

**COTTONWOOD CREEK CHARTER SCHOOL
CHARTER RENEWAL PETITION FOR FIVE-YEAR TERM (2020-2025)**

SUBMITTED TO COTTONWOOD UNION SCHOOL DISTRICT
20512 WEST FIRST STREET
COTTONWOOD, CA 96022

February 18, 2020

Cottonwood Creek Charter School is a non-profit 501(c) 3

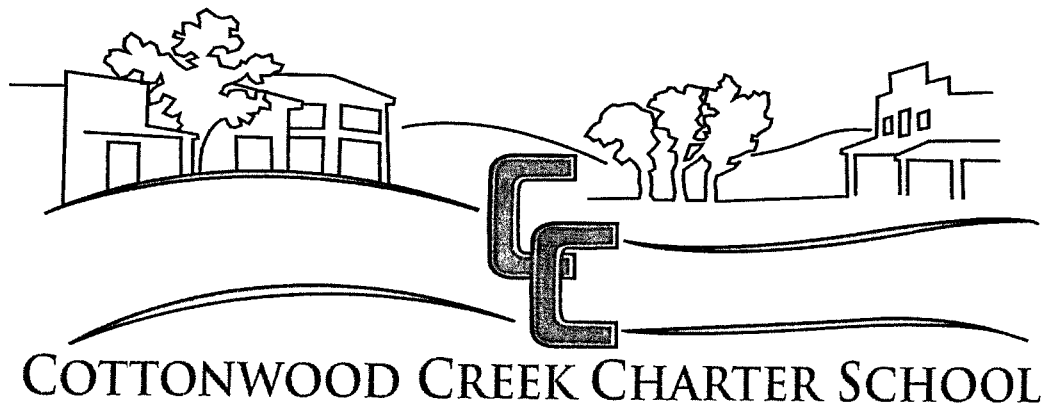
A California Public Benefit Corporation

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INTRODUCTION & SELF-REFLECTION

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

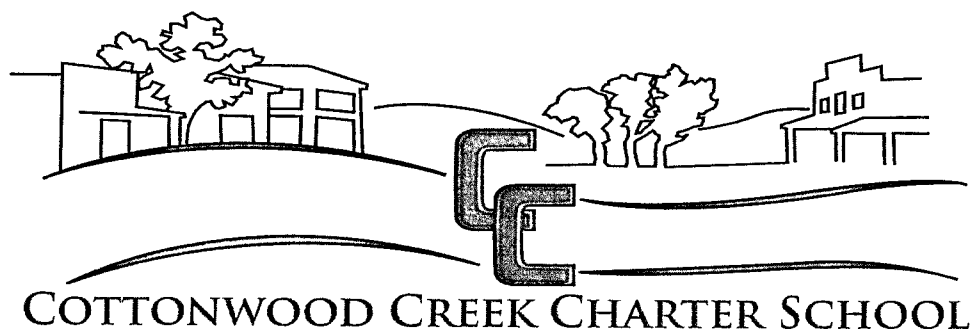
Operational History

On March 31st, 2010, The Cottonwood Union School District ("CUSD" or the "District") approved the initial petition for Cottonwood Creek Charter School for a new K-8 charter school, for a five-year term through June 30, 2015.

During its first year of operation, Cottonwood Creek Charter housed its 67 students on the West Cottonwood Junior High campus in 3 portable classrooms. In its second year of operation, Cottonwood Creek Charter's enrollment grew to 125, and students were housed at both West Cottonwood Junior High (3 portable buildings) and East Cottonwood School (3 portable buildings).

During the summer of 2012, with the closure of the East Cottonwood Campus by the District, Cottonwood Creek was able to relocate all of its school operations into the main wing of East Cottonwood School located at 3425 Brush Street in Cottonwood. The 2012/2013 school year saw enrollment rise to 146 students. By 2015, Cottonwood Creek enrollment had grown to 184 students. In March of 2015, the Cottonwood Union School District approved a 5-year renewal petition for Cottonwood Creek Charter School.

Three years ago, the Cottonwood Union School District sought to surplus and sell its East Cottonwood Campus. Cottonwood Creek Charter School was able to purchase the East Cottonwood School campus in the Spring of 2018. It was during this school year that Cottonwood Creek reached its enrollment max of 230 students. The school has maintained this enrollment for the past three years. Currently, there is an enrollment waiting list for six of its grade levels.



Mission

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

Vision

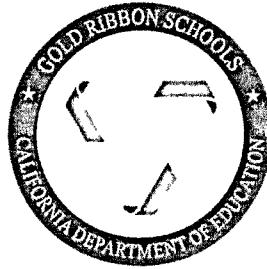
Our vision is for the students of Cottonwood Creek to become well rounded participants in their community today as well as in the future. We will use a blended learning model that combines both site based classes and *Personalized Learning* to develop an individualized program of study for every student,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

A Decade of Success – 10 Years of Highlights and Accomplishments

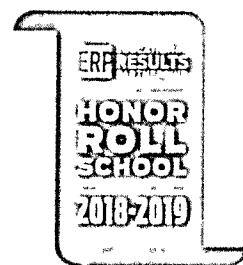
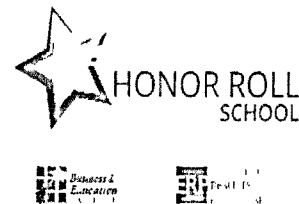
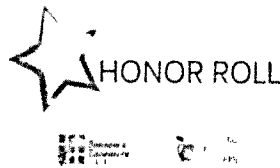
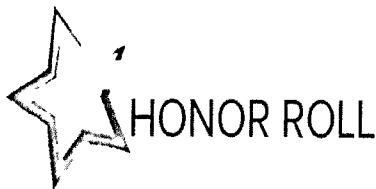
Cottonwood Creek is proud to have been recognized as a leader and innovator in public education. Some of our accomplishments include

- In 2010/2011, Cottonwood Creek Charter School received an **API Score of 810** on its **first ever API Reporting Year**.
- In August of 2013, Cottonwood Creek Charter School was highlighted in *The Record Searchlight* as being one of the **Top 5 Highest Performing Elementary Schools in Shasta County** with an API of 887.
- In January 2014, the *California Schools Development Center* granted a **Successful School Quality Review** to Cottonwood Creek after its intensive review
- School attendance at CCCS has dramatically increased over the past eight years. In the 2011/12 school year, Cottonwood Creek's attendance rate was 94.24%. For every year since the 2011/12 school year, Cottonwood Creek has had a 98% yearly attendance rate or higher

- In 2016, Cottonwood Creek Charter was only one of two elementary schools in Shasta County to be recognized as a Gold Ribbon School. The Gold Ribbon Awards recognize California schools that made gains in implementing the academic content and performance standards adopted by the State Board of Education. These include the California Standards for English Language Arts and Mathematics, California English Language Development Standards, and Next Generation Science Standards.



- Each and every year since 2013, Cottonwood Creek Charter School has been named a **California Business for Education Honor Roll School** in recognition for its efforts in raising student academic achievement.



- Since 2012, Cottonwood Creek's Technology Program has won numerous awards and recognition. Cottonwood Creek's Technology and Film class has, under the direction of Ben Keeline, won "Best School Film" for the past eight years at the Sundial Film Festival in Redding. Cottonwood Creek has also won film festival awards at a number of international film festivals, including Best Student Film at film festivals in England, Spain, and Belgium.



A. RENEWAL CRITERIA: THE DATA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Sections 4-7607(b) and 52052(f) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Charter petitions must satisfy at least three requirements to be renewed.

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

Such increases are documented below.

