groups  
 Language Labs  
 Parent/Teacher conferences (TK-6)  
 Athletic programs (6-8)  
 TK-1 Colors of Music  
 LandPaths science program(7)  
 Science Camp (6)  
 Academic Awards Assemblies (TK-6)  
 Awards Night (7-8)  
 Monthly Target Awards (7-8)  
 PLC  
 Career Day

### BEHAVIOR

Student rights & responsibilities presentations (7-8)  
 Student Handbook  
 Quetzales Awards- weekly TK-8  
 2 Restorative Specialists  
 Field Day (1-6)  
 Dances (7-8)  
 Movie Nights (7-8)  
 Promotion Activities (8)  
 National Academy of Athletics  
 Portuguese Soccer (TK-6)  
 Baile Folklorico (3-6)  
 Restorative After School Groups  
 Needs Assessment

### SOCIAL EMOTIONAL

Counseling presentations:  
 Kimochi's (TK-K), Toolbox (1-6)  
 Zones of Regulation  
 Monthly Counseling Parent Nights (TK-8)  
 Monthly Life Skill Assembly (1-6)  
 Monthly Challenge & Rewards (7-8)  
 Lunch Bunch (K-6)  
 Lunch Hang Out (7-8)  
 Friday Restorative Groups (7-8)  
 Clubs: MeCha, Garden, Art, Chess,  
 Journaling, Amor Para Todos,  
 Super Estrellas  
 Panorama Survey, YouthTruth

### FAMILIES & CAREGIVERS

Bilingual Advisory Board (BAB)  
 English Learner Advisory Board (ELAC)  
 CCLA Foundation  
 Coffee Chat  
 Back to School Night  
 Open House  
 Student Orientation  
 Family Nights- Technology, Math & Literacy  
 Cesar Chavez Day Celebration  
 Dance-a-thon  
 Bingo Nights  
 Panorama, YouthTruth & Needs Assessment Surveys

## Students with Disabilities

CCLA is committed to providing a free appropriate public education (FAPE) to all students with disabilities in accordance with all applicable federal and state laws, including the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA). CCLA operates as part of SRCS and participates fully in SRCS' Special Education Local Plan Area (SELPA) and Department of Special Services.

CCLA ensures that all students with disabilities are identified, assessed, and served in a timely and legally compliant manner, and that services are aligned to each student's individualized needs in the least restrictive environment (LRE).

## Identification, Referral, and Assessment

Students may be referred for special education assessment by parents/guardians, teachers, or through the Student Study Team (SST) process. Prior to referral, CCLA may implement a Multi-Tiered System of Supports (MTSS) to provide targeted academic and behavioral interventions.

## **Serving Students with Disabilities**

CCLA shall comply with all applicable state and federal laws in serving students with disabilities and any other applicable civil rights laws enforced by the U.S. Department of Education Office for Civil Rights (“OCR”).

For purposes of special education and related services, CCLA is a dependent charter school and shall function as a public school of Santa Rosa High School District/Santa Rosa City Schools pursuant to Education Code section 47641(b). SRCS shall remain the local educational agency responsible for ensuring that eligible students enrolled in CCLA are provided a FAPE consistent with state and federal law, the policies and procedures of SRCS’s SELPA, and the student’s individualized education program (“IEP”).

CCLA shall work cooperatively with SRCS to identify, assess, and serve students with disabilities. CCLA shall not deny admission, discourage enrollment, counsel out, or otherwise discriminate against any student on the basis of disability, suspected disability, the nature or severity of a disability, or the student’s need for special education, related services, accommodations, or supports.

### **Section 504 of the Rehabilitation Act**

CCLA recognizes its responsibility to ensure that no qualified student with a disability shall, on the basis of disability, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program of 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 an impairment may be eligible for protections under Section 504.

CCLA shall follow SRCS’ Section 504 policies and procedures. A 504 team shall be assembled by the principal, site administrator, or other District-designated administrator and shall include the parent/guardian, teacher(s), the student when appropriate, and other qualified individuals knowledgeable about the student, the meaning of evaluation data, and the placement or service options available.

The 504 team shall review relevant information, which may include academic, behavioral, health, attendance, social-emotional, and other educational records, as well as parent/guardian input and teacher observations, to determine whether an evaluation for Section 504 eligibility is appropriate. If the student has been evaluated under the

IDEA and found ineligible for special education and related services, those evaluations may be considered as part of the Section 504 eligibility process.

If the 504 team determines that the student is eligible under Section 504, the team shall determine what accommodations, supports, or services are necessary to ensure the student receives FAPE under Section 504. The 504 Plan shall identify the student's disability-related needs and describe the accommodations, supports, or services to be implemented.

The site administrator or designee shall ensure that staff responsible for implementing the 504 Plan have access to the plan and understand their implementation responsibilities. A copy of the 504 Plan shall be maintained consistent with SRCS procedures and applicable confidentiality requirements. Each student's 504 Plan shall be reviewed at least annually, or more frequently if needed, to determine continued eligibility and the appropriateness of the plan.

If, during the Section 504 process, the team obtains information suggesting that the student may be eligible for special education and related services under the IDEA, the team shall make a referral for special education assessment consistent with SRCS procedures.

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

CCLA recognizes its responsibility to enroll and support students with disabilities and shall work cooperatively with SRCS and SELPA to ensure that FAPE is provided to all eligible students with disabilities.

As a dependent charter school, CCLA shall function as a school of SRCS for purposes of the provision of special education and related services pursuant to Education Code section 47641(b). SRCS shall be responsible for ensuring the provision of special education and related services to eligible students enrolled in CCLA, and CCLA shall cooperate with SRCS in implementing all applicable SRCS and SELPA policies and procedures.

CCLA shall follow SRCS and SELPA policies and procedures and shall utilize appropriate SRCS and SELPA forms when identifying, referring, assessing, serving, and supporting students who may qualify for special education and related services. CCLA shall also follow SRCS and SELPA procedures for responding to record requests, parent/guardian concerns, compliance matters, and confidentiality requirements.

CCLA agrees to promptly respond to SRCS inquiries, comply with SRCS directives, and allow SRCS and SELPA access to students, staff, facilities, equipment, and records as required by law.

### **Notification and Coordination**

CCLA shall coordinate with SRCS regarding the implementation of special education services and shall follow SRCS and SELPA policies and procedures related to special education referrals, assessments, IEP meetings, service delivery, progress reporting, dispute resolution, and compliance.

CCLA shall designate a site administrator or designee to serve as the primary site contact for special education coordination. This individual shall work with SRCS Special Services staff to support timely communication, ensure appropriate staff participation in meetings, assist with implementation of IEPs and 504 Plans at the school site, and address concerns as they arise.

### **Identification and Referral**

CCLA shall assist SRCS in identifying and referring students who have, or may have, disabilities that require special education and related services. CCLA shall implement SRCS child-find procedures to ensure timely identification and referral of students who may require assessment.

A student may be referred for special education assessment when the student is suspected of having a disability and may be eligible for special education and related services. General education supports and interventions may be considered and implemented when appropriate; however, such interventions shall not be used to delay or deny a timely special education assessment when a disability is suspected.

In supporting child find and referral, CCLA may review existing data, including but not limited to teacher observations, grades, attendance, behavior data, intervention data, parent/guardian input, health information, and other relevant educational records. CCLA shall work with SRCS to ensure referrals are processed in accordance with legal timelines and SRCS procedures.

### **Assessments**

The term “assessment” shall have the same meaning as “evaluation” under the IDEA. SRCS, in coordination with CCLA, shall determine what assessments, if any, are necessary for referred or eligible students in accordance with applicable law and SRCS procedures.

SRCS shall arrange for assessments to be conducted by qualified personnel and shall obtain parent/guardian consent prior to assessment, as required by law. CCLA shall cooperate with SRCS by providing relevant records, data, teacher input, access to staff, and access to the student as necessary to complete the assessment process.

Parents/guardians shall be informed that special education and related services are provided at no cost to them.

### **Development and Implementation of the IEP**

Upon completion of assessments, an IEP team shall be assembled to review assessment results and determine the student’s eligibility for special education and related services. Every student assessed for special education shall have an IEP team meeting that documents assessment results and eligibility determination.

SRCS, in coordination with CCLA, shall arrange and notice necessary IEP meetings. IEP team membership shall comply with applicable law and shall include required SRCS and CCLA representatives, including an SRCS-designated administrator or representative with appropriate authority, the student’s special education teacher or service provider, at least one general education teacher if the student is or may be participating in the general education environment, the parent/guardian, the student when appropriate, and others with knowledge or special expertise regarding the student.

CCLA shall ensure that appropriate site staff participate in IEP meetings and provide relevant information regarding the student’s access to and progress in CCLA’s educational program. SRCS shall arrange for the attendance or participation of other necessary personnel, which may include, but is not limited to, a school psychologist, speech-language pathologist, occupational therapist, behavior specialist, nurse, counselor, administrator, education specialist, or other related service provider.

All decisions concerning special education eligibility, goals, services, supports, accommodations, placement, and exit from special education shall be made by the IEP team through the IEP process. IEPs shall contain all information required by applicable

law. Programs, services, and placements shall be provided to eligible CCLA students in accordance with the IEP, SRCS and SELPA policies and procedures, and state and federal law.

SRCS shall be responsible for ensuring provision of special education and related services. CCLA shall be responsible for school-site implementation of the portions of the IEP that are implemented by CCLA staff, including classroom accommodations, supports, access to the general education program, staff communication, progress data collection, and participation in progress reporting as appropriate.

Students with IEPs shall be educated in the least restrictive environment to the maximum extent appropriate. CCLA shall work with SRCS to ensure students with disabilities have access to CCLA's educational program and are not excluded from participation on the basis of disability.

### **IEP Review and Progress Reporting**

Each student with an IEP shall have an IEP team responsible for reviewing the student's IEP, progress, services, and educational needs. The IEP team shall review the student's IEP at least annually, or more frequently when required by law or when requested by the parent/guardian or SRCS.

Unless otherwise specified in the student's IEP, parents/guardians shall be informed of the student's progress toward annual goals at least as frequently as progress is reported for students without disabilities. CCLA shall cooperate with District staff in collecting data and providing information needed for IEP progress reporting.

The IEP team shall conduct a reevaluation at least once every three years, unless the parent/guardian and District agree that a reevaluation is unnecessary, and shall conduct additional assessments when required by law or determined necessary by the IEP team.

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

CCLA shall work with SRCS to comply with Education Code section 56325 and applicable SRCS/SELPA procedures for students who enroll with an existing IEP.

For a student who transfers into CCLA from another California school district operating under a different SELPA during the same academic year, SRCS, in coordination with CCLA, shall provide a FAPE, including services comparable to those described in the

previously approved IEP, in consultation with the parent/guardian, for a period not to exceed thirty days. Within that period, SRCS shall either adopt the previously approved IEP or develop, adopt, and implement a new IEP consistent with state and federal law.

For a student who transfers into CCLA from a district operating under the same SELPA during the same academic year, SRCS, in coordination with CCLA, shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and SRCS agree to develop, adopt, and implement a new IEP consistent with state and federal law.

For a student who transfers into CCLA from outside California during the same academic year with an existing IEP, SRCS, in coordination with CCLA, shall provide a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent/guardian, until SRCS conducts an assessment if determined necessary and develops a new IEP, if appropriate, consistent with state and federal law.

### **Procedural Safeguards**

Parents/guardians of students with disabilities shall be provided all procedural safeguards required under the IDEA and California law. Parents/guardians shall be included in the decision-making process when eligibility, assessment, services, placement, or changes to the student's program are under consideration.

SRCS, in coordination with CCLA, shall provide the parent/guardian with a written Notice of Procedural Safeguards as required by law and SRCS/SELPA procedures, including information regarding formal and informal dispute resolution options.

### **Nonpublic School and Nonpublic Agency Placements**

SRCS shall be responsible for selecting, contracting with, and overseeing any nonpublic school or nonpublic agency used to provide special education or related services to students enrolled in CCLA, when such services or placements are determined necessary through the IEP process. CCLA shall cooperate with SRCS in providing relevant information and supporting the student's educational program as appropriate.

### **Parent/Guardian Concerns, Complaints, and Dispute Resolution**

CCLA shall work cooperatively with SRCS to respond to and resolve parent/guardian concerns related to special education and Section 504 services. Concerns may be

directed to the site administrator or designee, who shall promptly coordinate with SRCS Special Services staff as appropriate.

SRCS shall be responsible for responding to formal special education complaints, due process matters, mediation requests, compliance complaints, and other legal proceedings in accordance with SRCS and SELPA procedures and applicable law. CCLA shall cooperate with SRCS in investigating, responding to, and resolving such matters, including by providing records, staff input, documentation, and participation in meetings or proceedings as needed.

Parents/guardians retain the right to file complaints with the California Department of Education, the Office for Civil Rights, or the Office of Administrative Hearings, as applicable.

### **Staffing and Professional Learning**

Special education and related services for eligible students enrolled in CCLA shall be provided by qualified SRCS employees, SRCS-contracted providers, or other appropriately qualified personnel or agencies arranged through SRCS, consistent with SRCS and SELPA procedures and applicable law.

SRCS shall be responsible for assigning, hiring, contracting with, and supervising special education and related service personnel necessary to provide IEP services, including but not limited to education specialists, school psychologists, speech-language pathologists, occupational therapists, behavior specialists, nurses, paraprofessionals, and other related service providers.

CCLA staff shall participate in professional learning and training necessary to support implementation of IEPs, 504 Plans, accommodations, behavior supports, child-find responsibilities, confidentiality requirements, and compliance with state and federal disability laws. CCLA shall coordinate with SRCS and/or other appropriate agencies to provide such training as needed.

## **Multilingual Learners (English Learners)**

### **How the Charter School Will Identify, Address, and Meet the Needs of Multilingual Learners**

CCLA is committed to fully implementing all federal and state legal requirements for the identification, placement, instruction, reclassification, and monitoring of English Learners (ELs) in alignment with California Department of Education guidelines and SRCS policies. CCLA ensures that all multilingual learners, including newcomers and Long-Term English Learners (LTELs), receive a comprehensive, standards-aligned program that supports both English language acquisition and access to grade-level content.

### **Identification and Initial Assessment**

Upon enrollment, all students complete a Home Language Survey. Students whose primary language is not English are assessed within 30 calendar days using the English Language Proficiency Assessments for California (ELPAC) Initial Assessment to determine English language proficiency and appropriate classification. Based on results, students are identified as English Learners or Initially Fluent English Proficient (IFEP). Parents/guardians are notified in writing of the results and placement.

### **Structured English Immersion Program**

In accordance with research on language acquisition, California English Learner Roadmap principles, and state accountability goals, all students identified as English Learners (ELs) at CCLA will be supported to attain English proficiency as rapidly as possible while simultaneously accessing rigorous grade-level academic content.

Based on a substantial body of research supporting the effectiveness of Structured English Immersion, CCLA implements a comprehensive Structured English Immersion program designed to accelerate language acquisition, promote academic achievement, and honor students' linguistic and cultural assets.

It is the goal of CCLA that all students graduate fully proficient in English while maintaining pride in and support for their home language and cultural identity.

English-proficient students participate in a standards-based English Language Arts program aligned to the California Common Core State Standards and College and Career Readiness Standards.

### **Ongoing Assessment and Progress Monitoring**

All identified ELs participate annually in the ELPAC Summative Assessment to measure progress toward English proficiency. In addition to ELPAC, CCLA utilizes multiple measures to monitor student progress, including i-Ready Diagnostics, mClass (primary grades), local benchmark assessments, classroom performance, and teacher observation. Data is reviewed regularly by grade-level teams and the CARE/MTSS team to ensure timely instructional adjustments and targeted interventions.

## **Instructional Program: Designated and Integrated ELD**

CCLA provides both Designated ELD (protected time focused on language development) and Integrated ELD (language development within all content areas), in accordance with the California ELA/ELD Framework.

### ***Elementary (TK–6):***

Designated ELD occurs daily during the English language allocation. Instruction is aligned to the California ELD Standards and is supported through SRCS’s Collaborative Units of Design, which integrate language objectives with grade-level content. Teachers differentiate instruction using GLAD strategies, scaffolding techniques, and structured language practice to meet varying proficiency levels.

### ***Middle School (7–8):***

Students receive daily Designated ELD through an Academic Language Development (ALD) course using National Geographic’s Inside curriculum, a research-based program designed specifically for English Learners. This course emphasizes academic vocabulary, reading comprehension, writing development, oral language, and discourse skills necessary for success across content areas.

### ***High School (9-12)***

At the high school level, Designated ELD is a designated ALD course/class period. Students are taught using National Geographic’s Inside curriculum, a research-based program designed specifically for English Learners. This course emphasizes academic vocabulary, reading comprehension, writing development, oral language, and discourse skills necessary for success across content areas.

### **Integrated ELD (All Grades):**

All teachers are responsible for incorporating language development strategies into core instruction. This includes explicit vocabulary instruction, sentence frames, structured academic talk, and scaffolds to ensure ELs can meaningfully access grade-level standards.

### **Support for Long-Term English Learners (LTELs) and At-Risk Students**

CCLA identifies LTELs (students enrolled in U.S. schools for six or more years without reclassification) and students at risk of becoming LTELs using ELPAC data, years in program, and academic performance. These students receive targeted supports, which may include:

- Placement in ALD/ELD courses emphasizing academic language and literacy
- Small group instruction and language labs focused on identified skill gaps

- Additional progress monitoring and goal setting
- Targeted intervention through the MTSS/CARE team process
- Intervention and Multi-Tiered System of Supports (MTSS)

Students who demonstrate limited progress are referred to the CARE/MTSS team. Tier II supports may include small group instruction, targeted language development interventions, and additional instructional time. If progress remains limited, a Student Study Team (SST) meeting is convened to develop a more individualized support plan. All interventions are monitored regularly, and adjustments are made based on student data.

### **Reclassification Procedures**

CCLA follows SRCS’s reclassification criteria in compliance with state law. Students are considered for reclassification to Reclassified Fluent English Proficient (RFEP) status based on multiple measures, including:

1. ELPAC Summative Assessment results (Level 4)
2. Demonstration of Basic Skills in English
  - a. English Language Arts (CAASPP)
  - b. Development Reading Assessment (DRA)
  - c. Let’s Go Learn
  - d. i-ready
  - e. Other
3. Reclassification decision and signatures of language assessment team:
  - a. Parent/Guardian
  - b. Teacher
  - c. Counselor/other
  - d. Principal/Administrator

Students who are reclassified will be monitored for four years to ensure continued academic success. Students who do not demonstrate continued parity may receive additional academic support and interventions.

### **Staffing and Professional Development**

All teachers providing instruction to ELs are appropriately credentialed and trained in research-based instructional strategies, including GLAD and integrated ELD practices. Ongoing professional development focuses on ELD standards, data analysis, differentiation, and strategies to support multilingual learners.

### **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 SRCS, 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 SRCS-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 SRCS for newly-adopted curriculum selected by CCLA will be funded by SRCS consistent with its practice for other SRCS 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 the SELPA, SRCS Special services, and/or other departments offering professional development through SRCS.

### **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 CCLA accept their responsibility for their children's education. Therefore, they will agree to:

- o Discuss regularly with their child the importance of education and school.
- o Keep in regular contact with their child's teacher(s) regarding student progress.
- o Attend school sponsored parent/guardian meetings regarding CCLA's program. (Failure to attend such a meeting will not impact on the child's continued enrollment or good standing in the school in compliance with Education Code section 47605(n).)
- o Consistently support their child in completion of schoolwork and preparation for assessments.
- o 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.
- o 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 47605(e)(2)(B)(iv).
- o Upon enrolling at CCLA, parents and guardians will agree that their student will 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(c)(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:

<b>Goal 1:</b> CCLA will increase programs and services to maximize student learning and agency, foster literacy, collaboration and critical thinking, and support multi-lingual learners.		
<b>State Priorities:</b> 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	<b>Actions:</b> <ul style="list-style-type: none"> <li>● Two Teachers on Special Assignment: Elementary Reading Specialist (Spanish &amp; English), Multilingual Specialist, instructional assistants (Elementary and middle school math &amp; science)</li> <li>● Extended learning opportunities for students (After School Tutoring)</li> <li>● Online Educational platforms</li> <li>● Colors of Spanish music consultant</li> <li>● Summer school (Tier 2)</li> </ul>	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>● 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 Language Arts, Science.</li> <li>● Multilingual Learner Reclassification Goal: English Learner reclassification will improve by 5% annually, as measured by the annual reclassification rate.</li> </ul>
<b>Goal 2:</b> CCLA has a goal of decreasing suspension rates and chronic absenteeism as reported on the California Dashboard.		
<b>State Priorities:</b> 1 Basic 2 Implementation of	<b>Actions:</b> <ul style="list-style-type: none"> <li>● Three full-time counselors</li> </ul>	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>● Decrease suspensions by 2% each year</li> </ul>

<p>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>	<ul style="list-style-type: none"> <li>● Professional Development on student engagement</li> <li>● School Based Therapy contract with Humanidad therapy</li> <li>● Programs that support Social Emotional Learning during lunch through sports.</li> <li>● Bilingual Receptionist</li> <li>● Additional Vice Principal</li> </ul>	<ul style="list-style-type: none"> <li>● Increase of student attendance to maintain ADA at or above 95%</li> </ul>
<p><b>Goal 3:</b> CCLA will increase the number of teachers participating in Grade Level/ Department release days as well as TWDI professional development.</p>		
<p>State Priorities:  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>	<p>Action:</p> <ul style="list-style-type: none"> <li>● Release time to work with their department/ grade level in a PLC in a specific area of focus/ Continuous cycle of improvement</li> <li>● Increase Professional Development opportunities in the area of two way dual immersion pedagogy.</li> <li>● School culture TK-8 opportunities to engage as a whole school</li> </ul>	<p>Outcomes:</p> <ul style="list-style-type: none"> <li>● Increase student learning as reflected by ELA and Math by 25 points each and each year.</li> <li>● Increase student and community participation in school events, dances, back to school, literacy night, etc. measured by student attendance to community events by 10% each year.</li> <li>● Decrease overall students earning an F to only 10% or less students of the student population based on grades.</li> </ul>

The California Common Core State Standards provide the guide for measurable student outcomes in all subject areas, and, as noted above, these standards serve as the basis for all teaching and learning at 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 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 Language Arts, Science.

Multilingual Learner Reclassification Goal: English Learner reclassification will improve by 5% annually, as 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. High school students will have the opportunity to complete the criteria to receive the Seal of Biliteracy.

### **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 SRCS measures. CCLA strives to reclassify students at the same rate or higher than the SRCS 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 (c)(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-5	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
Report Cards	Provide the parent/guardians with an update on	TK-6	1 per trimester (3 per year)
		7-8	2 semester

	their child academic performance		4 quarters 2 Initial progress report
Multilingual Learners (EL)			
Initial ELPAC	Measures initial English Language Fluency	English learners grades K-12 as identified by Home Language Survey	Upon Enrollment
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	These are designated by law for ongoing special education	Eligible TK-12	Every three years to determine ongoing eligibility. Tests are based upon current

specialist per law every 3 years after the initial qualifications	qualification.		qualifications which usually entails a multidisciplinary report by a psychologist or other professionals.
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### 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), 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, and 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. 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 (RtI).
- 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).*

Cesar Chavez Language Academy is a dependent charter school currently authorized by the Santa Rosa Elementary School District and is seeking to operate as a continuing charter school under the authorization and oversight of the Santa Rosa High School District pursuant to California Education Code sections 47605(a)(5)(E) and 47607. The Santa Rosa Elementary School District and the Santa Rosa High School District function as a “common administration district” and operate under one superintendent, governing board, and administration. Therefore, this renewal petition references “Santa Rosa City Schools” or “SRCS” (as well as the Board of Education of SRCS) in place of “Santa Rosa Elementary School District” and “Santa Rosa High School District” to reflect this governance structure. SRCS and its Board retain overall governance authority over CCLA and will provide all administrative services.

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

Board training and governance development are conducted in accordance with SRCS policies and California School Boards Association (CSBA) guidance, including the required ethics training.

### **Board Member Training and Development**

The Board believes that its ability to effectively provide leadership and direction for SRCS and its dependent charter schools is enhanced when its members are well-informed and continuously trained. To ensure that our governance team is prepared to support academic excellence and the holistic development of all students, the Board adopts the following training requirements:

### **Core Governance Curriculum**

To ensure a thorough understanding of district governance, all new Board members shall receive training in the following core subject areas:

- **Foundations of Effective Governance:** Instruction on the structure and function of the governance team, the distinction between governance and management, unity of purpose, and the roles and responsibilities of trustees.
- **Policy and Judicial Review:** Training on the development, adoption, and oversight of board policies, as well as the Board's role in judicial review and administrative hearings.
- **Student Learning and Achievement:** rigorous examination of the Board's role in improving student outcomes, closing opportunity gaps, and overseeing curriculum and instruction.
- **School Finance:** Comprehensive coverage of school district budgeting, funding sources, fiscal accountability, and the fiduciary duties of the Board.
- **Human Resources and Collective Bargaining:** Education on the Board's role in personnel matters, labor relations, and the collective bargaining process.
- **Community Relations and Advocacy:** Strategies for effective community engagement, public communication, and legislative advocacy to support district goals.

### **Preferred Training Provider**

The Board designates the California School Boards Association (CSBA) Masters in Governance program as the preferred method for members to fulfill the core governance curriculum requirement. New members are encouraged to complete this program either virtually or in-person.

### **Alternative Training Plan**

Should a Board member be unable to complete the CSBA Masters in Governance program, they shall work with the Board President and Superintendent to develop an alternative training plan. This plan must identify comparable training opportunities in each of the core areas listed above. Acceptable alternative sources include, but are not limited to:

- Other CSBA workshops and conferences
- Trainings provided by the Sonoma County Office of Education (SCOE)
- School Services of California (SSC)
- Similar accredited education and governance training providers

### **Timelines for Completion**

Regardless of the training provider selected, all new Board members must complete the trainings related to school finance, ethics, and legal and fiduciary responsibilities within their first six months of office, or earlier if required by state law. All training requirements shall be completed within the first year.

### **District Orientation**

In addition to external governance training, every new Board member shall participate in a district-specific orientation to deepen their understanding of SRCS' operations.

- **Format:** This orientation shall be equivalent to a full day of training.
- **Content:** The orientation shall cover SRCS-specific information regarding:
  - Established Strategic Priorities and Associated Plans and Measurables
  - Board Calendar including Spring and Fall Strategic Planning Sessions
  - Financial Operations and Budgeting
  - Educational Services and Curriculum
  - Special Education
  - Enrichment Programs (Arts, Music, Sports) and After-School Programs
  - Human Resources
  - Legal Operations
  - Other areas deemed vital by the Superintendent and Board President
- **Timeline:** New members should complete this orientation within **three months** of joining the Board.

### **Ongoing Board Member Development**

The Board recognizes that effective governance is an evolving practice that requires continuous learning and adaptation. To maintain a high standard of leadership and to further the district's goals of academic excellence and fiscal stability, the Board establishes a policy of ongoing professional development for all members.

### **Annual Training Commitment**

Board members who have successfully completed the new member training requirements, and all legally mandated training, are expected to participate in annual training opportunities. Members are encouraged to pursue a deeper understanding of

the core areas of governance, with a particular focus on emerging issues in school finance, student achievement, policy, and the strategic priorities as established by the board.

### **Individual Development Plans**

To support this continuous growth, the Board President and Superintendent shall meet annually with each Board member after the adoption of the strategic priorities to create an Individual Training Commitment. This plan will:

- Identify specific areas for professional growth based on the member's interests and the district's strategic needs.
- Utilize training options from the Board's preferred providers (CSBA, SCOE, SSC, etc.).
- Include a combination of virtual and in-person learning opportunities as feasible.

By committing to ongoing education, the Board ensures it remains equipped to address the complex challenges facing our schools and to advocate effectively for the enrichment and success of each and every student.

Except as specifically provided within the approved charter and applicable law, all SRCS procedures, including budget adoption by the Board of Education, will pertain to CCLA in the same manner as for the non-charter schools of SRCS. The Board shall provide an adequate plan for insurance.

All employees and representatives of CCLA, including members of the CCLA local Advisory Committee, members of the school committees, and school administrators, shall comply with applicable federal and state laws, and SRCS' policies regarding ethics and conflicts of interest.

### **Liability for Debts and Obligations**

Because CCLA is governed by the Board of Education of SRCS and operates semi-autonomously as a dependent charter school, liability for debts and obligations ultimately remains with SRCS.

### **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.

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 on 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, SRCS policies, and SRCS 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 SRCS's respective collective bargaining units. Except as otherwise agreed to by the exclusive representatives through memoranda of understanding, collectively bargained contracts will pertain to CCLA in the same manner as for non-charter schools of SRCS. CCLA shall be subject to all SRCS decisions regarding reduction in force, mandated furloughs, layoffs, and any other SRCS decisions regarding salaries, classifications, and assignments, provided they meet the personnel conditions of this charter. Unless SRCS 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.

CCLA 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 shall be employees of SRCS and will be evaluated in accordance with SRCS 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 SRCS policies and procedures, as well as protocol as outlined in the contract with the collective bargaining units.

Teachers at 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 SRCS teachers.

Selection of classified staff shall be in compliance with the applicable collective bargaining agreements and applicable Education Code. Unless valid reemployment lists exist, CCLA will have autonomy when selecting employees for regular assignment. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to CCLA; however, the SRCS retains the right to offer 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 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 experience 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 SRCS Superintendent. The CCLA principal shall possess the qualifications required by law and those applicable to SRCS 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)***

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.

CCLA shall adhere to all requirements of the ESEA, as reauthorized by the ESSA, that are applicable to teachers and paraprofessional employees. CCLA 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(I). 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(I) and 47605.4. All CCLA teachers must have a certificate of clearance and satisfy the requirements for professional fitness. SRCS 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. SRCS 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 SRCS-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 SRCS-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 State Standards and the school's educational 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 Manager***

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 SRCS.

CCLA shall comply with all federal, state, county, and local laws and regulations applicable to charter schools, as well as SRCS policies and procedures, related to health, safety, and welfare of students, staff, and visitors, as they may be amended from time. This includes, but is 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**

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 SRCS related to fingerprinting and criminal background checks.

Department of Justice fingerprinting and background clearance is required for all new SRCS employees, including those at CCLA. SRCS operates a Live Scan Fingerprinting machine. This machine scans fingerprints and sends them electronically to the Department of Justice. 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 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. SRCS 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 and Policies Regarding Professional Boundaries**

In accordance with state law, all CCLA staff 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 SRCS. CCLA shall provide mandated

reporter training to all employees annually in accordance with Education Code Section 44691.