AND

2. Education Code Section 52052(f) states "For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 4-7607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used "

Alternative measures that show such increases at the Charter School are documented below

OR

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

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states. "When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any "

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f) and 47607(b)(4);

Analysis of Cottonwood Creek Charter School's CAASPP Scores for the 2018/19 School Year

Cottonwood Creek Charter English Language/Arts (2019 CAASPP)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Exceeded Level 4	51 85 %	56 00 %	22 22 %	8 33 %	19 23 %	25 00 %	30 72 %
Standard Met Level 3	29 63 %	20 00 %	37 04 %	29 17 %	65 38 %	41 67 %	37 25 %
Standard Nearly Met Level 2	18 52 %	16 00 %	33 33 %	54 17 %	15 38 %	16 67 %	25 49 %
Standard Not Met Level 1	0 00 %	8 00 %	7 41 %	8 33 %	0 00 %	16 67 %	6 54 %

Cottonwood Creek Charter Mathematics (2019 CAASPP)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Exceeded: Level 4	59.26 %	40.00 %	22.22 %	16.67 %	34.62 %	33.33 %	34 64 %
Standard Met Level 3	29.63 %	44.00 %	40 74 %	20.83 %	23.08 %	20.83 %	30.07 %
Standard Nearly Met Level 2	11 11 %	12 00 %	22 22 %	41 67 %	26 92 %	20 83 %	22 22 %
Standard Not Met Level 1	0 00 %	4 00 %	14 81 %	20 83 %	15 38 %	25 00 %	13 07 %

These 2019 results (see above) show that Cottonwood Creek Charter School's ELA Standard Met and Standard Exceeded rate for 2019 was 68% This was a nine percent increase over the previous year This is the third highest proficiency rate for all elementary schools in Shasta County Cottonwood Creek's Math proficiency rate also made a big jump from the previous year, going from 58% to 65% This is the second highest proficiency rate for all elementary schools in Shasta County (Our 2019 CAASPP Results are included in Appendix A)

Analysis of Cottonwood Creek Charter School data over time, including subgroups

**2015-2019 CAASPP: Percentage Meeting or Exceeding Standards
English Language/Arts**

Demographic	2015	2016	2017	2018	2019
Schoolwide	56 %	57%	57 %	59 %	68 %
Economically Disadvantaged	40 %	48 %	44 %	61 %	65 %

**2015-2019 CAASPP: Percentage Meeting or Exceeding Standards
Mathematics**

Demographic	2015	2016	2017	2018	2019
Schoolwide	61 %	58%	59 %	58 %	65 %
Economically Disadvantaged	44 %	46 %	50 %	64 %	69 %

Since 2015, Cottonwood Creek Charter School has continued to increase the percentage of students who score at the Standard Met level or above in English language/arts and math. The chart above shows this five-year growth in both English language/arts and math.

Over the past 5 years, we are especially pleased with the academic success with our subgroup of students from at-risk backgrounds. As can be seen above, for the past two years our economically disadvantaged students are outperforming our non-economically disadvantaged students. For example, in 2019, the Math Standard Met and Standard Exceeded rate for Cottonwood Creek's economically disadvantaged students was 69% compared with a Math Standard Met and Standard Exceeded rate of 63% for its non-economically disadvantaged students.

Analysis of California School Dashboard

We are proud of the scores on our school Dashboard. This past year, Cottonwood Creek Charter had the highest Dashboard growth of any school in Shasta County.

**2019 Dashboard
Cottonwood Creek Charter School
English Language Arts**

All Students



Blue

**42.8 points above standard
Increased 17.4 Points**

**2019 Dashboard
Cottonwood Creek Charter School
Mathematics**

All Students



Blue

**29 points above standard
Increased 18.3 Points**

Analysis of Cottonwood Creek's 2019 Scores in Comparison to Schools in the Cottonwood Union District

2019 English Language/Arts Overall Achievement Comparison

Achievement Level	North Cottonwood School	West Cottonwood School	Cottonwood Creek Charter
Standard Exceeded Level 4	15 %	14 %	31 %
Standard Met Level 3	26 %	32 %	37 %
Standard Nearly Met Level 2	27 %	30 %	25 %
Standard Not Met Level 1	32 %	24 %	7 %

2019 Mathematics Overall Achievement Comparison

Achievement Level	North Cottonwood School	West Cottonwood School	Cottonwood Creek Charter
Standard Exceeded Level 4	9 %	17 %	35 %
Standard Met Level 3	28 %	27 %	30 %
Standard Nearly Met Level 2	35 %	29 %	22 %
Standard Not Met Level 1	28 %	27 %	13 %

Analysis of Cottonwood Creek's 2019 Scores in Comparison to Schools in the Evergreen Union School District

2019 English Language/Arts Overall Achievement Comparison

Achievement Level	Evergreen Elementary School	Evergreen Middle School	Cottonwood Creek Charter
Standard Exceeded Level 4	27 %	17 %	31 %
Standard Met Level 3	29 %	36 %	37 %
Standard Nearly Met Level 2	27 %	26 %	25 %
Standard Not Met Level 1	17 %	21 %	7 %

2019 Mathematics Overall Achievement Comparison

Achievement Level	Evergreen Elementary School	Evergreen Middle School	Cottonwood Creek Charter
Standard Exceeded Level 4	19 %	18 %	35 %
Standard Met Level 3	36 %	22 %	30 %
Standard Nearly Met Level 2	27 %	30 %	22 %
Standard Not Met Level 1	18 %	30 %	13 %

Analysis of Cottonwood Creek's 2019 California Science Test ("CAST") Scores in Comparison to the District and Shasta County

2019 CAST Scores / Overall Achievement and Comparison

Achievement Level	Cottonwood Creek Charter	Cottonwood Union Elementary	Shasta County
Standard Exceeded Level 4	20%	8 %	7 %
Standard Met Level 3	31%	24 %	24 %
Standard Nearly Met Level 2	47 %	58 %	54 %
Standard Not Met Level 1	2 %	10 %	15 %

This past year was the first year the state released the CAST Scores to the public. Cottonwood Creek Charter School was the second highest elementary school in the county with respect to its CAST Score. Cottonwood Creek had 51% of its 5th and 8th graders Meet or Exceed Standard on the CAST Test. Cottonwood Creek also outperformed the district, as well as the county average for all Shasta County schools.

Analysis of Economically Disadvantaged Students / 2019 CAST Scores Comparison

Cottonwood Creek outperformed all comparison schools on the 2019 CAST Test. Below is a comparison of the CAST (Science) scores for 5th and 8th grades

2019 CAST Standard Met and Standard Exceeded Rates		
School	Economically Disadvantaged	Schoolwide
Cottonwood Creek Charter School	38%	51%
Happy Valley Elementary	17%	21%
West Cottonwood Middle	23%	32%
Anderson Middle	17%	16%
Evergreen Middle	27%	31%

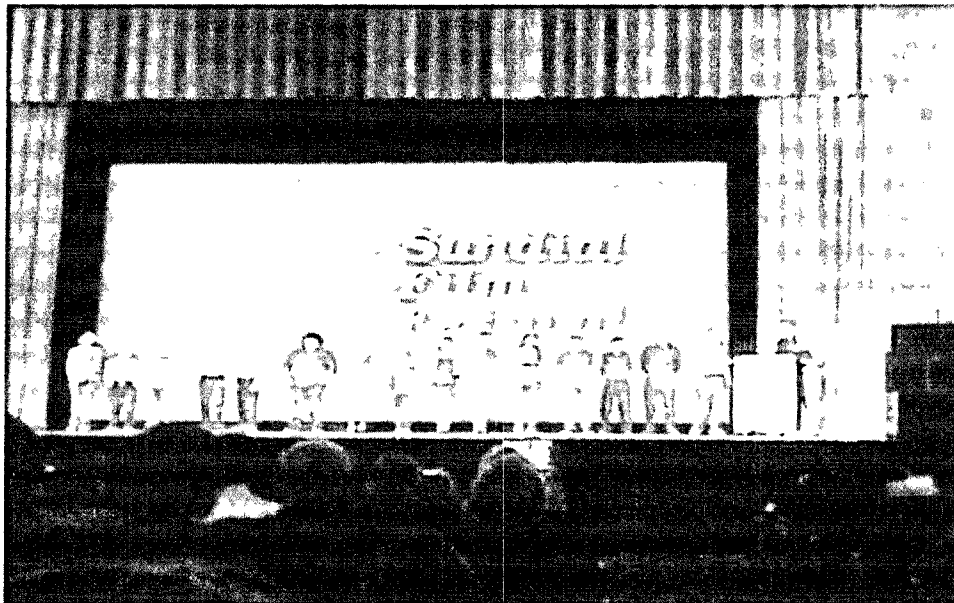
B. SELF-REFLECTION: BEYOND STUDENT ACHIEVEMENT DATA

While the previous section details the many ways in which Cottonwood Creek Charter School has reason to celebrate our students' academic achievement, we firmly believe that this data only paints a small part of the picture of our success. Through our innovative instructional program, unique and exceptional enrichment opportunities, and a culture of high expectations and accountability, our students, families, staff and school leaders all feel a strong sense of community belonging and support and pride in our collective accomplishments. The impact this has on students' self-confidence, work ethic, ambition and love of learning cannot be overstated. The following includes some brief mention of our non-academic accomplishments.

a. Cottonwood Creek Technology and Digital Animation Program

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

Ben serves not only as our Junior-High Technology Teacher in the regular day, but he also offers his Film Making Classes in our After-School Elective Program. Each year, over 35% of our 4th-8th graders take a Technology/Film Making Class from Mr. Keeline.