By July 1, 2026, CCLA shall adopt written policies that promote safe environments for pupil learning and engagement that explicitly address professional boundaries and establish appropriate limits on contact during or outside of the school day via forms of communication that do not otherwise include the pupil's parent or guardian, and adopt written policies, plans, or specifications regarding school facilities and the furnishing of school facilities that address promoting environments that are easily supervised, in accordance with Education Code section 32100 (SB 848).

### **Workplace Violence Prevention Plan**

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

### **Tuberculosis Risk Assessment**

CCLA shall ensure that all employees and volunteers adhere to the policies and procedures of SRCS 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 TB 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.

SRCS has 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. SRCS 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**

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 SRCS 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 its students' vision, hearing, and scoliosis. CCLA will comply with and implement all SRCS 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.

### **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 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. CCLA shall ensure that its AEDs are maintained and regularly tested according to operation and maintenance guidelines and according to any applicable rules and regulations set forth by the FDA and other state/federal authorities.

### **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 CCLA 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 School Safety Plan**

CCLA shall comply with and implement all SRCS policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a school safety plan that addresses the safety topics listed in Education Code Section 32282(a)(2)(A)-(N) and procedures for conducting tactical responses to criminal incidents. CCLA shall ensure that its staff receives annual training on CCLA's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with SRCS policies and procedures. CCLA shall periodically review, and modify as necessary, its school safety plan, and keep it readily available for use and review upon 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 Education Code Section 49428.

CCLA shall also 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 has adopted SRCS's procedures for preventing acts of bullying, including cyberbullying.

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 SRCS 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 SRCS Board shall adopt and annually review a comprehensive suicide prevention policy for grades 7–12, 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. The policy shall be reviewed every fifth year and updated, as necessary.

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, and 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. CCLA 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) SRCS'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 corresponding state law address the privacy of student records.

## 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 reflective of the general population residing within the boundaries of SRCS. A student body that reflects the diversity of SRCS 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 socioeconomically disadvantaged students.

A balance of English-Only, Multilingual Learners, and bilingual students supports the successful implementation of the two-way bilingual immersion model. However, CCLA will admit all students who wish to attend the charter school to the extent it has capacity. 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.

## 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. Total enrollment will be limited only by the maximum capacity of CCLA in any given year.

Parents/guardians are encouraged to familiarize themselves with the educational program. 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 California Department of Education shall develop a template to be used for filing complaints pursuant to clause (i).

CCLA's admissions and lottery policies shall be implemented in a manner consistent with applicable federal and state law, including protections for homeless youth, foster youth, and other student populations entitled to immediate enrollment rights. Nothing in this section shall be interpreted to supersede rights afforded under the McKinney-Vento Homeless Assistance Act or other applicable laws.

### **Admissions and Lottery Process**

CCLA shall use the following admissions procedure to determine enrollment:

1. **Admission Requirements:** Each year CCLA shall set its maximum student admission cap and maximum grade level student caps. CCLA shall establish and publicly post an open enrollment window (approximately October 1- November 15, but subject to change each school year) during which applications for admission will be accepted. If fewer students than the maximum cap(s) apply to enroll in CCLA by the deadline for submitting applications ("admissions deadline"), CCLA shall admit all pupils who apply before the admissions deadline. If CCLA receives more applications during the open enrollment window

than its maximum cap for any grade level, CCLA shall enact a public random lottery and apply its preferences in accordance with Step 4 to determine admission for the impacted grade level.

2. **Application:** The application form will include the applicant's full name, birthdate, gender, parent/guardian email, parent/guardian name and relationship to applicant, applicant's address/ mailing address and main phone number, whether the applicant has a sibling enrolled at CCLA, whether the parent/guardian is an employee of CCLA or SRCS, the grade level for which applicant is applying, income eligibility for free and reduced lunch, and student's prior experience in and exposure to communicating in the Spanish language.

3. **Application Deadlines:**

a. In the event that the maximum cap(s) is *not* reached before the admissions deadline, CCLA shall only accept applications after the admissions deadline until the maximum cap is reached. After CCLA receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist in the order the applications were received.

b. In the event that the maximum cap(s) *is* reached upon the admissions deadline, CCLA will not accept late applications for consideration for initial admissions or the lottery.

o Applications received after the close of the enrollment window shall be considered late applications.

o Late applications shall be placed on a waitlist in the order received. This waitlist shall be secondary to the waitlist of students who applied during the enrollment window but were not selected for admission during the lottery in Step 4.

4. **Lottery Procedure:** CCLA 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 seats in any grade level:

a. The lottery shall be conducted by CCLA personnel. CCLA shall provide all applicants with 72 hours written notice of the date, time, and location of the lottery and also post this information on the CCLA and the SRCS administrative office bulletin boards and website. The lottery shall take place at a public facility at the SRCS administrative offices or CCLA and shall be made open to the public. CCLA will choose a date and time for the drawing so that most interested persons will be able to attend.

b. **Preferences:** CCLA shall apply the following preferences for enrollment during the lottery:

- o Siblings of students enrolled in and attending CCLA at the time of the lottery
- o Children of SRCS employees
- o Applicants who are eligible for Free and Reduced Price Lunch
- o Residents of SRCS
- o Applicants who do not reside within the boundaries of SRCS

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

- c. CCLA personnel shall 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. CCLA personnel shall then provide the list of the admitted students, in order of admission, to SRCS, with a signature certifying that the results of the lottery are accurate to the best of their knowledge.
  - d. CCLA shall take the following steps to protect the confidentiality of all pupil information: 1) during the lottery, student names shall not be announced at any time but, upon selection, shall be immediately recorded on the written log; 2) the list of students in order of admission created during the lottery shall be retained; and 3) by the end of the next business day following the lottery, CCLA shall post an alphabetized list of admitted students at the SRCS administrative offices and at CCLA, with no reference to the category in which the student fell or order of selection.
5. **Waitlist Procedures:** Waiting lists are kept for each academic year, open to public inspection, and are valid through the school year for which admission was sought.
- a. In the event that there are applicants remaining after the lottery is conducted in Step 4, those applicants not admitted to the school shall be placed on the waitlist in the order that their names were drawn.
  - b. CCLA personnel shall provide the list of the waitlisted students, in the order in which they were placed on the waitlist, to SRCS, with a signature certifying that the waitlist is accurate to the best of their knowledge.
  - c. As stated in Step 3, late applicants shall be placed on a separate waitlist in the order in which their applications were received. This waitlist shall be

utilized for admission during the school year only after the waitlist for the remaining applicants identified in Step 5(a) is exhausted.

- d. To the extent that openings occur at CCLA 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 identified in Step 5(a) and 5(c), in that order. Families will be notified by writing and will be notified of the deadline by which to indicate their response.

## 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)(I).

The financial audit(s) of the CCLA is accomplished as part of the total SRCS 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 SRCS'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 SRCS'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 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 SRCS, the Controller, the Sonoma County Superintendent of Schools, and the CDE by December 15 of each year.

## Element 10: Suspension, Expulsion and Involuntary Removal Procedures

*The procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. : Education Code Section 47605(c)(5)(J).*

This suspension and expulsion policy has been established in order to promote learning and protect the safety and well-being of all students at CCLA. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as CCLA's policy and procedures for student suspension and expulsion. In creating this policy, CCLA has reviewed Education Code Sections 48900 et seq., which describe the list of offenses and procedures for suspensions and expulsions for students attending non-charter public schools. CCLA's proposed list of offenses is that for non-charter public schools included in Education Code Sections 48900 et seq., and the CCLA believes such list provides adequate safety for students, staff, and visitors at the school and serves the best interests of the Charter school's students and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. CCLA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes willful infliction, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. CCLA staff may use seclusion or a behavioral restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less

restrictive. CCLA staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

CCLA staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places his or her body weight against the student's torso or back.
- Uses a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face.
- Place a student in a facedown position with the student's hands held or restrained behind the student's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom CCLA has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students, except when federal and state law mandates additional or different procedures. CCLA will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom CCLA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

CCLA shall not involuntarily remove any student for disciplinary reasons that could otherwise result in suspension and/or expulsion based on the list of offenses enumerated in Education Code Sections 48900 et seq. Rather, involuntary removal of a student would only occur in limited circumstances in which (1) the student is enrolled in CCLA, (2) the student fails to attend school after several attempts by CCLA to compel such attendance, and (3) CCLA has followed all procedures required by law before the involuntary removal occurs. CCLA remains steadfast in its commitment to address the underlying cause(s) of a student's lack of attendance to ensure the student has the appropriate supports and resources in place to avoid the need to initiate involuntary removal procedures.

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 school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) above before the effective date of the action.

If the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii) above, the student 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 or expulsions pursuant to the suspension and expulsion procedures described below. In addition, CCLA shall ensure that a foster child's educational rights holder, attorney, county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights as 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.

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

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance occurring at CCLA or at any other school, or a CCLA-sponsored event. A student may be suspended or expelled for offenses identified in subsection B below and related to school activity or attendance that occur at any time, including, but not limited to, the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, or while going to or coming from, a school-sponsored activity.

This list is subject to later revision by action of the SRCS Board of Education to amend it from time to time in order to ensure the list of offenses and procedures provides adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians. Such revision may be made

by action of the SRCS Board of Education, without requiring a material revision to the charter.

If a student is found to have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, a certificated or non-certificated employee may refer a student to CCLA administration and timely in-school interventions or supports. The CCLA administrator shall, within five business days, document the actions taken and place that documentation in the student's record to be available for access by the parents/guardians. The CCLA administrator shall also, by the end of the fifth business day, inform the referring certificated or non-certificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

### **B. Enumerated Offenses**

CCLA's list of offenses for suspension and expulsion shall be those that apply to non-charter public schools, which are included in Education Code Sections 48900 et seq.

### **C. Suspension Procedures**

Suspensions shall be initiated according to the following procedures:

#### ***1. Conference***

Suspension shall be preceded, if possible, by a conference conducted by the Principal or Principal's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" is one that involves a situation determined by the Principal or designee to constitute a clear and present danger to the life, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

## ***2. Notice to Parents/Guardians***

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian or, if applicable, the foster child's educational rights holder, attorney, and county social worker, or, if applicable, the Indian child's tribal social worker and, if applicable, county social worker by email, by telephone or in person. Whenever a student is suspended, the parent/guardian or, if applicable, the foster child's educational rights holder, attorney, and county social worker, or, if applicable, the Indian child's tribal social worker and, if applicable, county social worker shall be notified in writing of the suspension, the number of days suspended, the total number of days suspended to date, and the date and time when the student may return following the suspension. This notice shall state the specific education code violation committed by the student. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## ***3. Suspension Time Limits/Recommendation for Placement/Expulsion***

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Principal, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances, when the Charter school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student or parent/guardian fails to attend the conference. This determination will be made by the SRCS Superintendent, CCLA Principal, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

## ***4. Homework Assignments During Suspension***

In accordance with Education Code Section 47606.2(a), upon the request of a parent, legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) 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.

#### **D. Authority to Expel**

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

#### **E. Expulsion Procedures**

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

In the event an Administrative Panel hears the case, it will make a recommendation to the SRCS Board of Education for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing at least five days prior to the date of the scheduled hearing.

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

- The date and place of the expulsion hearing;
- A statement of specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of the CCLA's disciplinary rules, which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at CCLA to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two adult support persons of their choosing to be present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. SRCS/CCLA must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit the time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CCLA must present evidence that the witness's presence is both desired by the witness and will be helpful to CCLA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness, and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

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

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

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

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

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the SRCS Board of Education within three school days of the hearing. The SRCS Board of Education will make a final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

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

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

The Superintendent or designee, following a decision of the SRCS Board of Education to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter school.
- Notice of the educational alternatives to be provided to the student during the time of expulsion.
- Notice of the right to appeal the expulsion to the Sonoma County Board of Education.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

- The student's name.
- The specific expellable offense committed by the student.

### **J. Disciplinary Records**

CCLA shall maintain records of all student suspensions and expulsions. Such records shall be made available to Sonoma County Office of Education upon request, consistent with applicable law and subject to any necessary assurances of confidentiality for purposes of the Public Records Act.

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

The student shall have a right to appeal the SRCS Board of Education's decision to expel to the Sonoma County Board of Education in accordance with Education Code Sections 48919-48924.

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

Parents/guardians of students who are expelled shall be provided with information regarding alternative education programs that may be available, including, but not limited to, programs within Sonoma County or their school district of residence.

### **M. Rehabilitation Plans**

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

### **N. Suspended Enforcement of Expulsion Orders**

The SRCS Board of Education may suspend the enforcement of an expulsion order for a period of not more than one calendar year. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status and must complete the terms of a Rehabilitation Plan in order to be eligible for readmission following expulsion. In order to ensure consideration of a student's readmission to CCLA, the student must submit an application for readmission, with information showing he or she has completed all conditions of the Rehabilitation Plan, on or before the date provided in the student's Rehabilitation Plan.

The SRCS Board of Education or the Superintendent may revoke the suspension of an expulsion order if either determines that a student has committed any act specified as a ground for suspension or expulsion in Education Code sections 48900 et seq., violated any charter rules or policies, violated any state or federal laws, or has otherwise violated the terms of a suspended enforcement agreement entered into between the student and SRCS. If the SRCS Board of Education or the Superintendent revokes the suspension of an expulsion order, the student's expulsion will be reinstated immediately, without the right of an expulsion hearing or appeal. If the Superintendent revokes the suspension of an expulsion order, the revocation will take effect immediately but must be later ratified by the SRCS Board of Education. If the SRCS Board of Education or Superintendent revokes the suspension of an expulsion order, the student may be expelled for the same duration as provided in the terms of the original expulsion order.

### **O. Readmission**

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the SRCS Board of Education following a meeting with the Superintendent or their designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the SRCS Board of

Education following the meeting regarding his or her determination. The SRCS readmission process shall be followed.

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

### ***Notification to SRCS and SELPA***

CCLA shall immediately notify SRCS and the SELPA, as appropriate, and coordinate the procedures in this discipline policy with SRCS for the discipline of any student with a disability or student who CCLA would be deemed to have knowledge that the student had a disability.

### ***Services During Suspension***

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

### ***Procedural Safeguards/Manifestation Determination***

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

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

If CCLA, the parent/guardian, and relevant members of the IEP team/Section 504 team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the student's disability. If CCLA, the parent/guardian, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team shall:

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

If CCLA, the parent/guardian, and relevant members of the IEP team/Section 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/Section 504 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 students without disabilities.

If the student 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 student 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 CCLA shall be invited to participate in the 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.

### ***Due Process Appeals***

If the parent/guardian of a student with a disability disagrees with any decision regarding placement or the manifestation determination, or if CCLA believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, either may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the SRCS Section 504 Policy and Procedures.

### ***Special Circumstances and Interim Alternative Educational Setting***

CCLA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates CCLA's discipline policies.

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

- A. Carries or possesses a weapon, as defined in 18 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.

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

In the case where a student has been placed in an interim alternative educational setting pursuant to the above special circumstances, and parent/guardian have appealed the placement of the student or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and CCLA agree otherwise.

In such an appeal before OAH, the hearing officer may: (1) return a student with a disability to the placement from which the student 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.

### ***Procedures for Students Not Yet Eligible for Special Education Services***

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

CCLA shall be deemed to have knowledge that the student 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 CCLA 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/guardian 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 student directly to the special education case manager or to other school supervisory personnel.

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

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

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

## 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 SRCS. All CCLA certificated employees 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").

SRCS shall be responsible for arranging coverage and providing the necessary reports. Internal controls, data reporting, and calculation verification will be conducted by SRCS.

## 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 the enrollment process referenced in the admissions element above. No SRCS student will be assigned to 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 SRCS school or program as a consequence of enrollment in CCLA, except to the extent that such a right is extended by SRCS.

### **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)

Except as otherwise agreed to by the exclusive representatives, transfer and assignment provisions of the collectively bargained contracts with SRCS will pertain to CCLA in the same manner as for the non-charter schools of the District, except that no CCLA employee will be assigned to CCLA except by his/her 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 CCLA, to leave an SRCS school to work at CCLA, or leave CCLA to work at an SRCS 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 SRCS.

## **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 SRCS**

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 SRCS unnecessarily. The school community includes students, parents, teachers, applicant families, volunteers, advisors, community members' partners and collaborators.

General dispute resolution procedures will pertain to CCLA in the same manner as for the non-charter schools of SRCS.

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

SRCS 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 SRCS's oversight duties, including the right to inspect or observe the charter school at any time.

### **Internal Disputes**

CCLA follows SRCS's Uniform Complaint Procedure ("UCP") and will make such procedures and 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 that does not fall under the UCP, 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 SRCS Superintendent.

## 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).

Closure of CCLA will occur if the SRCS Board of Education revokes or denies the renewal of the charter; the SRCS Board of Education takes specific Board action to close CCLA pursuant to the Board's general authority and/or its unique authority as the legal governing board of CCLA pursuant to the Charter Schools Act of 1992; the charter lapses; or the Board of Education approves a request by CCLA to revert to a district school. The SRCS Board may close CCLA voluntarily at any time.

Any decision to close CCLA shall be documented by official action of the SRCS Board of Education and will identify the person or entity responsible for all closure-related activities and actions. Should CCLA close, it shall be the responsibility of CCLA, in consultation with the BAB and SRCS, to finalize all closing arrangements. All remaining assets and liabilities of the organization will be disposed of by SRCS. Any restricted grant funds and restricted categorical funds shall be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate. Any donated materials and property shall also be returned in accordance with any conditions established when the donation of such materials or property was accepted. CCLA assets shall be retained as long as necessary to ensure the transfer of assets, disposition of liabilities, transfer of student records, and closure of the facility.

Unless assumed by SRCS, 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 parents and students of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close 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 the SRCS Office. All other students, personnel, and school records shall be transferred to the custody of SRCS. 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.

Unless assumed by SRCS, CCLA will complete and file any annual reports required pursuant to Education Code section 47604.33.

SRCS's Executive Director of Fiscal Services will ensure that the financial audit of CCLA'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 A. CCLA budgets will be constructed so as to be financially neutral for SRCS.

### **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 CCLA through the SRCS District Office. In addition, any other centralized administrative services which are provided to non-charter schools in SRCS will also be provided, as appropriate, to CCLA.

Funds generated by CCLA's average daily attendance will compensate SRCS 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 SRCS, SRCS will maintain ultimate legal responsibility and liability for CCLA's operations, debts, obligations, and activities.

To mitigate potential civil liabilities, SRCS will ensure:

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

- Adequate insurance coverage through SRCS’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 SRCS will develop procedures for periodic/ongoing monitoring and reporting of the academic, operational, and fiscal performance of CCLA.

### **C. Facilities**

CCLA intends to continue operating at its current location at 2480 Sebastopol Road in Santa Rosa, California 95407, a property owned by SRCS. The property is in full compliance with applicable laws.

CCLA will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities, including developing an asbestos management plan in accordance with the Asbestos Hazard Emergency Response Act and compliance with state building codes, the Americans with Disabilities Act (“ADA”) access requirements, and any other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

### **D. 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 participating in independent study 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***

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.

### ***Independent Study Written Agreements***

Each student participating in independent study will have a current written independent study agreement on file. For students participating in independent study for more than fifteen school days, the written agreement will be signed prior to the commencement of the independent study term.

### ***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 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***

CCLA will establish a clear timeline for the completion and submission of independent study assignments. 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 will be provided with 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.

## **APPENDIX A**

This budget narrative provides an analysis of the multi-year financial projections for the Cesar Chavez Language Academy (CCLA) for the charter renewal with projections from 2026-27 through 2030-31.

### **Executive Summary**

The financial projections for CCLA indicate a period of sustained fiscal health. With a stable enrollment target of 852 students, the Academy is positioned to see total revenues grow from \$13.16 million to \$14.97 million over the five-year term. The Academy maintains a positive net change in fund balance in most years, resulting in an ending fund balance of \$1,782,476 by year five.

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### **Revenue Projections**

The Academy's revenue is primarily driven by the Local Control Funding Formula (LCFF), supplemented by state and local grants.

- **LCFF Revenue:** This remains the primary funding engine, accounting for approximately 94% of total revenue. It is projected to increase from \$12.39 million in Year 1 to \$14.09 million in Year 5, driven by statutory COLA adjustments.
- **State & Local Income:** Other State Revenues (including Lottery and Mandated Block Grants) and Local Revenues (Interest and miscellaneous) are projected to grow modestly in alignment with COLA, totaling roughly \$876,889 by the final year.

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### **Expenditure Analysis**

Total expenditures (including Other Financing Uses) are projected to increase from \$13.49 million in 2026-27 to \$14.84 million in 2030-31.

#### **1. Personnel Costs (Salaries & Benefits)**

Personnel costs constitute the largest portion of the budget, reflecting the Academy's commitment to high-quality instruction.

- **Certificated Salaries:** Budgeted at \$5.62 million in 2026-27, rising to \$6.16 million by 2030-31. This includes teachers, pupil support, and administrators.
- **Classified Salaries:** Expected to grow from \$1.62 million to \$1.78 million, covering instructional aides, clerical, and maintenance staff.
- **Employee Benefits:** Includes STRS/PERS pension contributions and Health & Welfare benefits. Benefits are projected to rise from \$2.97 million to \$3.28 million..

## 2. Operational & Instructional Costs

- **Books and Supplies:** This category encompasses all tangible materials required for the Academy's instructional program and campus operations. Budgeted items include textbooks and books other than textbooks tailored for the dual-language curriculum, general materials & supplies, and classroom instructional supplies. The budget prioritizes modern learning through technology and technology hardware, while also supporting specialized programs. This ensures students have access to current curriculum and technology hardware. Additional operational needs include custodial supplies, operations supplies, and for equipment needs. Total funding for this category grows from \$311,811 in Year 1 to \$344,131 by Year 5, reflecting an intentional investment in student-facing resources.
- **Services and Other Operating Expenditures:** This section covers the professional and logistical services essential for school operations. Facilities and infrastructure are maintained through rental, lease, and repair budgets. Essential utilities such as gas, electric, and water/sewer are included, alongside communication costs for telephones and postage. Professional and instructional support is provided via agreements, on-line computer software licenses, dues & memberships, employee mileage reimbursement, and employee travel & conference. Finally, student safety and enrichment are addressed through field trip transportation and crossing guards, with all other miscellaneous needs captured under other services and operating expenditures. The budget for these services increases from \$1,767,474 to \$1,950,680 over the five-year term to accommodate escalating service costs.
- **Other Outgo and Interfund Transfers:** The accounts are designated for charter support from the district, specifically covering indirect cost between funds (6.23% indirect cost rate in 26/27 and scaling in future years) and other authorized interfund transfers (1% charter fee & 3% contribution to mandatory routine restricted maintenance account) to account for administrative oversight and shared service allocations (charter rental and utility costs are captured in (Services and Other Operating Expenditures) . These transfers are projected to rise from \$1,196,505 to \$1,320,528, scaling proportionally with the school's overall expenditure growth.

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## Fund Balance and Fiscal Reserves

The Academy demonstrates fiscal solvency throughout the projection period, maintaining an ending balance percentage between 11.54% and 12.49%.

<b>Fiscal Year</b>	<b>Total Revenue</b>	<b>Total Expenses &amp; Uses</b>	<b>Net Change in Fund Balance</b>	<b>Ending Fund Balance</b>
<b>2026-27</b>	\$13,164,206	\$13,496,343	(\$332,137)	\$1,497,382
<b>2027-28</b>	\$13,620,014	\$ 13,631,307	\$ (11,293)	\$ 1,486,089
<b>2028-29</b>	\$ 14,070,556	\$ 13,994,813	\$ 75,743	\$ 1,561,832
<b>2029-30</b>	\$ 14,511,068	\$ 14,414,657	\$ 96,411	\$ 1,658,243
<b>2030-31</b>	\$ 14,971,330	\$ 14,847,097	\$ 124,233	\$ 1,782,476

The multi-year projection demonstrates a healthy, sustainable fiscal trajectory for the Academy. Despite expenditures growing at a faster rate than revenues due to inflationary pressures, the Academy manages its resources to maintain fiscal solvency throughout the projection. The net change in fund balance enables the ending fund balance—which includes the prior year’s carryover—to scale from \$1.50 million in Year 1 to \$1.78 million by Year 5. This represents a significant fiscal safety net that exceeds the minimum state-required reserves, ensuring CCLA is well-positioned to weather potential state funding deferrals, unforeseen facility needs, or unexpected expenses during the charter period.

### **Cashflow Analysis**

The Cesar Chavez Language Academy maintains a solid cash position throughout the charter term, with projected ending cash balances of \$755,325.30 in 2026-27, \$614,288.90 in 2027-28, and \$768,203.43 in 2028-29. These healthy balances

demonstrate that the Academy retains sufficient liquidity to meet all operational obligations and ensure ongoing fiscal performance throughout the period.

Cesar Chavez Language Academy Multi-Year Projection								
Description	Object Code	FY 2026/27		Totals for 2026/27	Totals for 2027/28	Totals for 2028/29	Totals for 2029/30	Totals for 2030/31
		Unrestricted	Restricted					
ENROLLMENT				852	852	852	852	852
<b>A. Revenue Detail</b>								
<b>LCPF Revenue Sources:</b>								
Revenue Limit St Aid-curr Year	8011	\$ 6,332,751		\$ 6,332,751	\$ 6,633,450	\$ 6,935,674	\$ 7,227,145	\$ 7,537,623
Education Protection Account	8012	\$ 161,492		\$ 161,492	\$ 161,492	\$ 161,492	\$ 161,492	\$ 161,492
Charter School in-lieu	8096	\$ 5,898,350		\$ 5,898,350	\$ 6,022,504	\$ 6,146,838	\$ 6,271,082	\$ 6,395,326
<b>Total LCPF Revenue Sources</b>		<b>\$ 12,392,593</b>	<b>\$ -</b>	<b>\$ 12,392,593</b>	<b>\$ 12,817,536</b>	<b>\$ 13,244,004</b>	<b>\$ 13,659,719</b>	<b>\$ 14,094,441</b>
<b>Other State Revenues:</b>								
Mandated Cost Reimbursements	8550	\$ 14,885		\$ 14,885	\$ 15,480	\$ 15,945	\$ 16,423	\$ 16,916
State Lottery Revenue	8560	\$ 137,086	\$ 15,211	\$ 152,297	\$ 158,389	\$ 163,141	\$ 168,035	\$ 173,076
All Other State Revenues	8590		\$ 537,109	\$ 537,109	\$ 558,593	\$ 575,351	\$ 592,611	\$ 610,390
<b>Total Other State Revenues</b>		<b>\$ 151,971</b>	<b>\$ 552,320</b>	<b>\$ 704,291</b>	<b>\$ 732,462</b>	<b>\$ 754,436</b>	<b>\$ 777,069</b>	<b>\$ 800,381</b>
<b>Other Local Revenue:</b>								
Interest	8660	\$ 54,800		\$ 54,800	\$ 56,992	\$ 58,702	\$ 60,463	\$ 62,277
All Other Local Revenues	8699	\$ -	\$ 12,522	\$ 12,522	\$ 13,023	\$ 13,424	\$ 13,826	\$ 14,231
<b>Total Other Local Revenue</b>		<b>\$ 54,800</b>	<b>\$ 12,522</b>	<b>\$ 67,323</b>	<b>\$ 70,015</b>	<b>\$ 72,116</b>	<b>\$ 74,279</b>	<b>\$ 76,508</b>
<b>A. Total Year To Date Revenues</b>		<b>\$ 12,599,364</b>	<b>\$ 564,842</b>	<b>\$ 13,164,206</b>	<b>\$ 13,620,014</b>	<b>\$ 14,070,546</b>	<b>\$ 14,511,968</b>	<b>\$ 14,971,330</b>
<b>B. Expenditure Detail</b>								
<b>Certificated Salaries:</b>								
Teacher - Regular	1111	\$ 4,248,207	\$ 250,139	\$ 4,498,346	\$ 4,543,330	\$ 4,634,196	\$ 4,773,222	\$ 4,916,419
Teacher Extra Day/year (hrly)	1112	\$ 28,172	\$ 2,308	\$ 30,480	\$ 30,784	\$ 31,708	\$ 32,659	\$ 33,639
Teacher Extra Duty (stipend)	1113	\$ 64,335		\$ 64,335	\$ 64,978	\$ 66,927	\$ 68,935	\$ 71,003
Teacher - Hourly Rate	1116	\$ 12,968	\$ 797	\$ 13,766	\$ 13,904	\$ 14,321	\$ 14,751	\$ 15,193
Teacher - Over Class Size	1118	\$ 26,688		\$ 26,688	\$ 26,955	\$ 27,763	\$ 28,596	\$ 29,454
Teacher Sub - illness	1121	\$ 89,230		\$ 89,230	\$ 90,122	\$ 92,826	\$ 95,610	\$ 98,479
Teacher Sub Release Time	1122	\$ 29,722	\$ 200	\$ 29,922	\$ 30,221	\$ 31,128	\$ 32,062	\$ 33,024
Teacher Sub - Other Absence	1129	\$ 4,710		\$ 4,710	\$ 4,757	\$ 4,900	\$ 5,047	\$ 5,198
Cert Pupil Support Salaries	1200	\$ 255,738		\$ 255,738	\$ 258,296	\$ 266,044	\$ 274,026	\$ 282,247
Cert Support Extra Day/Yr	1210		\$ 140,114	\$ 140,114	\$ 141,515	\$ 145,761	\$ 150,133	\$ 154,637
Psychologists	1212	\$ 744		\$ 744	\$ 751	\$ 774	\$ 797	\$ 821
Cert Administrators/Directors	1300	\$ 285,422		\$ 285,422	\$ 288,276	\$ 296,924	\$ 305,832	\$ 315,007
Cert. Admin Extra Day/Yr	1312		\$ 7,500	\$ 7,500	\$ 7,575	\$ 7,802	\$ 8,036	\$ 8,277
Certif. Administrators/Subs	1313	\$ 64,159		\$ 64,159	\$ 64,800	\$ 66,744	\$ 68,747	\$ 70,809
Resource Teachers/Not in Clrm	1911	\$ 113,902		\$ 113,902	\$ 115,041	\$ 118,493	\$ 122,047	\$ 125,709
Cert Other Ext Day/Yr	1912	\$ 278		\$ 278	\$ 281	\$ 290	\$ 298	\$ 307
<b>Total Certificated Salaries</b>		<b>\$ 5,224,275</b>	<b>\$ 401,058</b>	<b>\$ 5,625,333</b>	<b>\$ 5,681,587</b>	<b>\$ 5,806,601</b>	<b>\$ 5,980,799</b>	<b>\$ 6,160,223</b>
<b>Classified Salaries:</b>								
Instructional Aides Regular	2111	\$ 271,669	\$ 63,855	\$ 335,525	\$ 338,880	\$ 349,046	\$ 359,518	\$ 370,303