Mr. Keeline's Class Receiving Best Film Award

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

- **2012 – Runner-up Best Animation Film**
- **2012 – Best Student Film**
- **2012 - Best Student Film**
- **2013 – Best Animation Film**
- **2014 – Best Student Film**
- **2014 – Runner-up Best Animation Film**
- **2015 – Best Student Film**
- **2016 – Best Student Film**
- **2017 – Best Film (Local Schools)**
- **2018 – Best Student Film**
- **2018 – Runner-up Best Narrative**
- **2019 – Best Student Film**

Over the past five years, the biggest accomplishment in our Digital Animation Program has been the creation of films in partnership with students from different countries in Europe. As a result, Mr Keeline and his students have turned their attention to competing in International Film Festivals as well as film festivals in large cities such as San Francisco and San Diego. Below is a list of state and international film awards Cottonwood Creek has won over the past five years.

- **2015 – Best Animation for Kids (Madrid, Spain)**
- **2018 – Best Animation (London, England)**
- **2018 - Best Youth Made Animation (San Francisco, California)**
- **2019 – Best Animation (London, England)**
- **2019 – Best Animation (Brussels, Belgium)**





b. Cottonwood Creek Charter School Music Program

Cottonwood Creek has made a strong commitment to music beginning in the primary grades. Currently, all second grade students receive music instruction in the classroom. Also, all third grade students receive weekly ukulele instruction and all 4th grade students receive weekly violin instruction. All 4th-8th grade students have a wide variety of music electives to choose from after school. These music opportunities include choir, fiddle, guitar, violin, ukulele, and cello.

c. Governance

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

d. Finances

CCCS's strong fiscal health has been sustained due to sound fiscal policies and procedures, including strong internal controls and highly qualified management provided by the Cottonwood Union School District Business Director. CCCS has received strong ratings and "no findings" in all but one of its annual independent audits over the past 9 years.

e. Attendance

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

C. THE KEYS TO OUR SUCCESS

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

- **High Expectations:** Our entire organization is premised on the belief that student achievement is not limited by socio-economic status, race/ethnicity, English language fluency or other "risk factors." We believe strongly that all children can achieve rigorous, comprehensive learning objectives with the individualized and caring support of well qualified teachers.
- **Small Class Sizes:** From our very first year, the Cottonwood Creek Board and administration have had a commitment to small class sizes. Over the past four years, the average student to teacher ratio for Cottonwood Creek has been 23 to 1.
- **Well Qualified, Accountable Staff:** Cottonwood Creek makes a strong commitment to hire exceptional and well qualified school staff. Currently, over 50% of the certificated staff has their Master's in Education. In addition, each teacher that is hired has a strong connection in the community. Cottonwood Creek's hiring process includes a process that is proactive and thorough. Cottonwood Creek's teachers and Principal are held accountable by their constituents. The Principal is evaluated by the Board and the teachers. Also, through end-of-year surveys, teachers are evaluated by their parents as well as by school administration.
- **Engagement:** Our hybrid model of site classes and independent study forces us to value every single minute of instruction. Teachers realize that with a four day a week site-based schedule, focused and determined instruction must take place while the students are in their seats. As a result, 'time on task' and student engagement in learning becomes the norm in all classrooms. There is little wasted time during the school day. Field trips and special school events are reserved for Fridays, which is an independent-study day for all students. A high-quality elective program also serves as a vehicle to develop focus and attention, work ethic, active participation and a commitment to excellence while developing students' confidence and motivation.
- **Community:** A culture of community and collaboration permeates the School -- children are nurtured and supported by the entire school community -- teachers, school leaders, fellow students, families and community volunteers -- in their academic and social development as they acquire the skills and self-confidence to ensure long-term success in school and later in life.

Conclusion

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

AFFIRMATIONS & DECLARATIONS

Cottonwood Creek Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Cottonwood Creek Charter School for purposes of the Educational Employment Relations Act [Ref Education Code Section 47605(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)(2) and Education Code Section 51747 3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(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 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422 55 of the Penal Code, 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 the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. 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 a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment [Ref California Education Code Section 47605(l) and 47605 4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612 5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School [Ref Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection [Ref Education Code Section 47612 5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities [Ref Education Code Sections 47605 and 47605 1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. Education Code Sections 47612(b), and 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 Public Records Act
- The Charter School shall comply with the Family Educational Rights and Privacy Act
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq* , as set forth in Education Code Section 47604.1
- The Charter School Shall comply with the Political Reform Act
- The Charter School shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960]

Mark Boyle
Principal/Director
Cottonwood Creek Charter School

Date

ELEMENT 1: ACADEMIC PROGRAM

The educational program of the charter school, designed, among other things, to identify Those whom the charter school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in the program shall include the objective of enabling students to become self-motivated, competent, and life-long learners Education Code Section 47605(c)(5)(A)(i)

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

INTRODUCTION

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

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

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

The term of this charter shall be from July 1, 2020 to June 30, 2025

The grade configuration is K-8

The number of students projected for next year is 240

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

The admission requirements include See Element 8 Admissions

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

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

	2020-21	2021-2022	2022-23	2023-24	2024-25
Kinder	24	24	24	24	24
Grade 1	24	24	24	24	24
Grade 2	24	24	24	24	24
Grade 3	24	24	24	24	24
Grade 4	24	24	24	24	24
Grade 5	24	24	24	24	24
Grade 6	24	24	24	24	24
Grade 7	24	24	24	24	24
Grade 8	24	24	24	24	24
Homeschool	24	24	30	30	30
TOTAL	240	240	246	246	246

For a description of our student recruitment plan and details regarding how we will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the District's population, *please see Element 7 Student Population Balance*

2. Surrounding Community: Cottonwood

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

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

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

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

B. Mission, Vision, and Educational Philosophy

Mission

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

Vision

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

Philosophy

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

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

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

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

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

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

D. How Learning Best Occurs

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

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

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

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

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

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

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

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

Cottonwood Creek Charter School’s Local Control and Accountability Plan (“LCAP”) is adopted each year by its Board of Directors It is also submitted annually by July 1 to the Cottonwood School District and Shasta County Office of Education The LCAP contains a reasonably comprehensive description of the Charter School’s goals and actions in the State Priorities, and is attached to the charter as Appendix K

Element 2 of this petition includes Cottonwood Creek’s LCAP Goals and Outcomes *Element 3* of this petition includes Cottonwood Creek’s Goals, Outcomes, and Methods of Measurement in the State Priorities

G. INSTRUCTIONAL PROGRAM AT COTTONWOOD CREEK CHARTER SCHOOL

Personalized Learning - Two Approaches

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

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

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

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

Cottonwood Creek will keep its site class sizes to no more than 24 students wherever possible, so that qualified teachers may offer both direct instruction and personalized learning services to students within the classroom. We will create small communities in our classrooms where experimentation and creativity will flourish and children are known. Research documents the benefits of such structures as having the most positive effect on student achievement, mental health, and student attitudes toward school, for students of disadvantaged, underachieving, and lower socio-economic backgrounds. Students who have difficulty adapting to traditional school settings will find the individualized nature of the personalized learning educational approach especially supportive of their unique needs and interests (Ferguson, 2007; Voltz, 2003).

Personalized Learning in a Traditional Homeschool Setting

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

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

How the Program is Implemented

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

Site-Classes Enrollment Students that are enrolled in Cottonwood Creek's Site Classes Option commit to being in the site classes Monday through Thursday from 8:15 a.m. until 1:30 p.m. Students receive direct instruction in the core areas of Language Arts, Mathematics, Science and Social Studies. The direct instruction allows students to be better prepared to complete their Personalized Learning tasks. Students and their families receive a weekly schedule of assignments to be completed that is included on their Assignment Record (*see Appendix F*). At the end of each Learning Period (9 Learning Periods in year), the teacher, student, and parent meet to review the work completed on the Assignment Record. Students that are in site-classes usually can complete about 75% of their Personalized Learning Tasks during site class time. The other 25% of Personalized Learning tasks are completed on Fridays at home and at home after 1:30 p.m. on Monday-Thursday.

Traditional Independent Study Enrollment. Following enrollment, the parent/student/teacher team meets regularly to make assignments, evaluate progress, and utilize assessments to inform ongoing instruction. Proficiency in each learning area is monitored and recorded during the completion of assignments. The teacher records whether all assignments have been completed and evaluated, and indicates on the Assignment Record whether the student is attaining goals, by commenting on progress in the evaluation section of the report. At least 80% of assignments must be completed, or a missing assignment report is issued. If a missing assignment report is issued, mandatory weekly meetings are put into place, and the parent/student/teacher team will begin to evaluate whether independent study is an appropriate placement for the student. A maximum of three missing assignment reports are allowable in a year. In addition, the Cottonwood Creek Homeschool Learning Center will house at least 6 computers per classroom for student use. Our library will offer a wide variety of state adopted curriculum, hands-on supplements to the curriculum, manipulative materials, educational software, and videotapes which may be checked out by students. In addition, the library has an extensive collection of fiction and non-fiction books.

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

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

Student: Cindy, 8th grader, Homeschool Program

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

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

Cindy works on her other core classes (literature/social studies/science) throughout the morning. Two days a week she breaks at 11:00 am and goes to the studio where she takes art lessons. After art she eats lunch then goes to her sewing and quilting class. She also plays softball at the community little league. On Mondays and Wednesdays, she goes to her school site to meet with her teacher to discuss issues, take tests, get help on assignments, etc. She also takes conversational Spanish there to reinforce her learning through Rosetta Stone. Every Friday she attends the school's website design class. She is working on a project with the local library for a book drive and is designing the website they will use to advertise and help direct the book drive. Cindy also enjoys the monthly field trips so she can get to know other kids.

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

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

Student: Thomas, 5th grader, Site Classes (Monday-Thursday)

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

Thomas is a very bright 5th grade boy who has a difficult time paying attention in large groups. With a 35 students to 1 teacher ratio at his local school, he's not thriving. He's not behind, but actually advanced, bored and distracted. After entering Cottonwood Creek Charter School's site classes, Thomas begins to thrive with his new educational setting. Site classes are from 8:15am to 1:30pm daily covering all of the core subjects (math, language arts, science and social studies) as well as library time occurring once a week. After school he attends electives for art, technology, pottery, and archery. He is also taking guitar lessons through the charter school. Thomas is very bright at math, so

he is allowed to work ahead in the book using the tests to guide his progress. If he does poorly on a test he meets with his teacher to go over the difficult concepts, and retests when he's ready. Science experiments are performed weekly and Thomas gets to help with set-up and clean-up because his weekly work is completed. With Friday as a Homeschool day, he is able to pursue other interests like 4H, youth group at his church, and he has started volunteering monthly at the local food bank. He has also become very interested in technology through his elective. His parents have purchased software that allows him to further explore what he's learned at school in the comfort of their home.

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

Student: Taylor, 2nd grader, Site Classes, (Monday-Thursday)

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

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

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

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

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

I. Attendance Accounting and Independent Study Law Compliance

Cottonwood Creek will offer, at a minimum, the same number of minutes of instruction as required by law set forth in Education Code § 47612.5. There is no one single typical school day, as each child is on a personalized learning plan as designed through the collaboration of the parent, student and teacher.

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

J. Sample Site-Classes Daily Schedules

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

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

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

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

Time	Minutes	
8 15 – 8:30	15	Homeroom / Morning Meeting
8 30 – 10 05	95	<i>Students rotate all morning (English, Math, Science, Technology)</i>
10 05 – 10 25	15	Recess
10.25 – 12 00	95	Junior High Rotation Continues
12:00 – 12:40	40	Lunch
12.45 – 1:30	45	History
1 30 – 2:30	60	After School Electives

K Academic Calendar for 2020-21

The 2020-21 CCCS instructional calendar generally follows the Cottonwood School District calendar. Since Cottonwood Creek is a non-classroom based charter school, there are 175 instructional days.

Teacher Workdays / Staff In-Services	August 12 – August 14
First Day of Instruction	August 17
Back to School Night	August 26
Labor Day	September 7
Learning Period 1 Ends	September 11
Learning Period 2 Ends	October 9
Learning Period 3 Ends / End of 1 st Tri	November 6
Veterans' Day	November 9
Thanksgiving Break	November 23-27
Learning Period 4 Ends	December 11
Winter Break	December 21 - January 4
Martin Luther King, Jr. Birthday	January 18
Learning Period 5 ends	January 22
February Break	February 15-19
Learning Period 6 Ends	February 26
End of 2 nd Trimester	February 26
Learning Period 7 Ends	March 26
Spring Break	April 5-12
State Testing / CAASPP Testing	April 26-May 7
Learning Period 8 Ends	April 30
Last Day of Instruction / L P. 9 ends	May 28
Memorial Day	May 31
Teacher Work Days	June 1, 2 (Pupil free days)

L. Teaching Methodologies

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

Personalized Learning

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

Direct Instruction

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

Backward Design of Curriculum Materials

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

Data-driven Decision Making

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

Differentiated Instruction That Addresses Multiple Intelligence Theory

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

Gardner identifies eight intelligences:

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

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

Visual and Performing Arts Integration

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

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

Family and Community Involvement

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

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

- Fewer referrals and placements in special education
- Higher graduation rates
- Higher enrollment rates in post-secondary education

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

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

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

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

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

Cottonwood Creek Charter School will continue to have a strong core academic program that includes language arts, mathematics, science, history/social science, and health/physical fitness. It will provide an enrichment curriculum that includes fine arts, music, and technology (*see Appendix J*). Students will be expected to be active in the community through various community service projects. The curriculum at Cottonwood Creek will be aligned with the Common Core State Standards, Next Generation Science Standards, History Social-Science Framework, English Language Development Standards, and remaining State Content Standards (collectively referred to herein as the "State Standards").

Below is a summary of our core academic areas:

Mathematics

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

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

EveryDay Math at Grades K-5

Everyday Mathematics is a research-based and field-tested curriculum that focuses on developing children's understandings and skills in ways that produce life-long mathematical power.

The *Everyday Mathematics* curriculum emphasizes:

- **Use of concrete, real-life examples** that are meaningful and memorable as an introduction to key mathematical concepts
- **Repeated exposures to mathematical concepts and skills** to develop children's ability to recall knowledge from long-term memory
- **Frequent practice of basic computation skills** to build mastery of procedures and quick recall of facts, often through games and verbal exercises.
- **Use of multiple methods and problem-solving strategies** to foster true proficiency and accommodate different learning styles

Each grade of the *Everyday Mathematics* curriculum is carefully designed to build and expand a student's mathematical proficiency and understanding. The goal of Everyday Math is to build powerful mathematical thinkers.

In Addition to EveryDay Math at the K-5 levels

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

CPM Math at 6th-8th grades

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

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

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

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

English/Language Arts

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

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

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

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

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

Students in grades six through eight also begin to use the research process and a variety of learning resources and technologies as tools in preparing various types of reports and presentations. Each

year in their writing, 6th-8th graders will demonstrate increased sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas.

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

Reading Renaissance and the Library at Cottonwood Creek

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

Our library plays an important role as it supports our Reading Renaissance Program. The Library has been developed over the last ten years. We were able to purchase over 3,600 books from the beginning reading level to the advanced reading level. The majority of the books are fiction and supports the accelerated reader program. The non-fiction was chosen mainly for the support of the science and social science curriculum. We have about 250 active patrons who use the library on a weekly basis. This year we project circulation at around 6,000 books.

The library is staffed by a credentialed library/media teacher and a library tech. The credentialed librarian oversees the library, doing all of the analysis of the collection and purchasing of new material. She also runs the library every day during electives. The library tech is able to be in the library Monday through Thursday for 2 hours in the mornings. This enables the 5th grade through junior high students to access the library. In the afternoons, she has scheduled time with the Kindergarten through 4th grade classes. This includes story time, library skills instruction, and checking out. Our home school program also has access to the library through one of our home school teachers.

We are still actively developing our library and looking at ways to increase our inventory along with supporting classroom curriculum.

History/Social Science

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

Cottonwood Creek Charter School places strong emphasis on its students' social development in the primary grades. Students learn how to work together in the school community as a whole, in the classroom, and in a variety of group settings. As our students progress through the grades, they

further develop social skills and a sense of responsibility towards themselves and others in the community. Additionally, in the primary grades our curriculum focuses on understanding now and long ago. Students begin with very basic opportunities to further develop their understanding of times past. They grow to understand cultural diversity now and long ago. Basic understanding progresses to the next level through a historical study of cultural diversity leading up to the present, including the influence and contributions of diverse, ordinary and extraordinary people.