Cesar Chavez Language Academy Multi-Year Projection

Description	Object Code	FY 2026/27		Totals for 2026/27	Totals for 2027/28	Totals for 2028/29	Totals for 2029/30	Totals for 2030/31
		Unrestricted	Restricted					
Instr Aides Subs & Overtime	2113	\$ 40		\$ 40	\$ 41	\$ 42	\$ 43	\$ 44
Phys Ed Assis - Walk On Coach	2130	\$ 31,663		\$ 31,663	\$ 31,979	\$ 32,999	\$ 33,927	\$ 34,945
Classified Support Salaries	2200	\$ 224,421	\$ 51,145	\$ 275,566	\$ 278,322	\$ 286,672	\$ 295,272	\$ 304,130
Class Support QT	2213	\$ 530	\$ 4,220	\$ 4,740	\$ 4,788	\$ 4,931	\$ 5,079	\$ 5,232
Class Support Sub	2212		\$ 1,832	\$ 1,832	\$ 1,850	\$ 1,906	\$ 1,963	\$ 2,022
Classified Supervisors	2315	\$ 88,657		\$ 88,657	\$ 89,543	\$ 92,229	\$ 94,996	\$ 97,846
Clerical & Office Salaries	2400	\$ 413,230	\$ 42,324	\$ 455,554	\$ 460,110	\$ 473,913	\$ 488,131	\$ 502,775
Clerical Extra Duty/Overtime	2413	\$ 1,664		\$ 1,664	\$ 1,680	\$ 1,731	\$ 1,783	\$ 1,836
Resource Center Assistant	2430	\$ 32,267		\$ 32,267	\$ 32,589	\$ 33,567	\$ 34,574	\$ 35,611
Campus Supervisors	2910	\$ 107,170		\$ 107,170	\$ 108,241	\$ 111,488	\$ 114,833	\$ 118,278
Class Ext Duty/OT Pay	2913	\$ 3,958		\$ 3,958	\$ 3,998	\$ 4,118	\$ 4,241	\$ 4,368
Noon Supervisors	2920	\$ 112,145		\$ 112,145	\$ 113,266	\$ 116,664	\$ 120,164	\$ 123,769
Student Advisors	2925	\$ 114,135		\$ 114,135	\$ 115,277	\$ 118,735	\$ 122,297	\$ 125,966
Student/Family Support	2926	\$ 55,933		\$ 55,933	\$ 56,492	\$ 58,187	\$ 59,933	\$ 61,731
<b>Total Classified Salaries</b>		<b>\$ 1,457,472</b>	<b>\$ 165,376</b>	<b>\$ 1,620,849</b>	<b>\$ 1,637,057</b>	<b>\$ 1,686,169</b>	<b>\$ 1,736,754</b>	<b>\$ 1,788,856</b>
<b>Employee Benefits:</b>								
STRS Certificated	3101	\$ 970,456	\$ 70,161	\$ 1,040,616	\$ 1,051,023	\$ 1,082,553	\$ 1,115,030	\$ 1,148,481
PERS Classified	3202	\$ 380,473	\$ 43,899	\$ 424,372	\$ 428,616	\$ 441,474	\$ 454,718	\$ 468,360
SSI Certificated	3311	\$ 2,856		\$ 2,856	\$ 2,884	\$ 2,971	\$ 3,060	\$ 3,152
SSI Classified	3312	\$ 90,386	\$ 10,126	\$ 100,512	\$ 101,517	\$ 104,563	\$ 107,700	\$ 110,931
Medicare Certificated	3331	\$ 75,103	\$ 5,781	\$ 80,885	\$ 81,694	\$ 84,144	\$ 86,669	\$ 89,269
Medicare Classified	3332	\$ 21,139	\$ 2,368	\$ 23,507	\$ 23,742	\$ 24,455	\$ 25,188	\$ 25,944
Certificated Health - CalPers	3411	\$ 599,126	\$ 24,555	\$ 623,681	\$ 629,918	\$ 648,815	\$ 668,280	\$ 688,328
Classified Health - CVT	3412	\$ 310,124	\$ 20,530	\$ 330,654	\$ 333,961	\$ 343,980	\$ 354,299	\$ 364,928
Certificated - Dental	3441	\$ 67,487	\$ 4,378	\$ 71,865	\$ 72,584	\$ 74,761	\$ 77,004	\$ 79,314
Classified - Dental	3442	\$ 31,347	\$ 2,268	\$ 33,615	\$ 33,951	\$ 34,970	\$ 36,019	\$ 37,099
Certificated - Vision	3451	\$ 139		\$ 139	\$ 140	\$ 144	\$ 149	\$ 153
Classified - Vision	3452	\$ 3,683	\$ 277	\$ 3,960	\$ 4,000	\$ 4,120	\$ 4,243	\$ 4,371
Certificated - Life	3461	\$ 2,883	\$ 182	\$ 3,066	\$ 3,096	\$ 3,189	\$ 3,285	\$ 3,383
Classified - Life	3462	\$ 1,319	\$ 95	\$ 1,414	\$ 1,428	\$ 1,471	\$ 1,515	\$ 1,560
Unemployment Insur Certificated	3501	\$ 2,588	\$ 200	\$ 2,787	\$ 2,815	\$ 2,900	\$ 2,987	\$ 3,076
Unemployment Insur Classified	3502	\$ 727	\$ 82	\$ 809	\$ 817	\$ 842	\$ 867	\$ 893
Workers Comp Certificated	3601	\$ 86,683	\$ 6,641	\$ 93,325	\$ 94,258	\$ 97,086	\$ 99,998	\$ 102,998
Workers Comp Classified	3602	\$ 24,678	\$ 2,543	\$ 27,221	\$ 27,493	\$ 28,318	\$ 29,168	\$ 30,043
Current Retiree Benefits-Cert	3751	\$ 77,179	\$ 6,125	\$ 83,304	\$ 84,137	\$ 86,661	\$ 89,261	\$ 91,938
Opelb. Active Employees-Class	3752	\$ 23,244	\$ 2,540	\$ 25,784	\$ 26,042	\$ 26,823	\$ 27,628	\$ 28,457
<b>Total Employee Benefits</b>		<b>\$ 2,771,622</b>	<b>\$ 202,750</b>	<b>\$ 2,974,372</b>	<b>\$ 3,004,116</b>	<b>\$ 3,094,239</b>	<b>\$ 3,187,066</b>	<b>\$ 3,282,878</b>
<b>Books and Supplies:</b>								

Cesar Chavez Language Academy Multi-Year Projection

Description	Object Code	FY 2026/27		Totals for 2026/27	Totals for 2027/28	Totals for 2028/29	Totals for 2029/30	Totals for 2030/31
		Unrestricted	Restricted					
Textbooks	4100	\$ 1,386	\$ 5,375	\$ 6,761	\$ 6,828	\$ 7,033	\$ 7,244	\$ 7,461
Books Other Than Textbooks	4200	\$ 663	\$ 2,072	\$ 2,735	\$ 2,762	\$ 2,845	\$ 2,930	\$ 3,018
Materials & Supplies	4300	\$ 76,280	\$ 37,764	\$ 114,044	\$ 115,184	\$ 118,640	\$ 121,199	\$ 125,865
Instructional Supply Classroom	4311	\$ 2,451	\$ 15,016	\$ 17,467	\$ 17,642	\$ 18,171	\$ 18,716	\$ 19,278
Technology-under \$500	4312	\$ 991	\$ 566	\$ 1,557	\$ 1,573	\$ 1,620	\$ 1,668	\$ 1,718
Instructional Uniforms	4314	\$ 27,942	\$ 7,824	\$ 35,766	\$ 36,123	\$ 37,207	\$ 38,123	\$ 39,473
Food - In-District Meetings	4316	\$ 1,519		\$ 1,519	\$ 1,534	\$ 1,580	\$ 1,628	\$ 1,677
Musical Instruments <\$500	4318		\$ 1,403	\$ 1,403	\$ 1,417	\$ 1,459	\$ 1,503	\$ 1,548
Keys And Locks	4336	\$ 703		\$ 703	\$ 710	\$ 731	\$ 753	\$ 776
Equip (non-cap) < \$5000 Ea	4400	\$ 1,661	\$ 5,637	\$ 7,298	\$ 7,371	\$ 7,593	\$ 7,820	\$ 8,055
Technology - Hardware < \$5,000	4412	\$ 526	\$ 21,000	\$ 21,526	\$ 21,742	\$ 22,394	\$ 23,066	\$ 23,758
Musical Instruments < \$5000 Ea	4418		\$ 101,032	\$ 101,032	\$ 102,048	\$ 105,104	\$ 108,257	\$ 111,505
<b>Total Books and Supplies</b>		<b>\$ 114,122</b>	<b>\$ 197,689</b>	<b>\$ 311,811</b>	<b>\$ 314,928</b>	<b>\$ 324,377</b>	<b>\$ 334,108</b>	<b>\$ 344,131</b>
<b>Services and Other Operating Expenditures:</b>								
Sub-agreements	5100	\$ 160,036	\$ 221,352	\$ 381,388	\$ 385,202	\$ 396,758	\$ 408,660	\$ 420,920
Contract Mileage-certificated	5211	\$ 247		\$ 247	\$ 250	\$ 257	\$ 265	\$ 273
Travel & Conference	5215	\$ 1,140		\$ 1,140	\$ 1,152	\$ 1,186	\$ 1,222	\$ 1,258
Dues & Memberships	5300	\$ 642		\$ 642	\$ 648	\$ 667	\$ 687	\$ 708
Utilities - Gas	5510	\$ 42,930		\$ 42,930	\$ 43,360	\$ 44,660	\$ 46,000	\$ 47,380
Utilities- Gas/Electric	5511	\$ 83,871		\$ 83,871	\$ 84,710	\$ 87,251	\$ 89,868	\$ 92,564
Water/Sewer	5512	\$ 27,158		\$ 27,158	\$ 27,429	\$ 28,252	\$ 29,100	\$ 29,973
Rentals, Leases & Repairs	5600	\$ 969,282		\$ 969,282	\$ 978,975	\$ 1,008,345	\$ 1,038,595	\$ 1,069,753
Equip Maint/repair-incl Labor	5612	\$ 5,509		\$ 5,509	\$ 5,505	\$ 5,731	\$ 5,903	\$ 6,081
Other Rents/leases/repairs	5639	\$ 511		\$ 511	\$ 516	\$ 532	\$ 548	\$ 564
Other Svcs & Oper Expenditures	5800	\$ 124,299	\$ 25,000	\$ 149,299	\$ 150,702	\$ 155,316	\$ 159,975	\$ 164,774
On-line Comput Sv/Software Lic	5817	\$ 16,863	\$ 35,449	\$ 52,312	\$ 52,835	\$ 54,420	\$ 56,053	\$ 57,734
Field Trip Transportation	5832	\$ 5,824	\$ 4,056	\$ 9,880	\$ 9,979	\$ 10,279	\$ 10,586	\$ 10,904
Crossing Guards	5892	\$ 41,388		\$ 41,388	\$ 41,802	\$ 43,056	\$ 44,347	\$ 45,678
Telephones	5900	\$ 1,534		\$ 1,534	\$ 1,549	\$ 1,595	\$ 1,643	\$ 1,693
Postage	5901	\$ 383		\$ 383	\$ 387	\$ 399	\$ 411	\$ 423
<b>Total Services and Other Operating Expenditures</b>		<b>\$ 1,481,617</b>	<b>\$ 285,857</b>	<b>\$ 1,767,474</b>	<b>\$ 1,785,149</b>	<b>\$ 1,838,703</b>	<b>\$ 1,893,664</b>	<b>\$ 1,950,680</b>
<b>Capital Outlay:</b>								
Equipment > \$5,000/ea	6400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Capital Outlay</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Transfers of Indirect/direct support costs:</b>								
Indirect Cost Between Funds	7350	\$ 675,315	\$ 2,100	\$ 677,415	\$ 684,189	\$ 704,714	\$ 725,856	\$ 747,632
<b>Total Transfers of indirect/direct support costs</b>		<b>\$ 675,315</b>	<b>\$ 2,100</b>	<b>\$ 677,415</b>	<b>\$ 684,189</b>	<b>\$ 704,714</b>	<b>\$ 725,856</b>	<b>\$ 747,632</b>
<b>B. Total Year To Date Expenditures</b>		<b>\$ 11,724,423</b>	<b>\$ 1,251,830</b>	<b>\$ 12,977,253</b>	<b>\$ 13,107,026</b>	<b>\$ 13,454,803</b>	<b>\$ 13,858,447</b>	<b>\$ 14,274,201</b>

Cesar Chavez Language Academy Multi-Year Projection

Description	Object Code	FY 2026/27		Totals for 2026/27	Totals for 2027/28	Totals for 2028/29	Totals for 2029/30	Totals for 2030/31
		Unrestricted	Restricted					
<b>C. Other Financing Sources and Uses</b>								
Contribution To Spec. Ed	8982	\$ (643,393)	\$ 643,393	\$ -	\$ -	\$ -	\$ -	\$ -
Other Auth Intrfnd Trnfrs Out	7619	\$ 519,090		\$ 519,090	\$ 524,281	\$ 540,009	\$ 556,210	\$ 572,896
<b>C. Total Year To Date Other Financing Sources and Uses</b>		<b>\$ 1,162,483</b>	<b>\$ 643,393</b>	<b>\$ 519,090</b>	<b>\$ 524,281</b>	<b>\$ 540,009</b>	<b>\$ 556,210</b>	<b>\$ 572,896</b>
<b>Revenues, Expenditures, and Changes in Fund Balance</b>								
<b>A. Revenues</b>		<b>\$ 11,599,364</b>	<b>\$ 564,842</b>	<b>\$ 12,164,206</b>	<b>\$ 12,620,014</b>	<b>\$ 13,070,556</b>	<b>\$ 13,511,068</b>	<b>\$ 13,971,330</b>
<b>B. Expenditures</b>		<b>\$ 11,724,423</b>	<b>\$ 1,252,830</b>	<b>\$ 12,977,253</b>	<b>\$ 13,107,026</b>	<b>\$ 13,454,803</b>	<b>\$ 13,858,447</b>	<b>\$ 14,274,201</b>
<b>Subtotal (Revenue LESS Expense)</b>		<b>\$ 874,941</b>	<b>\$ (687,988)</b>	<b>\$ 186,953</b>	<b>\$ 512,988</b>	<b>\$ 615,753</b>	<b>\$ 652,620</b>	<b>\$ 697,129</b>
<b>C. Other Financing Sources and Uses</b>		<b>\$ 1,162,483</b>	<b>\$ 643,393</b>	<b>\$ 519,090</b>	<b>\$ 524,281</b>	<b>\$ 540,009</b>	<b>\$ 556,210</b>	<b>\$ 572,896</b>
<b>Net Change in Fund Balance</b>		<b>\$ (287,542)</b>	<b>\$ (44,595)</b>	<b>\$ (332,137)</b>	<b>\$ (11,293)</b>	<b>\$ 75,743</b>	<b>\$ 96,411</b>	<b>\$ 124,233</b>
<b>Beginning Balance</b>		<b>\$ 883,507</b>	<b>\$ 946,012</b>	<b>\$ 1,829,519</b>	<b>\$ 1,497,382</b>	<b>\$ 1,486,089</b>	<b>\$ 1,561,832</b>	<b>\$ 1,658,243</b>
<b>Ending Balance</b>		<b>\$ 595,965</b>	<b>\$ 901,417</b>	<b>\$ 1,497,382</b>	<b>\$ 1,486,089</b>	<b>\$ 1,561,832</b>	<b>\$ 1,658,243</b>	<b>\$ 1,782,476</b>
<b>Ending Balance Percentage</b>				<b>11.54%</b>	<b>11.34%</b>	<b>11.81%</b>	<b>11.97%</b>	<b>12.49%</b>