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

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

Science

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

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

Sixth through eighth grades revisit the strands studied in the lower grades in more depth. Students are able to build on their prior knowledge base as well as dispel some of their previously held assumptions with new information as they clarify their ever-evolving model of the world. Topics in

the sixth, seventh and eighth grades include topography, tectonics, heat, ecology, resources, cell function, structure and functions of systems in the human body, simple machines, motion and force. Students in the seventh grade will create a simple machine to help them perform a daily task. They will present their machines to the entire school community and explain how the machines help them save time and energy. All students in sixth through eighth grades will participate in our annual Science Fair. They will select a topic with the guidance of their science teacher. Students will then make a characterization from experience and observation; develop a hypothesis to explain their characterization; predict the possible outcome of their hypothesis; perform experiments to confirm or negate their hypothesis, and publish their findings. Students will meet regularly with their Science teacher to discuss their progress and any problems they may be encountering. Our students' projects will be displayed for the entire community to view. Experts from various fields of Science will be invited to judge the Science Fair entries. Students will make oral presentations to these experts to defend their projects.

Physical Education/Health/Nutrition

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

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

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

The upper elementary grade levels also participate in a drug and alcohol awareness education program to reinforce good decision-making and positive self-esteem. Information sessions for parents on health issues such as nutrition and disease, and socio-emotional well-being are provided as needed during grade-level meetings. Residents in specialized fields such as medicine and dentistry visit the school as guest speakers to promote healthy lifestyles that include eating habits, dental hygiene and personal care. These professionals give students exposure to various healthcare careers. CCCS teaches sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*)

Fine Arts

The value of the fine arts curriculum in the elementary school environment supports students' multiple intelligences, various learning styles, and a well-rounded education of the whole child. As

part of our curricular efforts, our fine arts program includes visual and musical arts, in addition to theater and performance arts as part of our elective classes. We have incorporated the California Fine Arts Framework's five strands into our music, visual and theater arts curriculum. Artistic Perception, Creative Expression; Historical and Cultural Context; Aesthetic Valuing, and Connections, Relationships, and Applications. Our Fine Arts Instructors will address these specific strands and strategies across the curriculum to enhance and support student learning and by creating opportunities for students to express themselves.

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

Music and Dance

At CCCS, students in second through fourth grade receive one hour of weekly music instruction. Second grade students participate weekly in a classroom choir program which focuses on voice and beginning music tones and sounds. 3rd grade students receive weekly ukulele lessons, and 4th grade students receive weekly violin lessons. As part of Cottonwood Creek's after school elective program, 4th-8th have a variety of music classes to choose from: Guitar, Piano, Fiddle, Violin, Drums, and Choir.

Dance has become a very important part of Cottonwood Creek's Elective Program. Ballet, Tap and Hip Hop are all taught throughout the year by trained dance instructors. Students perform dance routines throughout the year, including at Open House, The Winter Festival, and the local Cottonwood Rodeo Parade. The dance elective program at CCCS has enjoyed considerable success. It is one of the most popular electives, filling the cafeteria each week with two dozen enthusiastic first thru fifth grade dancers.

Technology

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

Wherever possible, different forms of technology are integrated into core content areas to reach all types of learners. For example, English Learners and other students create overheads of diagrams or figures to demonstrate comprehension of the water cycle and record scripts on audiotape to accompany the overheads. Other inquiry-based activities, such as web quests, are designed to

challenge students to interact with resources on the Internet to gather information and solve problems. Teachers develop web quests around any topic to challenge more advanced students or provide additional reinforcement for academically at-risk students.

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

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

Many technology topics are integrated within the core subjects. Students in grades 6-8 have access to individual laptop computers with cameras, an LCD projector, a printer, a 3D printer, and a digital video camera. These tools are used to enhance understanding and apply content knowledge in core subject areas. In addition, sixth and eighth grade students participate in a semester-long technology elective to provide opportunities for more focused presentation of technology topics.

O. TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES

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

Currently, CCCS uses the following instructional materials:

- **Language Arts** – California Treasures Language Arts (K-5), Lexia Core 5 (K-1), Houghton Mifflin English (6-8), CSU Expository Reading and Writing (6-8), Read Naturally (K-5), Zaner-Bloser Spelling and English Programs (4-8), Reading Renaissance Reading Program (K-8), Standards Plus Language Arts supplemental program (K-5), I-Ready (K-8)
- **Math** – EveryDay Math (K-5), Standards Plus Math (K-5), College Preparatory Math (6-8); Go Math (K-8), I-Ready (K-8)
- **History/ Social Science** – Houghton-Mifflin (K-5, supplemented by thematic units), Glenco Social Studies (6-8)
- **Science** – Glenco Science, GEM materials supplemented by thematic units (K-5), Zingy Science, supplemented by thematic units & science fair units (6-8)

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

P. FIELD TRIPS

Listing of 2015-2020 Classroom Field Trips

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

- Burney Falls
- Subways Caves / SpatterCone Trail
- Shasta Caverns
- Turtle Bay Museum
- Shasta Dam
- Old Shasta State Park / Camden House
- Mt. Shasta Ski Park
- Mt. Shasta Ice Skating Rink
- Coleman Fish Hatchery
- Whiskeytown Lake Nature Hike
- Whiskeytown Kayak Tour
- Hawes Farm and Ranch
- West Valley FFA Farm
- Shasta County Farm Day / Shasta District Fairgrounds
- Sierra Cascade Logging Conference
- Sierra Cascade In-Woods Logging Demonstration
- Barry R. Kirshner Wildlife Sanctuary
- Ide Adobe State Park
- 8th grade Trip to San Francisco

Q. TEACHER RECRUITMENT

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

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

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

R. PROFESSIONAL DEVELOPMENT

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

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

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

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

Teachers assess all new students, and administer baseline assessments to returning students. These evaluations are derived from the State Standards and local assessments. Throughout the year, teachers also assess students through informal measures such as checklists, running records, class work and observations, and through more formal means, such as CAASPP testing and quarterly benchmark

assessments At this point, instructional modifications such as differentiated instruction, scaffolding, and alternative assignments are used to address the needs of individual students In addition, teachers provide individualized instruction for students during class, at break, or after school

Plan for Students At Risk of Low Achievement

Student Support Team (SST) Process – Response to Intervention (RTI)

Cottonwood Creek Charter School focuses on providing early intervention in order to support student learning The intervention coordinator is available to consult with individual Supervising Teachers as they choose curriculum and plan for new and struggling students If a student is not making adequate progress (as indicated by benchmark and state test scores, or parents, or teachers) an SST meeting is scheduled. The SST process is a general education function although, at times, the special education team is consulted or invited to a meeting in order to tap into their specific skills/knowledge The SST team meets to identify the student's strengths and needs in order to determine the best steps and curriculum to address these needs Then, student progress is monitored and reported back to the SST team at subsequent meetings (*Appendix I – CCCS Intervention Process*)

Plan for Students Who Are Academically High Achieving

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

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

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

Plan for English Learners

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

Cottonwood Creek meets all applicable legal requirements for ELs including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements Cottonwood Creek implements policies

to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents

English Language Proficiency Assessment

- Home Language Survey Cottonwood Creek will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).
- English Language Proficiency Assessments for California (ELPAC) All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4 well developed; Level 3 moderately developed; Level 2 somewhat developed, Level 1 minimally developed) and is aligned with the 2012 California ELD Standards
- The ELPAC consists of two separate assessments
 - Initial Assessment (IA) The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status
 - Summative Assessment (SA) ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability
- Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually
- Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year

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

The SA testing window will be a four-month window after January 1 (February 1–May 31). The

English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

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

Reclassification Procedures

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

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

Strategies for English Learner Instruction and Intervention

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

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

- 1 Oral, Aural, Reading and Writing Comprehension
2. Oral Language Production

3 Guided Reading and Writing

4 Independent Reading and Writing

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

The English Language Development (ELD) Standards will provide the basis for instruction. This set of State Standards for English Learners in grades K-12 will be utilized by the teacher to inform and guide instruction. These standards address English language development skills in listening, speaking, reading, and writing. All teachers will be provided professional development opportunities in order to improve their skills when working with English Learners.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design
- Monitoring student identification and placement
- Monitoring parental program choice options
- Monitoring availability of adequate resources

Plan for Students with Disabilities

Cottonwood Creek Charter School supports all students in special education. Since the guiding philosophy of personalized learning is to create an individual learning plan for all students, accommodating students with IEPs is a natural fit with Cottonwood Charter School. In addition to adapting the curriculum, Cottonwood Creek Charter School is committed to providing all necessary accommodations, modifications, and services in order for each student to access his or her education. Cottonwood Charter School is its own Local Educational Authority (LEA) for the purposes of special education, in accordance with Education Code Section 47641(a).

Cottonwood Creek Charter School's plan for delivery of special education services provides for quality educational programs and services in compliance with the Shasta County Special Education Local Plan Area (SELPA) and all legal guidelines. Cottonwood Creek Charter School is a member of the Shasta County SELPA, which provides educational and administrative services and support to members. The services include special education administration, staffing – such as school psychologists, special education teachers, speech and language pathologists, and aides – and related goods (testing materials, etc.) and services, as well as oversight of all special education staff and related activities.

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

Under the federal Individuals with Disabilities Education Act, Cottonwood Creek Charter School identifies and evaluates students who have disabilities and offers them individualized education programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law. An IEP team includes, at a minimum, a student's Supervising Teacher (general education teacher), special education teacher, parents/guardians, and a representative of the school administration who is empowered to commit resources such as staff time or funding. By law, Cottonwood Creek Charter School is required to carry out provisions outlined in a student's IEP.

Each IEP team considers the continuum of placement options and services to ensure students are able to access the curriculum in the least restrictive environment. This includes placement in programs, services, supports, modifications, accommodations, and specialized equipment (if indicated) necessary to provide a free and appropriate public education. Students with disabilities participate in general education, including participation in nonacademic and extracurricular activities to the maximum extent possible to promote interaction with the general school population. Placement in special classes, other schools, or other appropriate programs outside the regular education environment may occur. This is only warranted when the nature or severity of the student's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Cottonwood Creek Charter School has a variety of placement, service, and support options available to serve students with special needs in the least restrictive environment.

Supplemental aids and services are provided through the Shasta County SELPA in conjunction with the Shasta County Office of Education and other local agencies. Supplemental aids and services include, but are not limited to, transportation, speech and language services, assistive technology, nursing services, psychological services, vision services, and adaptive physical education.

The overall system for delivery of services to special needs children at Cottonwood Creek Charter School is based on a philosophy that has a foundation in the principles of parental involvement, best practice, comprehensive support, and local and state coordination and collaboration.

Services for Students under the "IDEA"

Cottonwood Creek shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

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

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

Staffing

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

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

Notification and Coordination

Cottonwood Creek shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Cottonwood Creek shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

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

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

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Cottonwood Creek shall determine what

assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Cottonwood Creek shall obtain parent/guardian consent to assess Charter School students

IEP Meetings

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

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law

Non-Public Placements/Non-Public Agencies

Cottonwood Creek shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students

Non-discrimination

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

Parent/Guardian Concerns and Complaints

Cottonwood Creek shall adopt policies for responding to parental concerns or complaints related to special education services Cottonwood Creek shall receive any concerns raised by parents/guardians regarding related services and rights

Cottonwood Creek's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint

Due Process Hearings

Cottonwood Creek may initiate a due process hearing or request for mediation with respect to a student enrolled in Cottonwood Creek if it determines such action is legally necessary or advisable. Cottonwood Creek agrees to cooperate fully with the District in such a proceeding In the event that the parents/guardians file for a due process hearing, or request mediation, Cottonwood Creek shall defend the case

SELPA Representation

Cottonwood Creek understands that it shall represent itself at all SELPA meetings

Funding

Cottonwood Creek understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

Cottonwood Creek recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

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

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

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

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

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

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school ” Education Code Section 47605(c)(5)(B)

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

A. PUPIL OUTCOMES

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

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

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

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), Cottonwood Creek Charter School’s annual goals, actions and measurable outcomes which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Cottonwood Creek Charter School’s Local Control and Accountability Plan.

Each of these goals addresses the unique needs of all students attending Cottonwood Creek Charter School, including our numerically significant student subgroups. The metrics associated with these goals help Cottonwood Creek Charter School to ensure that these specific subgroups

are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula

The current LCAP is on file at our school office and is also available on our website at <https://cottonwoodcreekcharter.com>. *(Our LCAP is also included in Appendix K)*

Cottonwood Creek Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Cottonwood Creek Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. Cottonwood Creek Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School.

School-Wide Student Performance Goals and Annual Measureable Outcomes:

(Taken from the 2019 Cottonwood Creek Charter School LCAP, as indicated above, a reasonably comprehensive description of annual actions and an explanation of alignment with state priorities is addressed in our LCAP which is included in Appendix K)

Schoolwide Goal #1: All students, including all student subgroups, will demonstrate grade level proficiency in English Language Arts/Literacy.

Annual Measurable Outcomes for Goal #1:

- 1) 75% of all K-3 students will meet proficiency on Cottonwood Creek's Local Benchmark Measures
- 2) 70% of all 3-8 students will meet proficiency on California's Statewide Testing Measurement (CAASPP Testing).
- 3) 100% of all Cottonwood Creek's teachers will be well qualified.
- 4) 100% of all Cottonwood Creek students will access to State Standard Curriculum and Materials.
- 5) 50% of all English Language/Arts Teachers will receive 5 or more hours of Literacy and/or Writing Professional Development.
- 6) Cottonwood Creek will maintain a 98% Attendance Rate.

Schoolwide Goal #2: All students will be provided clean, safe, and maintained learning environments.

Annual Measurable Outcomes for Goal #2:

- 1) 90% of all items on Monthly Site Inspection checklist will be in compliance and good standing.
- 2) 100% of School Staff will be trained on the elements of the Safe School Plan.
- 3) 100% of students will participate in monthly fire, emergency, and lock down drills.
- 4) Facilities Inspection Committee will meet three times a year to review progress on this goal.

Schoolwide Goal #3: Student Engagement and School Climate will be enhanced through the offering of a comprehensive after-school elective and enrichment program.

Annual Measurable Outcomes for Goal #3:

- 1) Cottonwood Creek Charter School will maintain a 98% Attendance Rate.
- 2) Junior High Enrollment Stability Rate – 90% of the 7th and 8th grade classes will be comprised of students who enrolled in Cottonwood Creek the prior year.
- 3) 80% of all Cottonwood Creek students will participate in at least one elective or enrichment class during the school year.
- 4) Cottonwood Creek Elective Program will add 2 additional music electives this year.

Schoolwide Goal #4: Cottonwood Creek Charter will implement State Standards at all grade levels.

Annual Measurable Outcomes for Goal #4:

- 1) 100% of students will have access to standards-aligned materials.
- 2) 70% of all 3-8 students will meet proficiency on California's Statewide Testing Measurement (CAASPP Testing).
- 3) 100% of teachers will participate in annual professional development on the implementation of state standards.

C. ADDITIONAL OUTCOMES

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

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

ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

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

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

A. STATE-MANDATED TESTING

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

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

- CAASPP (California Assessment of Student Performance and Progress)
- California Physical Fitness Test
- ELPAC
- CSA (Standardized Test in Spanish)
- CAST Science (5th and 8th)
- CA (California Alternate Assessments)
- All other required tests as adopted, to include all populations

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

(Taken from the 2019 Cottonwood Creek Charter School LCAP, as indicated above, a reasonably comprehensive description of annual actions and an explanation of alignment with state priorities is addressed in our LCAP which is included as an Appendix K.).

Schoolwide Goal #1 All students, including all student subgroups, will demonstrate grade level proficiency in English Language Arts/Literacy.