Cesar Chavez Language Academy (128074)					
DETAILED ADA CALCULATION	2026-27	2027-28	2028-29	2029-30	2030-31
<b>Third Prior Year ADA for the Hold Harmless</b> (adjusted for current year charter shift)	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
<b>LCFF Subtotal</b>	-	-	-	-	-
NSS	-	-	-	-	-
<b>Combined Subtotal</b>	-	-	-	-	-
<b>Second Prior Year ADA for the Hold Harmless</b> (adjusted for current year charter shift)	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
<b>LCFF Subtotal</b>	-	-	-	-	-
NSS	-	-	-	-	-
<b>Combined Subtotal</b>	-	-	-	-	-
<b>Prior Year ADA for the Hold Harmless</b> (adjusted for current year charter shift)	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA	2029-30 ADA
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
<b>LCFF Subtotal</b>	-	-	-	-	-
NSS	-	-	-	-	-
<b>Combined Subtotal</b>	-	-	-	-	-
<b>Net Adjustment to Prior Year ADA for Charter Shift</b>					
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-
Second prior year charter school shift percentage	-	-	-	-	-
Prior year charter school shift percentage	0%	0%	0%	0%	0%
<b>Prior 3-Year Average ADA</b> (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - <b>Effective beginning in 2022-23</b>					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
<b>LCFF Subtotal</b>	-	-	-	-	-
NSS	-	-	-	-	-
<b>Combined Subtotal</b>	-	-	-	-	-
<b>Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average</b>	-	-	-	-	-
<b>Current Year ADA</b>					
Grades TK-3	300.43	300.43	300.43	300.43	300.43
Grades 4-6	170.59	170.59	170.59	170.59	170.59
Grades 7-8	322.22	322.22	322.22	322.22	322.22

Cesar Chavez Language Academy (128074)					
DETAILED ADA CALCULATION	2026-27	2027-28	2028-29	2029-30	2030-31
Grades 9-12	14.22	14.22	14.22	14.22	14.22
<b>LCFF Subtotal</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>
NSS	-	-	-	-	-
<b>Combined Subtotal</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>
<b>Change in LCFF ADA (excludes NSS ADA)</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>
	Increase	Increase	Increase	Increase	Increase
<b>Funded LCFF ADA (greater of current year, prior year or 3-prior year average)</b>					
Grades TK-3	300.43	300.43	300.43	300.43	300.43
Grades 4-6	170.59	170.59	170.59	170.59	170.59
Grades 7-8	322.22	322.22	322.22	322.22	322.22
Grades 9-12	14.22	14.22	14.22	14.22	14.22
<b>Subtotal</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>
	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
<b>Funded NSS ADA</b>					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NPS, CDS, &amp; COE Operated</b>					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>ACTUAL ADA (Current Year Only)</b>					
Grades TK-3	300.43	300.43	300.43	300.43	300.43
Grades 4-6	170.59	170.59	170.59	170.59	170.59
Grades 7-8	322.22	322.22	322.22	322.22	322.22
Grades 9-12	14.22	14.22	14.22	14.22	14.22
<b>Total Actual ADA</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>
<b>TOTAL FUNDED ADA, LCFF &amp; NSS</b>					
Grades TK-3	300.43	300.43	300.43	300.43	300.43
Grades 4-6	170.59	170.59	170.59	170.59	170.59
Grades 7-8	322.22	322.22	322.22	322.22	322.22
Grades 9-12	14.22	14.22	14.22	14.22	14.22
<b>Total Funded ADA</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>	<b>807.46</b>
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-
<b>FUNDED ADA for the Transitional Kindergarten Add-on</b>					
Current Year TK ADA	37.86	37.86	37.86	37.86	37.86

Cesar Chavez Language Academy (128074)					
	2026-27	2027-28	2028-29	2029-30	2030-31
<b>General Assumptions</b>					
COLA & Augmentation	2.87%	3.06%	3.34%	3.14%	3.18%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:					
Enrollment Count	852	852	852	852	852
Unduplicated Pupil Count (UPC)	740	740	740	740	740
Unduplicated Pupil Percentage (UPP)	84.51%	86.95%	86.85%	86.85%	86.85%
Current Year LCFF Average Daily Attendance (ADA)	807.46	807.46	807.46	807.46	807.46
Funded LCFF ADA	807.46	807.46	807.46	807.46	807.46
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-
<b>LCFF Entitlement Summary</b>					
Base Grant	\$8,731,408	\$8,998,547	\$9,299,251	\$9,591,345	\$9,896,402
Grade Span Adjustment	334,292	344,650	356,237	367,209	379,096
Adjusted Base Grant	\$9,065,700	\$9,343,197	\$9,655,488	\$9,958,554	\$10,275,498
Supplemental Grant	1,532,284	1,624,782	1,677,158	1,729,801	1,784,854
Concentration Grant	1,578,656	1,626,978	1,681,358	1,734,133	1,789,324
<b>Total Base, Supplemental and Concentration Grant</b>	<b>\$12,176,640</b>	<b>\$12,594,957</b>	<b>\$13,014,004</b>	<b>\$13,422,488</b>	<b>\$13,849,676</b>
Allowance: Necessary Small School	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-
Add-on: Transitional Kindergarten	215,953	222,579	230,000	237,231	244,765
<b>Total Allowance and Add-On Amounts</b>	<b>\$215,953</b>	<b>\$222,579</b>	<b>\$230,000</b>	<b>\$237,231</b>	<b>\$244,765</b>
<b>Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)</b>	<b>\$12,392,593</b>	<b>\$12,817,536</b>	<b>\$13,244,004</b>	<b>\$13,659,719</b>	<b>\$14,094,441</b>
Miscellaneous Adjustments	-	-	-	-	-
<b>Total LCFF Entitlement (excludes Additional State Aid)</b>	<b>\$ 12,392,593</b>	<b>\$ 12,817,536</b>	<b>\$ 13,244,004</b>	<b>\$ 13,659,719</b>	<b>\$ 14,094,441</b>
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 15,348	\$ 15,874	\$ 16,402	\$ 16,917	\$ 17,455
Additional State Aid	-	-	-	-	-
<b>Total LCFF Entitlement with Additional State Aid</b>	<b>12,392,593</b>	<b>12,817,536</b>	<b>13,244,004</b>	<b>13,659,719</b>	<b>14,094,441</b>
<b>LCFF Sources Summary</b>					
<b>Funding Source Summary</b>					
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$ 5,898,350	\$ 6,022,594	\$ 6,146,838	\$ 6,271,082	\$ 6,395,326
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 161,492	\$ 161,492	\$ 161,492	\$ 161,492	\$ 161,492
Net State Aid (excludes Additional State Aid)	\$ 6,332,751	\$ 6,633,450	\$ 6,935,674	\$ 7,227,145	\$ 7,537,623
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Funding Sources</b>	<b>\$ 12,392,593</b>	<b>\$ 12,817,536</b>	<b>\$ 13,244,004</b>	<b>\$ 13,659,719</b>	<b>\$ 14,094,441</b>
<b>Funding Source by Resource-Object</b>					
State Aid (Resource Code 0000, Object Code 8011)	\$ 6,332,751	\$ 6,633,450	\$ 6,935,674	\$ 7,227,145	\$ 7,537,623
EPA, Current Year (Resource 1400, Object Code 8012)	\$ 161,492	\$ 161,492	\$ 161,492	\$ 161,492	\$ 161,492
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ -	\$ -	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -
% Change	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	5,898,350	6,022,594	6,146,838	6,271,082	6,395,326
<b>Entitlement and Source Reconciliation</b>					
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 12,392,593	\$ 12,817,536	\$ 13,244,004	\$ 13,659,719	\$ 14,094,441
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -

Cesar Chavez Language Academy (128074)						
	2026-27	2027-28	2028-29	2029-30	2030-31	
Total Funding Sources	\$ 12,392,593	\$ 12,817,536	\$ 13,244,004	\$ 13,659,719	\$ 14,094,441	
<b>LCAP Percentage to Increase or Improve Services Calculation</b>						
Base Grant (Excludes add-ons for TIIG & Transportation)	\$ 9,281,653	\$ 9,565,776	\$ 9,885,488	\$ 10,195,785	\$ 10,520,263	
Supplemental and Concentration Grant funding in the LCAP year	\$ 3,110,940	\$ 3,251,760	\$ 3,358,516	\$ 3,463,934	\$ 3,574,178	
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ 364,306	\$ 375,457	\$ 388,006	\$ 400,185	\$ 412,920	
Percentage to Increase or Improve Services	33.52%	33.99%	33.97%	33.97%	33.97%	
<b>Necessary Small School Allowance by School</b>						
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	
District Funded NSS ADA	-	-	-	-	-	
District NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #1						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #2						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #3						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #4						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #5						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>PER-ADA FUNDING LEVELS</b>						
<b>Base, Supplemental and Concentration Rate per ADA</b>						
Grades TK-3	\$ 15,643.73	\$ 16,181.81	\$ 16,719.89	\$ 17,244.20	\$ 17,794.12	
Grades 4-6	\$ 14,385.19	\$ 14,879.61	\$ 15,374.75	\$ 15,857.28	\$ 16,361.37	
Grades 7-8	\$ 14,810.97	\$ 15,319.07	\$ 15,828.97	\$ 16,326.33	\$ 16,845.24	
Grades 9-12	\$ 17,611.45	\$ 18,216.00	\$ 18,822.52	\$ 19,412.87	\$ 20,030.18	
<b>Base Grants</b>						
Grades TK-3	\$ 10,550	\$ 10,873	\$ 11,236	\$ 11,589	\$ 11,958	
Grades 4-6	\$ 10,710	\$ 11,038	\$ 11,407	\$ 11,765	\$ 12,139	
Grades 7-8	\$ 11,027	\$ 11,364	\$ 11,744	\$ 12,113	\$ 12,498	
Grades 9-12	\$ 12,780	\$ 13,171	\$ 13,611	\$ 14,038	\$ 14,484	
<b>Grade Span Adjustment</b>						
Grades TK-3	\$ 1,097	\$ 1,131	\$ 1,169	\$ 1,205	\$ 1,244	
Grades 9-12	\$ 332	\$ 342	\$ 354	\$ 365	\$ 377	
<b>Prorated Base, Supplemental and Concentration Rate per ADA</b>						
Grades TK-3	\$ 11,647	\$ 12,004	\$ 12,405	\$ 12,794	\$ 13,202	
Grades 4-6	\$ 10,710	\$ 11,038	\$ 11,407	\$ 11,765	\$ 12,139	
Grades 7-8	\$ 11,027	\$ 11,364	\$ 11,744	\$ 12,113	\$ 12,498	
Grades 9-12	\$ 13,112	\$ 13,513	\$ 13,965	\$ 14,403	\$ 14,861	
<b>Prorated Base Grants</b>						
Grades TK-3	\$ 10,550	\$ 10,873	\$ 11,236	\$ 11,589	\$ 11,958	
Grades 4-6	\$ 10,710	\$ 11,038	\$ 11,407	\$ 11,765	\$ 12,139	

Cesar Chavez Language Academy (128074)						
		2026-27	2027-28	2028-29	2029-30	2030-31
Grades 7-8	\$	11,027	\$ 11,364	\$ 11,744	\$ 12,113	\$ 12,498
Grades 9-12	\$	12,780	\$ 13,171	\$ 13,611	\$ 14,038	\$ 14,484
<b>Prorated Grade Span Adjustment</b>						
Grades TK-3	\$	1,097	\$ 1,131	\$ 1,169	\$ 1,205	\$ 1,244
Grades 9-12	\$	332	\$ 342	\$ 354	\$ 365	\$ 377
<b>Supplemental Grant</b>						
		20%	20%	20%	20%	20%
<b>Maximum - 1.00 ADA, 100% UPP</b>						
Grades TK-3	\$	2,329	\$ 2,401	\$ 2,481	\$ 2,559	\$ 2,640
Grades 4-6	\$	2,142	\$ 2,208	\$ 2,281	\$ 2,353	\$ 2,428
Grades 7-8	\$	2,205	\$ 2,273	\$ 2,349	\$ 2,423	\$ 2,500
Grades 9-12	\$	2,622	\$ 2,703	\$ 2,793	\$ 2,881	\$ 2,972
<b>Actual - 1.00 ADA, Local UPP as follows:</b>						
		84.51%	86.95%	86.85%	86.85%	86.85%
Grades TK-3	\$	1,969	\$ 2,087	\$ 2,155	\$ 2,222	\$ 2,293
Grades 4-6	\$	1,810	\$ 1,920	\$ 1,981	\$ 2,044	\$ 2,109
Grades 7-8	\$	1,864	\$ 1,976	\$ 2,040	\$ 2,104	\$ 2,171
Grades 9-12	\$	2,216	\$ 2,350	\$ 2,426	\$ 2,502	\$ 2,581
<b>Concentration Grant (&gt;55% population)</b>						
		65%	65%	65%	65%	65%
<b>Maximum - 1.00 ADA, 100% UPP</b>						
Grades TK-3	\$	7,571	\$ 7,803	\$ 8,063	\$ 8,316	\$ 8,581
Grades 4-6	\$	6,962	\$ 7,175	\$ 7,415	\$ 7,647	\$ 7,890
Grades 7-8	\$	7,168	\$ 7,387	\$ 7,634	\$ 7,873	\$ 8,124
Grades 9-12	\$	8,523	\$ 8,783	\$ 9,077	\$ 9,362	\$ 9,660
<b>Actual - 1.00 ADA, Local UPP &gt;55% as follows:</b>						
		26.7900%	26.7900%	26.7900%	26.7900%	26.7900%
Grades TK-3	\$	2,028	\$ 2,090	\$ 2,160	\$ 2,228	\$ 2,299
Grades 4-6	\$	1,865	\$ 1,922	\$ 1,986	\$ 2,049	\$ 2,114
Grades 7-8	\$	1,920	\$ 1,979	\$ 2,045	\$ 2,109	\$ 2,176
Grades 9-12	\$	2,283	\$ 2,353	\$ 2,432	\$ 2,508	\$ 2,588

## APPENDIX B

### Parent/Student Compact

#### **Santa Rosa Learning Academy (CCLA)**

**Main Office: (707) 890- 3890**  
**Attendance: main office option #2**

**Principal:** Gabriela Mendoza-Torres  
**Assistant Principals:** Melissa Jones

#### **Welcome Message**

Welcome to the 2025-26 school year. We are thrilled to begin this exciting journey with all of you. Each year brings fresh opportunities to learn, grow and succeed both inside and outside the classroom. Together, let's make this a year of curiosity, kindness and achievement.

#### **Mission Statement**

*The mission of Santa Rosa Language Academy (CCLA) is to create a family and community-centered school that promotes a rigorous academic environment which creates a 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  
**Mascot:** Quetzal  
**School Colors:** Green & White

*The following pages contain information regarding school policies and expectations. These are meant to provide more information not found in the school's charter document. A copy of the school charter and Local Control Accountability Plan (LCAP) will be provided upon request and is available on our SRCS school website page.*

[www.srcs.org](http://www.srcs.org) / [ccla.srcschools.org](http://ccla.srcschools.org)

**Attendance-(707) 890-3890 extension:  
2**

Every day counts! Regular school attendance is the key to student success. When students are in class consistently, they build strong learning habits, stay

#### **Santa Rosa Learning Academy (CCLA)**

**Oficina: (707) 890- 3890**  
**Asistencia: main office option #2**

**Directora:** Gabriela Mendoza-Torres  
**Subdirectorras:** Melissa Jones

#### **Mensaje de bienvenida**

Bienvenidos al año escolar 2025-26. Nos entusiasma comenzar este emocionante camino con todos ustedes. Cada año trae nuevas oportunidades para aprender, crecer y alcanzar el éxito, tanto dentro como fuera del aula. Juntos, hagamos de este un año de curiosidad, amabilidad y logros.

#### **Nuestra Mision**

*La misión de Santa Rosa Language Academy (CCLA) es crear una escuela centrada en la familia y la comunidad que promueva un entorno académico riguroso que a la vez cree una educación de calidad bilingüe, bileturada y multicultural para todos los estudiantes. Este entorno fomenta ciudadanos de la comunidad y del mundo creativos, honestos y amables*

**Lema:** Bilingüe | Biletrada | Bicultural | Por Elección  
**Mascota:** Quetzal  
**Colores de la Escuela:** Verde y Blanco

*Las siguientes páginas contienen información sobre las políticas y expectativas escolares. Están destinadas a proporcionar más información que no se encuentra en el documento de estatutos de la escuela. Se proporcionará una copia de la carta de la escuela y el Plan de responsabilidad de control local (LCAP) bajo pedido y está disponible en la página web de nuestra escuela SRCS.*

[www.srcs.org](http://www.srcs.org) / [ccla.srcschools.org](http://ccla.srcschools.org)

**Asistencia - (707) 890-3890 extensión:  
2**

connected with their peers and don't fall behind. Caregivers have 10 days to call in to excuse an absence.

### Bell Schedule-


TK-6 School Start: 8:00am  
 Grade TK-K Dismissal @ 1:15 pm Monday-Friday  
 Grade 1-6 Dismissal @ 2:20 pm M, T, Th, F  
 Wednesday Dismissal for TK-6 grades @ 1:15 pm

Grades 7-8 Start @ 8:30 am  
 Grades 7-8 Dismissal 2:39 pm M,T, Th, F  
 Grades 7-8 WEDNESDAY dismissal @ 1: 45 pm

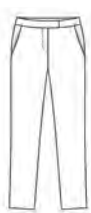
**Common Dress Code-** We are a common dress school. Students are expected to wear common dress every day. If students are out of common dress, the school will notify the parent. The first occurrence is a warning. If there are future violations, the parent will be required to bring the appropriate clothing to school before the student can return to class. Repeated violations will require a parent/teacher/principal conference. If there is an extenuating circumstance, the parent should communicate directly with the Principal.

### TK-6 Grade

#### SHIRTS

<b>Colors:</b>	Black, white or forest green
	<ul style="list-style-type: none"> <li>• Solid colors only: no logos, no pictures or no patterns</li> <li>• Collared shirts</li> <li>• T-shirts only CCLA Logo</li> <li>• Shirts need to have sleeves &amp; be full length</li> </ul>

#### PANTS

<b>Colors:</b>	Khaki, forest green or black
	<ul style="list-style-type: none"> <li>• Jeans, ripped jeans or pants with holes are <b>not allowed</b></li> <li>• Pants should fit at the waist and be no more than one size too large</li> <li>• Denim material bottoms are allowed in colors black, forest green &amp; khaki</li> <li>• Sweatpants &amp; leggings <b>ONLY</b></li> </ul>

¡Cada día cuenta! La asistencia regular a la escuela es clave para el éxito estudiantil. Cuando los estudiantes asisten a clase con regularidad, desarrollan hábitos de aprendizaje sólidos, se mantienen conectados con sus compañeros y no se atrasan. Los tutores tienen 10 días para justificar una ausencia.

### Horario-


Inicio de clases para TK-6: 8:00 a. m.  
 Salida para TK-K: 1:15 pm todos los días  
 Salida para 1-6: 2:20 pm L, M, J, V  
 Salida los miércoles para TK-6: 1:15 pm

7.º y 8.º inicio de clases: 8:30 am  
 Salida para 7.º y 8.º grado: 2:39 pm L, M, J, V  
 Salida los miércoles para 7.º y 8.º grado: 1:45 pm

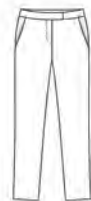
**Código de Vestimenta-** Somos una escuela que usa uniforme. Se espera que los estudiantes usen uniforme todos los días. Si no lo usan, la escuela notificará a los padres. La primera vez que ocurra una infracción, se les dará una advertencia. Si hay infracciones futuras, los padres deberán traer la ropa apropiada a la escuela antes de que el estudiante pueda regresar a clases. Las infracciones reiteradas requerirán una reunión entre padres, maestro y director. Si existe una circunstancia atenuante, los padres deben comunicarse directamente con el director.

### TK-6 Grado

#### CAMISAS

<b>Colores:</b>	Negro, blanco or verde forestal
	<ul style="list-style-type: none"> <li>• Sólido: sin logotipos, sin imágenes patrones</li> <li>• Camisas con cuellos</li> <li>• Solo camisetas CCLA LOGO</li> <li>• Las camisas deben tener mangas largas.</li> </ul>

#### PANTALONES


<b>Colors:</b>	Negro, verde forestal, khaki
	<ul style="list-style-type: none"> <li>• <b>No se permiten</b> pantalones de mezclilla o pantalones con agujeros</li> <li>• Los pantalones deben quedar a la cintura y no ser más de una talla más grande</li> </ul>

<b>FOR TK-1st GRADES</b>
--------------------------

	<ul style="list-style-type: none"> <li>Partes de abajo: Material de mezclilla permitido en los color negro, verde bosque, y khaki</li> <li>pantalones deportivos y leggin; <b>(SOLO PARA LOS GRADOS TK A</b></li> </ul>
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**7th & 8th Grade**

**SHIRTS**

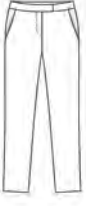
<b>Colors:</b>	Black, white or forest green
	<ul style="list-style-type: none"> <li>Solid colors only: no logos, no pictures or no patterns</li> <li>Collared shirts (optional)</li> <li>Shirts need to have sleeves &amp; be full length</li> </ul>

**7th & 8th Grade**

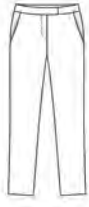
**CAMISAS**

<b>Colors:</b>	Negro, blanco o verde forestal
	<ul style="list-style-type: none"> <li>Sólido: sin logotipos, sin imagen sin patrones</li> <li>Camisas con cuellos (Opcional)</li> <li>Las camisas deben tener mangas ser largas.</li> </ul>

**PANTS**

<b>Colors:</b>	Khaki, forest green or black
	<ul style="list-style-type: none"> <li>Jeans, ripped jeans or pants with holes are <b>not allowed</b></li> <li>Pants should fit at the waist and be no more than one size too large</li> <li>Sweatpants, leggings &amp; denim material allowed in the colors: black, forest green and khaki</li> </ul>

**PANTS**

<b>Colors:</b>	Khaki, negro, verde forestal
	<ul style="list-style-type: none"> <li><b>No se permiten</b> pantalones de mezclilla o pantalones con agujas</li> <li>Los pantalones deben quedar a cintura y no ser más de una talla grande</li> <li>Partes de abajo: pantalones deportivos, leggings y material mezclilla permitido en los color negro, verde bosque, y caqui</li> </ul>

**P.E. UNIFORM**

<p>7th &amp; 8th grade students are expected to wear a uniform in their P.E. classes. For reasons of hygiene, students are not to wear the clothing they wore to school during P.E. class.</p>
<p>The P.E. uniform consists of:</p> <ul style="list-style-type: none"> <li>CCLA P.E. t-shirt</li> <li>Shorts and/or sweatpants (or approved substitute)</li> <li>Athletic shoes</li> </ul>

**P.E. UNIFORM**

<p>Se espera que los estudiantes de 7.º y 8.º grado se vistan con un uniforme en su clase de educación física. Por razones de higiene, los estudiantes no deben usar la ropa que usaron en la escuela durante la clase de educación física.</p>
<p>El uniforme de educación física consiste de:</p> <ul style="list-style-type: none"> <li>Camiseta CCLA PE</li> </ul>

### All CCLA Students

<b>Skirts Shorts, Dresses &amp; Jumpers</b>	<ul style="list-style-type: none"> <li>All shorts &amp; skirts must be knee length</li> <li>Leggings are recommended to wear under skirts, dresses &amp; jumpers</li> <li>SOLID colors: forest green, Black, white &amp; khaki</li> </ul>
<b>Sweaters &amp; Jackets</b>	<ul style="list-style-type: none"> <li>SOLID colors: black, green &amp; white</li> <li>Logos, letters, words, designs or pictures are not allowed</li> </ul>
<b>Shoes &amp; Accessories</b>	<ul style="list-style-type: none"> <li>Shoes should be flat &amp; closed toe (no sandals, open toed shoes or heels)</li> <li>All logos, including sports logos are prohibited</li> <li>Shoelaces, beanies, hats, gloves, belts and scarves are not allowed</li> <li>Hats/beanies are NOT ALLOWED indoors</li> <li>Belts (brown/black, only) may be worn but must be tucked into belt loops. No initials or other markings are allowed on the belt or buckle</li> <li>No large hoop or dangling earrings</li> <li>No blankets</li> <li>No toys</li> <li>No pajama bottoms</li> </ul>

- Pantalones cortos y/o pantalones deportivos (o un sustituto aprobado)
- Zapatos atléticos

### Todos los estudiantes de CCLA

<b>Faldas, Pantalones Cortos, Vestidos &amp; Jumpers</b>	<ul style="list-style-type: none"> <li>Todos los pantalones cortos y faldas deben llegar a la rodilla.</li> <li>Recomendamos las mallas que usan debajo de los vestidos, las faldas y los jumpers</li> <li>Colores solidos: verde, negro, b khaki</li> </ul>
<b>Sueter &amp; Chaquetas</b>	<ul style="list-style-type: none"> <li>Chaquetas y suéteres sólidos</li> <li>No se permiten logotipos, letra: palabras, diseños o imágenes.</li> </ul>
<b>Zapatos &amp; Accessories</b>	<ul style="list-style-type: none"> <li>Los zapatos deben ser planos y cerrados (no sandalias, zapatos abiertos o tacones)</li> <li>Los accesorios pueden ser de cualquier color EXCEPTO rojo o sólido</li> <li>Todos los logotipos, incluidos los deportivos, están prohibidos.</li> <li>No se permiten cordones de zapatos, gorros, sombreros, guantes, cinturones y bufandas</li> <li>Los sombreros / gorros NO ESTÁN permitidos en el interior</li> <li>Se pueden usar cinturones (marrones o negros), pero debe estar metidos en las trabillas. No permiten iniciales ni otras marcas del cinturón ni en la hebilla.</li> <li>No aros grandes ni aretes colga</li> <li>Sin mantas</li> </ul>

**Expectativas de comportamiento:** para garantizar un entorno escolar seguro y armonioso, hemos establecido altas expectativas para el comportamiento de los estudiantes.

**Expectations of Behavior-** To ensure a safe & harmonious school environment, we have established high expectations for student behavior.

**Be Respectful:** *Students will use honest & respectful language with all members of the school community.*

**Sea Respetuoso** *Los estudiantes usarán un lenguaje honesto y respetuoso con todos los miembros de la comunidad escolar.*

- Respetar a los demás sin prejuicios de raza, género, estatus socioeconómico ni religión.
- No se aceptan desprecios ni lenguaje o gestos groseros.

- Respect each other without prejudice against race, gender, socio-economic status or religion.
- Put-downs & profane language or gestures are not acceptable.
- Listen to school staff & follow directions

**Be Responsible:** *Students will resolve conflicts nonviolently.*

- Come prepared to learn
- Take care of school equipment and materials
- Get to class on time

**Be Safe:** *Student safety is extremely important to us.*

- Students will not bring items to school that may detract from the educational process. This includes electronic devices and toys.
- Students will not use or possess drugs, alcohol, tobacco products, any type of weapon, fireworks or explosives.

## Conflict Resolution and Restorative Justice

Students, if a conflict arises please, speak to a trusted adult on campus to help solve the problem. At CCLA we use Restorative Practices to guide the CCLA community to build and sustain a culture of respect, responsibility and accountability.

## Student Electronic Device Policy (cell phones, earbuds, headphones, smart watches, etc.)

Adhering to Santa Rosa City School Board Policy 5131, student personal electronic devices are to remain off and stored during school hours. Unless given explicit directions for instructional purposes by full-time staff, cell phone usage is completely restricted on campus.

Cell phones and headphones must not be used or visible during class or during restroom breaks.

At no time are cell phones permitted to be in use during class periods with guest teachers (substitutes).

If students choose not to comply with the expectations of respect, responsibility & safety, the consequences may include the following:

- Escuchar al personal escolar y seguir las instrucciones.

**Sea Responsable** *Los estudiantes resolverán conflictos de forma no violenta.*

- Vengan preparados para aprender.
- Cuiden el equipo y los materiales escolares.
- Lleguen a clase puntualmente.

**Manténgase a salvo** *La seguridad de los estudiantes es fundamental para nosotros.*

- Los estudiantes no traerán a la escuela artículos que puedan interferir con el proceso educativo. Esto incluye dispositivos electrónicos y juguetes.
- Los estudiantes no consumen ni poseerán drogas, alcohol, productos de tabaco, ningún tipo de arma, fuegos artificiales ni explosivos.

## Prácticas de justicia restaurativa

Estudiantes, si surge un conflicto, por favor, hablen con un adulto de confianza en el campus para que les ayude a resolverlo. En CCLA, utilizamos Prácticas Restaurativas para guiar a la comunidad de CCLA a construir y mantener una cultura de respeto, responsabilidad y rendición de cuentas.

## Política de dispositivos electrónicos para estudiantes (teléfonos celulares, audífonos, audífonos, relojes inteligentes, etc.)

De acuerdo con la Política 5131 de la Junta Escolar de la Ciudad de Santa Rosa, los dispositivos electrónicos personales de los estudiantes deben permanecer apagados y almacenados durante el horario escolar. A menos que el personal de tiempo completo reciba instrucciones explícitas con fines educativos, el uso de teléfonos celulares está completamente restringido en el campus.

Los teléfonos celulares y audífonos no deben usarse ni estar visibles durante la clase o durante los descansos para ir al baño.

En ningún momento se permite el uso de teléfonos celulares durante los períodos de clase con profesores invitados (suplementos).

Si los estudiantes eligen no cumplir con las expectativas de respeto, responsabilidad y seguridad, las consecuencias pueden incluir lo siguiente:

### Primera vez

- Llamada telefónica a casa de parte del

### 1st time

- Phone call home from either teacher or administration
- Have a conference with the teacher or administrator
- Student can pick up phone or prohibited object after school
- Apologize verbally and/or in writing to the offended person or persons

### 2nd time

- Phone call home
- Have a conference with the teacher or administrator
- Write a letter to caregiver detailing the incident
- Caregiver needs pick up phone or prohibited object
- Detention or campus clean-up may be assigned by administrator

### 3rd time

- Phone call home
- Student, caregiver and administrator meet to formulate a plan for student success
- Caregiver needs to meet with the administrator for return of phone or prohibited object
- Detention, campus clean-up or suspension (1-5 days) may be assigned
- Notify authorities (police or fire departments), and possible expulsion

## Wellness Policy

All students will be offered breakfast and lunch during the 2025-26 school year at no charge. We encourage students to bring healthy food for themselves to school to eat. All food and drinks (except water) are not allowed in the classrooms unless approved by the teacher.