Annual Measurable Outcomes for Goal #1:

- 1) 75% of all K-3 students will meet proficiency on Cottonwood Creek’s Local Benchmark Measures
 - a. Assessment Method: DIBELS
 - b. Assessment Method: I-Ready
 - c. Assessment Method: Reading Renaissance

- 2) 70% of all 3-8 students will meet proficiency on California's Statewide Testing Measurement (CAASPP Testing).
 - a. **Assessment Methods: CAASPP ELA Testing**
- 3) 100% of all Cottonwood Creek's teacher will be Well Qualified.
 - a. **Assessment Method: Teacher Records**
 - b. **Assessment Method: Credentialing Documentation**
- 4) 100% of all Cottonwood Creek students will access to State Standard Curriculum and Materials.
 - a. **Assessment Method: Classroom Observation**
 - b. **Assessment Method: Parent Surveys**
- 5) 50% of all English Language/Arts Teachers will receive 5 or more hours of Literacy and/or Writing Professional Development.
 - a. **Assessment Method: Conference and Training Documentation**
- 6) Cottonwood Creek will maintain a 98% Attendance Rate
 - a. **Assessment Method: School Attendance Reports**

Schoolwide Goal #2 All students will be provided clean, safe, and maintained learning environments

Annual Measurable Outcomes for Goal #2.

- 1) 90% of all items on Monthly Site Inspection checklist will be in compliance and good standing
 - a. **Assessment Method: Custodial Monthly Inspection Reports**
- 2) 100% of School Staff will be trained on the elements of the Safe School Plan
 - a. **Assessment Method: Staff Meeting Agendas**
- 3) 100% of students will participate in monthly fire, emergency, and lock down drills
 - a. **Assessment Method: Emergency Drills Documentation**
- 4) Facilities Inspection Committee will meet three times a year to review progress on this goal
 - a. **Assessment Method: Facility Committee Meeting Agendas**

Schoolwide Goal #3 Student Engagement and School Climate will be enhanced through the offering of a comprehensive after-school elective and enrichment program.

Annual Measurable Outcomes for Goal #3:

- 1) Cottonwood Creek Charter School will maintain a 98% Attendance Rate
 - a. **Assessment Method: School Attendance Reports**

- 2) Junior High Enrollment Stability Rate – 90% of the 7th and 8th grade classes will be comprised of students who enrolled in Cottonwood Creek the prior year
 - a. **Assessment Method: Enrollment Documentation**
- 3) 80% of all Cottonwood Creek students will participate in at least one elective or enrichment class during the school year
 - a. **Assessment Method: After-School Elective Enrollment Documentation**
- 4) Cottonwood Creek Elective Program will add 2 additional music electives this year.
 - a. **Assessment Method: After-School Elective Classes Documentation**

Schoolwide Goal #4: Cottonwood Creek Charter will implement State Standards at all grade levels

Annual Measurable Outcomes for Goal #4:

- 1) 100% of students will have access to standards-aligned materials
 - a. **Assessment Method: Classroom Observation**
 - b. **Assessment Method: Parent Surveys**
- 2) 70% of all 3-8 students will meet proficiency on California's Statewide Testing Measurement (CAASPP Testing)
 - a. **Assessment Method: CAASPP Testing Results**
- 3) 100% of teachers will participate in annual professional development on the implementation of state standards
 - a. **Assessment Method: Staff Training Documentation**

C. ADDITIONAL ASSESSMENTS

1. "In House" Benchmark Assessments

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

- DIBELS for early literacy, fluency and comprehensions
- Read Naturally for reading fluency
- District Running Records for reading fluency
- STAR (Renaissance Learning) Reading Inventory for reading comprehension
- I-Ready for Literacy Benchmarks
- I-Ready for Mathematics Benchmarks

2. Performance-Based Assessments

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

- **Performance tasks:** Performance tasks are designed to simulate realistic challenges by requiring students to use knowledge in contexts where purposes are authentic. Students demonstrate understanding through oral presentations, drama, application of mathematical skills in Excel spreadsheets, science experiments and art displays.
- **Journals:** Student journals are used to reflect the student's own performance in academic areas and their use of the critical thinking skills.
- **Projects:** Intermediate and middle-school students complete projects that represent a cumulative show of the student's learning. These may be written and oral and may include the use of various media. Eighth grade students work with advisors to complete their exit projects. Rubrics indicate students' mastery of skills.
- **Teacher observations & documentation:** The instructors document student work and work habits in the classroom, noting skills that are mastered and those requiring continued instruction. Included in these observations are the student's attitudes and social behaviors.
- **Teacher-created tests:** Teachers design appropriate tasks that measure understanding and mastery of subjects taught (pre and post unit tests).
- **Report cards, including narrative:** Documentation of student progress towards mastery of skills is included in report cards, which are distributed at regularly-scheduled intervals during the school year. All report cards include a narrative component, with the skills for each learning area that were taught during that reporting period indicated, and the child's progress towards mastery of those skills noted. Grades are based on teacher-prepared assessment instruments, projects, and homework completion.
- **Conferences:** Parent-teacher conferences are held throughout the year at regularly scheduled times. At these conferences, the parents share their expectations and views of the educational program, the teacher reports the child's academic accomplishments and social achievements, and together both set goals for the child. Upper grade students are involved in these conferences to reinforce their participation in the learning process, with student led conferences held occasionally.

ELEMENT 4 - GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

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

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

The following documents are included in Appendixes B and C:

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

Governance Framework

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

Cottonwood Creek's governance is designed to promote maximum participation by all stakeholders, especially parents. This governance structure follows the Brown Act (Government Code Section 54950 *et seq*), the Public Records Act (Government Code Section 6250 *et seq*), the Political Reform Act (Government Code Section 81000, *et seq*) and Government Code Section 1090 *et seq*

Board of Directors

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

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

The membership, voting rights, terms, etc. of the Board of Directors are delineated in the bylaws. The Board is comprised of parents of Cottonwood Creek students and interested community members who

reside within counties served by the Cottonwood Creek Charter School, with the majority of Board members being residents of Shasta County

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

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

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

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

Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) and shall take place at least quarterly and in accordance with Education Code Section 47604.1(c). Meeting notices and agendas shall be posted in accordance with the Brown Act. Meetings will be recorded and retained by Cottonwood Creek at the administrative office.

Conflict of Interest

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

Principal

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

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

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

Parent Community

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

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

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Employment Qualifications for All Staff

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

Principal

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

Teachers

Cottonwood Creek Charter School will retain or employ teaching staff to work at Cottonwood Creek. Teaching staff will hold the required California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing for the teacher's certificated assignment in accordance with Education Code Sections 47605(l) and 47605.4(a). These documents will be maintained on file at Cottonwood Creek. These teachers will teach the core academic classes of mathematics, language arts, science, history/social studies and other electives as required. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in Cottonwood Creek's operational policies. Cottonwood Creek will hire substitute teachers in accordance with charter school law and Cottonwood Creek policy.

Instructional Support Staff

Cottonwood Creek may also employ or retain, to work at Cottonwood Creek, non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher. All non-instructional staff will possess the experience and expertise appropriate for their position within Cottonwood Creek. Cottonwood Creek 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. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

Non-Discrimination Statement

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

Background Checks

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

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

- Tuberculosis (TB) risk assessment and examination (if necessary)
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record.

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

Hiring and Selection Process

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

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

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

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

person of their status once a decision is made. Candidates that are offered employment receive a written offer of employment from CCCS.

Evaluations

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

School Leader Evaluations

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

Teacher Evaluations

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

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in §44237 "*
 - (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282*
 - (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school "*
- Education Code Section 47605 (b)(5)(F)*

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

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

Procedures for Background Checks

Employees and contractors of CCCS are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1 Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary CCCS 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 Section 44830.1 and 45122.1 The Principal shall monitor compliance with this policy and report to the CCCS Board of Directors on a regular basis The Board President shall monitor the fingerprinting and background clearance of the Principal Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee

Immunizations

All enrolled students who receive classroom based instruction and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075 All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster

Tuberculosis Risk Assessment and Examination

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

Medication in School

CCCS adheres to Education Code Section 49423 regarding administration of medication in school CCCS will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for all staff members

Vision, Hearing, and Scoliosis

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

Diabetes

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

- 1 A description of type 2 diabetes
2. A description of the risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention methods of type 2 diabetes
- 5 A description of the different types of diabetes screening tests available

Suicide Prevention Policy

CCCS shall maintain a policy on student suicide prevention in accordance with Education Code Section 215 CCCS shall review, at minimum every fifth year, its policy on pupil suicide and, if necessary, update its policy

Prevention of Human Trafficking

CCCS shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources

Feminine Hygiene Products

CCCS will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

CCCS shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. CCCS shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School

California Healthy Youth Act

CCCS shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

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

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

(Our Comprehensive School Safety Plan is included as an Appendix L).