Students are not allowed to have food delivered to school (by caregivers or delivery services) or leave campus to purchase food.

As we work to be a more ecologically minded sustainable school, please consider sending students to school with a refillable water bottle. We now have

maestro o la administración

- Tener una conferencia con el maestro o administrador
- El estudiante puede recoger el teléfono u objeto prohibido después de la escuela
- Pedir disculpas verbalmente y/o por escrito a la persona o personas ofendidas

### 2da vez

- Llamada telefónica a casa
- Tener una conferencia con el maestro o administrador
- Escribir una carta al cuidador detallando el incidente
- El cuidador deberá recoger el teléfono u objeto prohibido
- El administrador puede asignar la detención o la limpieza del campus.

### 3ra vez

- Llamada telefónica a casa
- El estudiante, el cuidador y el administrador se reúnen para formular un plan para el éxito del estudiante
- El cuidador debe reunirse con el administrador para la devolución del teléfono u objeto prohibido
- Se puede asignar detención, limpieza del campus o suspensión (1-5 días)
- Notificar a las autoridades (policía o bomberos), y posible expulsión

## Política de Bienestar

Durante el año escolar 2025-26, todos los estudiantes recibirán desayuno y almuerzo gratuitos. Animamos a los estudiantes a traer alimentos saludables a la escuela. No se permite el ingreso a las aulas de ningún alimento ni bebida (excepto agua) a menos que el profesor lo autorice.

No se permite que los estudiantes reciban comida a domicilio (a través de sus cuidadores o servicios de entrega) ni salgan del campus para comprarla.

En nuestro esfuerzo por ser una escuela sostenible con una mentalidad más ecológica, les pedimos que consideren enviar a los estudiantes con una botella de agua rellenable. Contamos con dos estaciones de recarga de botellas de agua disponibles para nuestros estudiantes.

En ocasiones, los profesores podrán permitir que los cuidadores traigan un refrigerio saludable para todos los estudiantes. Estos refrigerios saludables deben ser

2 water bottle refilling stations available for our students.

At times, teachers may allow caregivers to bring a healthy snack for all students. These healthy snacks must be store bought items and will be given out at the end of the school day so as not to interfere with instructional time.

Some healthy snack ideas include: string cheese, no or low fat yogurt, cut up fruit or vegetables with yogurt dip or hummus, frozen fruit bars (no sugar added), unsweetened apple sauce, whole grain crackers, rice cakes, popcorn (air popped or low fat microwave), pretzel sticks, graham crackers or baked chips. Please consider other ways to celebrate like making a donation to the classroom of pencils, erasers, markers, or a favorite book to the classroom library, balls, jump ropes or other recess equipment.

To see if your snack meets the USDA standard for Smart Snacks in Schools go to:  
<https://foodplanner.healthiergeneration.org/calculator/>

## Student Success at CCLA

### Habits of successful students...

At CCLA we utilize AVID as a means to prepare all our students for academic success. AVID aims to place students at the center of their learning by empowering them to take ownership and agency of their thinking and learning by:

- **Writing**- developing writing as a tool for communication, reflection and learning
- **Inquiry**- uncovering our own understanding, practicing critical thinking & questioning, exploring how to solve problems in a variety of ways
- **Collaboration**- having positive group interactions, participating in teamwork with shared responsibility, and sharing ideas information and opinions
- **Organization**- managing materials, time and self, practicing study habits, goal setting, taking responsibility for our learning
- **Reading**- developing reading as a way to make connections, growing to comprehend rigorous text and evaluate information

comprados en la tienda y se entregarán al final de la jornada escolar para no interferir con el horario de clase.

Algunas ideas de refrigerios saludables incluyen: queso en hebras, yogur descremado o bajo en grasa, fruta o verdura troceada con salsa de yogur o hummus, barras de fruta congeladas (sin azúcar añadido), puré de manzana sin azúcar, galletas integrales, tortitas de arroz, palomitas de maíz (preparadas con aire caliente o bajas en grasa para microondas), palitos de pretzel, galletas graham o papas fritas horneadas. Considere otras maneras de celebrar, como donar lápices, borradores, marcadores o un libro favorito a la biblioteca del aula, pelotas, cuerdas para saltar u otros artículos para el recreo.

Para ver si su refrigerio cumple con el estándar del USDA para Refrigerios Inteligentes en las Escuelas, visite:  
<https://foodplanner.healthiergeneration.org/calculator/>

## Éxito Estudiantil en CCLA

### Hábitos de los estudiantes exitosos ...

En CCLA, utilizamos AVID como medio para preparar a todos nuestros estudiantes para el éxito académico. AVID busca colocar a los estudiantes en el centro de su aprendizaje, empoderándose para que asuman la responsabilidad y la autonomía de su pensamiento y aprendizaje mediante:

- **Escritura**: desarrollar la escritura como herramienta de comunicación, reflexión y aprendizaje;
- **Indagación**: descubrir nuestra propia comprensión, practicar el pensamiento crítico y el cuestionamiento, explorar cómo resolver problemas de diversas maneras;
- **Colaboración**: tener interacciones grupales positivas, participar en trabajo en equipo con responsabilidad compartida y compartir ideas, información y opiniones;
- **Organización**: gestionar materiales, tiempo y a uno mismo, practicar hábitos de estudio, establecer metas y asumir la responsabilidad de nuestro aprendizaje;
- **Lectura**: desarrollar la lectura como una forma de establecer conexiones, progresar en la comprensión de textos rigurosos y evaluar la información.

**Student Recognitions-** Be recognized for being the amazing student you are!

**Weekly:** Quetzales drawings for prizes (TK-8)

**Monthly:** Life Skills Award (1-6)

- Student of the Month by departments (7-8)
- Middle School Challenges (7-8)
- Quetzales de Oro Trophy (1-8)

**Semester/Trimester:** Academic Awards Assemblies (1-8)

## 8th Grade Promotion

We are all working towards a successful transition from middle school into high school for all CCLA 8th graders. In order for 8th graders to participate in a promotion on June 5, 2026, students must have no more than 2 F's before the end of the third quarter grading period (March 13, 2026).

If a student has two or more F's in the spring semester, both the caregiver and student will be required to attend a meeting to meet with an academic counselor to create a 4-year high school plan for student success. Caregivers will receive a letter in early April if a student is in need of attending this meeting in order to participate in promotion.

In order to be eligible to participate in the 8th grade promotion events and other end of year activities, 8th grade students must have no suspensions during the last 20 days of the school year. Students with 2 suspensions during their 8th grade year will need to complete a project as assigned by an administrator.

**Parents:** Be a part of our school leadership **Bilingual Advisory Board (BAB)** is made up of elected staff members, caregivers, administration who meet monthly to consider school budget, student achievement, community outreach and parent involvement. Elected members serve a 2 year term and meetings are open to all.

**English Learner Advisory Committee (ELAC)-** The purpose of ELAC is to advise the principal & staff on programs and services for English Learners (non-native english speakers). This committee is for all caregivers

**Reconocimientos Estudiantiles: ¡sé reconocido por ser el estudiante excepcional que eres!**

**Semanal:** Sorteo de premios Quetzales (Kinder-8.º grado)

**Mensual:** Premio a las Habilidades para la Vida (1.º-6.º grado)

- Estudiante del Mes por departamento (7.º-8.º grado)
- Retos de Secundaria (7.º-8.º grado)
- Trofeo Quetzales de Oro (1.º-8.º grado)

**Semestre/Trimestre:** Asambleas de Premios Académicos (1.º-8.º grado)

## Promoción de 8vo Grado

Todos estamos trabajando para lograr una transición exitosa de la escuela intermedia a la secundaria para todos los estudiantes de octavo grado de CCLA. Para que los estudiantes de 8.º grado participen en la promoción el 5 de junio de 2026 no deben tener más de 2 F antes del final del período de calificaciones del tercer trimestre (13 de marzo de 2026).

Si un estudiante tiene dos o más F en el semestre de primavera, tanto el cuidador como el estudiante deberán asistir a una reunión con un consejero académico y crear un plan de 4 años para el éxito del estudiante en la escuela secundaria. Los cuidadores recibirán una carta a principios de abril si un estudiante necesita asistir a esta reunión para participar en la promoción.

Para ser elegible para participar en el evento de promoción de 8º grado y otras actividades de promoción, los estudiantes de 8º grado no deberán tener incidentes disciplinarios severos o excesivos durante los últimos 30 días del año escolar.

**Padres:** Sea parte de nuestro liderazgo escolar **Junta Asesora Bilingüe (BAB)** está compuesta por miembros electos del personal, cuidadores y administradores que se reúnen mensualmente para considerar el presupuesto escolar, el rendimiento estudiantil, el alcance comunitario y la participación de los padres. Los miembros electos cumplen un mandato de 2 años y las reuniones están abiertas a todos.

**Comité Asesor de Aprendices de Inglés (ELAC):** El propósito de ELAC es asesorar al director y al personal sobre programas y servicios para aprendices de inglés (personas cuya lengua materna no es el inglés). Este

with students at CCLA whose first language is something other than English.

**Coffee Chat** is a monthly open meeting that is an open forum giving the school community the opportunity to discuss new ideas or ask questions about the school.

**CCLA Foundation (CCLAF)** is a non-profit organization created to support CCLA. CCLAF invites caregivers and staff to monthly meetings to partner with the school to support all students. CCLAF has supported programs like Baile Folklorico, Rose Parade entry, funding assemblies & supporting teacher requests.

**Volunteering at CCLA** Santa Rosa City Schools (SRCS) has a multi-step volunteer procedure. Any caregiver interested in volunteering in any capacity at CCLA, will need to be registered through SRCS to do so. If you are interested in being a volunteer at CCLA, please start the process today. To begin, sign up and create an account at the [Be A Mentor Website](#)

## Communication: ParentSquare & Aeries

CCLA uses [ParentSquare](#) for school communication, primarily with email, text and app notifications. We encourage caregivers to access their accounts so they can download the mobile app and update their preferences on when and how they are notified. Log into ParentSquare today.



[Aeries](#) is another important tool used at CCLA to manage student attendance, track grades & assignments to promote student success. The QR code below will help caregivers get started with an Aeries portal.

## Safe Entry & Exit from School

**Campus Visitors:** All campus visitors including caregivers are to report to the main office to sign in.

### Releasing Students from School:

- Adults picking up students during class hours report to the office. All students will be picked up in the office.
- A student may not be released to anyone

comité es para todos los cuidadores con estudiantes en CCLA cuyo primer idioma no es el inglés.

**Charla-Café** es un foro abierto mensual que brinda a la comunidad escolar la oportunidad de discutir nuevas ideas o hacer preguntas sobre la escuela.

**Fundación CCLA (CCLAF)** es una organización sin ánimo de lucro creada para apoyar a CCLA. CCLAF invita a los cuidadores y al personal a reuniones mensuales para asociarse con la escuela, con el propósito de apoyar a todos los estudiantes. Algunos proyectos que CCLAF ha apoyado en el pasado incluyen Baile Folklorico, entrada al Desfile de las Rosas, asambleas de financiación y apoyo a solicitudes de los maestros.

**Voluntarios-** Las Escuelas de la Ciudad de Santa Rosa (SRCS) tienen un procedimiento de voluntariado de varios pasos. Cualquier cuidador interesado en ser voluntario en cualquier capacidad en CCLA, deberá registrarse a través de SRCS para hacerlo. Si está interesado en ser voluntario en CCLA, inicie el proceso hoy. Para comenzar, regístrese y cree una cuenta en el sitio web [Be A Mentor Website](#).

## Comunicación: ParentSquare y Aeries

CCLA usa [ParentSquare](#) para la comunicación escolar, principalmente con notificaciones por correo electrónico, mensajes de texto y aplicaciones. Alentamos a los cuidadores a acceder a sus cuentas para que puedan descargar la aplicación móvil y actualizar sus preferencias sobre cuándo y cómo se les notifica. Inicie sesión en ParentSquare hoy mismo.

[Aeries](#) es otra herramienta importante utilizada en CCLA para promover el éxito de los estudiantes. Allí se maneja asistencia y se hace seguimiento de calificaciones y tareas. El código QR a continuación ayudará a los cuidadores a iniciar el portal Aeries.

## Entrada y salida segura de la escuela

**Visitantes del campus:** Todos los visitantes al campus, incluidos los cuidadores, deben presentarse en la oficina principal para registrarse.

### Salida de estudiantes de la escuela:

- Los adultos que recojan estudiantes, en horas de clases, deben presentarse en la oficina. Todos los estudiantes serán recogidos en la

other than a caregiver or a person listed on the student's emergency card.

- We request that caregivers send a note to school with the child if they will be leaving school early.

**Parking & Driving:** The streets near school are busy, especially at the beginning and end of the school day. Utmost care should be used by pedestrians and bicyclists at each intersection. Special care should be taken on school grounds. Students and caregivers need to be extremely careful dropping off & picking up. A few reminders:

- Park only in the main parking lot, in designated parking spots & keep the yellow or red zones clear.
- The speed limit through campus is 5mph.
- Watch for students & staff by stopping for crosswalks & adhering to traffic rules.
- Remember to be kind.
- Consider carpooling, biking or walking to school events whenever possible.
- Cars need to have a sign with the students name, last initial and grade displayed in the window

**Busing** is available for students through either the Santa Rosa City Bus or West County Transportation. When applying for West County Transportation look for the Santa Rosa City Schools Free and Reduced application option if needed.

**Before School in FRONT of school:** Student supervision is provided starting at 7:35 am .

**After School:** All students must be picked up within 15 minutes of their designated dismissal time unless they are enrolled in an afterschool program.

\*\* Please do not arrange to meet or drop off your child at any location where supervision is not provided.

oficina.

- Un estudiante no puede ser entregado a nadie que no sea un cuidador o una persona que figure en la tarjeta de emergencia del estudiante.
- Solicitamos que los cuidadores envíen una nota a la escuela con el niño si se van a ir temprano de la escuela.

**Estacionamiento y conducción:** Las calles cercanas a la escuela son muy transitadas, especialmente al comienzo y al final del día escolar. Los peatones y ciclistas deben tener sumo cuidado en cada intersección. Se debe tener especial cuidado en los terrenos de la escuela. Los estudiantes y cuidadores deben tener mucho cuidado al dejar y recoger alumnos. Algunos recordatorios:

- Estacione solo en el estacionamiento principal, en los lugares de estacionamiento designados y mantenga despejadas las zonas amarillas o rojas.
- El límite de velocidad en todo el campus es de 5 mph.
- Esté atento a los estudiantes y al personal deteniéndose en los cruces peatonales y respetando las reglas de tránsito.
- Recuerde ser amable.
- Considere compartir el automóvil, venir en bicicleta o caminar a los eventos escolares siempre que sea posible.
- Los automóviles deben tener un letrero con el nombre del estudiante, la inicial del apellido y el grado, que se pueda ver en la ventana.

**Los autobuses** están disponibles para los estudiantes a través del autobús de la ciudad de Santa Rosa o el transporte del oeste del condado. Cuando solicite transporte del oeste del condado,

busque la opción de solicitud gratuita y reducida de las escuelas de la ciudad de Santa Rosa si es necesario.

**Antes de la escuela frente a la escuela:**La supervisión de los estudiantes se proporciona a partir de las 7:35 am.

**Después de la escuela:** Todos los estudiantes deben ser recogidos dentro de los 15 minutos inmediatos a la hora de salida designada, a menos que estén inscritos en un programa después de la escuela.



**\*\* No haga arreglos para reunirse o dejar a su hijo en ningún lugar donde no haya supervisión**

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