Blood borne Pathogens

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

Drug-, Alcohol-, and Smoke-Free Environment

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

Emergency Preparedness

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

The Cottonwood Creek Charter School maintains an Emergency Response Plan, which includes plans for fire drills, a disaster plan and evacuation plan. The Cottonwood Creek Charter School ensures that staff are trained in health, safety, and emergency procedures and maintains a calendar and conducts emergency response drills for students and staff. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Staff Safety Responsibilities

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

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

CCCS will maintain a comprehensive school safety plan. All staff will receive annual training in the safety procedures outlined in the plan. On an as-needed basis, CCCS may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with these rules and guidelines as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and shall follow all applicable reporting laws, the same policies and procedures used by the District. CCCS shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

FERPA

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

Facility Safety

CCCS complies with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School's facilities comply with applicable State and local building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements. The School maintains on file readily-accessible records documenting its compliance. CCC shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

CCCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. CCCS maintains a comprehensive policy to prevent

and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct) Misconduct of this nature is very serious and will be addressed in accordance with CCCS's discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administration staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils

Bullying Prevention

CCCS has adopted procedures for preventing acts of bullying, including cyberbullying The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283 5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children

ELEMENT 7: STUDENT POPULATION BALANCE

"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), on the balance of pupils with disabilities at the charter school." Education Code Section 47605(b)(5)(G)

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

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

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

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

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with Education Code Section 47605 subdivision (e) "
Education Code Section 47605(c)(5)(H)

Admissions Requirements and Assurances

Cottonwood Creek Charter School admits all pupils who wish to attend the school as required by Education Code section 47605(e)(2)(A). There are no specific admission requirements for Cottonwood Creek Charter School, other than residence in California and submission of a timely application. Cottonwood Creek Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Cottonwood Creek Charter School will be non-sectarian in its programs, curriculum, and operations and will not charge tuition. Cottonwood Creek Charter School will adhere to all state and federal laws regarding the minimum age of students. Admission to Cottonwood Creek Charter School, except in the case of a public random drawing, shall not be determined by the place of residence of the student or the student's parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), Cottonwood Creek Charter School 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 Education Code Section 47605(e)(2)(B)(iii), including 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. Similarly, in accordance with Section 47605(e)(4)(C), Cottonwood Creek Charter School 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 the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), Cottonwood Creek Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Recruitment of academically low-achieving and economically disadvantaged students

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

Open Enrollment Period

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

Public Random Lottery

Lottery Process Communication

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

Fair Lottery Procedures

Cottonwood Creek Charter School will use a neutral proctor, such as the League of Women Voters, to conduct the lottery and ensure the lottery procedures are fairly executed. The lottery will be supervised by the Cottonwood Creek Charter School Executive Staff and Board President. Cottonwood Creek Charter School will keep a file documenting the fair execution of lottery procedures.

Lottery Preference Weightings

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

- 1 Children of Cottonwood Creek Charter teachers (limited to 10% of the total population of Cottonwood Creek Charter School)
- 2 Siblings of students admitted to or attending the Charter School
- 3 All other students living anywhere else in Shasta County or one of its immediately adjacent counties. ** (Students living within the boundaries of the District shall receive 2 opportunities in the lottery)

Lottery Procedures

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall

continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Waiting List

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

Waiting List Communication

Cottonwood Creek Charter School will contact the parents/guardians of students who have been promoted off the waiting list and inform parents/guardians of the timeline in which they must respond by mail, phone call, or in person. Parents will have 2-3 business days to confirm enrollment acceptance and have one week to enroll their child.

ELEMENT 9: ANNUAL AUDIT

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

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

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

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

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

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." Education Code Section 47605(b)(5)(J)

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

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

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

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

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

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

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant
- e) Committed or attempted to commit robbery or extortion
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
- k) Knowingly received stolen school property or private property which includes but is not limited to, electronic files and databases
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or

disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care,

- skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following
- i. A message, text, sound, video, or image
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile
 - iii. An act of cyber sexual bullying
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1) A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence
- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n)

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person
- b) Willfully used force or violence upon the person of another, except self-defense
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion

- f) Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel This section does not prohibit the use of his or her own prescription products by a pupil
- i) Committed an obscene act or engaged in habitual profanity or vulgarity
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases
- l) Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- o) Engaged in, or attempted to engage in hazing For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil For purposes of this section, "hazing" does not include athletic events or school-sanctioned events
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own

safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family

- q) Committed sexual harassment, as defined in Education Code Section 212.5 For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment This section shall apply to pupils in any of grades 4 to 12, inclusive
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code This section shall apply to pupils in any of grades 4 to 12, inclusive
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment This section shall apply to pupils in any of grades 4 to 12, inclusive
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following.
 - i Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property
 - ii Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
 - iii Causing a reasonable student to experience substantial interference with his or her academic performance
 - iv Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image
 - ii. A post on a social network Internet Web site including, but not limited to
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

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

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence
- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1 Conference

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

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

of a conference

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2 Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents or guardians, unless the pupil and the pupil's parents or guardians fail to attend the conference. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4 Homework Assignments During Suspension

In accordance with Education Code Section 47606 2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil 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 pupil either upon the pupil'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 pupil's overall grade in the class.

D. Authority to Expel

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

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

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) 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 (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity

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

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

to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

I. Written Notice to Expel

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

(a) Notice of the specific offense committed

by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

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

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to

have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above

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

1 Notification of SELPA

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

2. Services During Suspension

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

3 Procedural Safeguards/Manifestation Determination

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

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

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

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

- a Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement,

- b If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior, and
- c Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

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

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

5 Special Circumstances

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

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

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

6 Interim Alternative Educational Setting

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

7 Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

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

ELEMENT 11: RETIREMENT SYSTEMS

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

A. SALARY SCHEDULE AND RETIREMENT

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

B. OVERSIGHT OF BENEFITS

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

ELEMENT 12: STUDENT ATTENDANCE ALTERNATIVES

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

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

ELEMENT 13: RETURN RIGHTS OF EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school " Education Code Section 47605(c)(5)(M)

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

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

ELEMENT 14: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." Education Code Section 47605(c)(5)(N)

Disputes Between the Charter School and the District

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

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

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

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

Internal Disputes

CCCS shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. CCCS shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at CCCS shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to CCCS.

ELEMENT 15: SCHOOL CLOSURE PROCEDURES

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

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

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

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

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

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

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

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

apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CCCS.

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

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

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

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

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

ADDITIONAL MISCELLANEOUS CLAUSES

A. Annual Operational Agreement

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

B. Cooperation

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

C. Term of Charter

The term of this charter shall begin on July 1, 2020 and expire June 30, 2025.

D. Material Revision of Charter

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

E. Transportation

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

F. Insurance

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

H. Administrative Services

"The manner in which administrative services of the charter school are to be provided " Education Code Section 47605(h)

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

purchased from the District shall be mutually agreed upon and outlined in a separate Memorandum of Understanding.

I. Facilities

"The facilities to be utilized by the charter school The description of the facilities to be used by the charter school shall specify where the school intends to locate " Education Code Section 47605(h)

Cottonwood Creek Charter School is located within the Cottonwood Union School District at 3425 Brush Street in Cottonwood, CA The campus is owned by Cottonwood Creek Charter School The facilities consist of approximately 23,000 square feet of classrooms, office space, and library facilities

J. Budgets and Financial Reporting

Budget

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

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

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

Financial Reporting

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

Cottonwood Creek's calendar includes the following reports to the District Superintendent and County Superintendent of Schools as prescribed in Education Code section 47604 33.

1. By July 1, a preliminary budget for the current fiscal year.
- 2 By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606 5
- 3 By December 15, an interim financial report for the current fiscal year reflecting changes through October 31 Additionally, on December 15, a copy of CCCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31

- 5 By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604 33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP

CCCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604 32 and 47607

Pursuant to Education Code Section 47604 3, CCCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District

K. Potential Civil Liability Effects

"Potential civil liability effects, if any, upon the charter school and upon the school district " Education Code Section 47605(h).

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

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

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

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

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

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Appendix A

CAASPP Scores

Cottonwood Creek Charter School



California Assessment of
Student Performance and Progress

ELPAC



Assessments ▼

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[Performance Trend Reports](#)

[Research Files](#)

Test Results at a Glance

Type a School, District, County, ZIP, CDS Code

School: Cottonwood Creek Charter

CDS Code 45-69955-0121640 | County Shasta | District Cottonwood Creek Charter

Report Options

Year

Grade

Student Group

School Type

2018-19 ▼

All Grades ▼

All Students (Default)

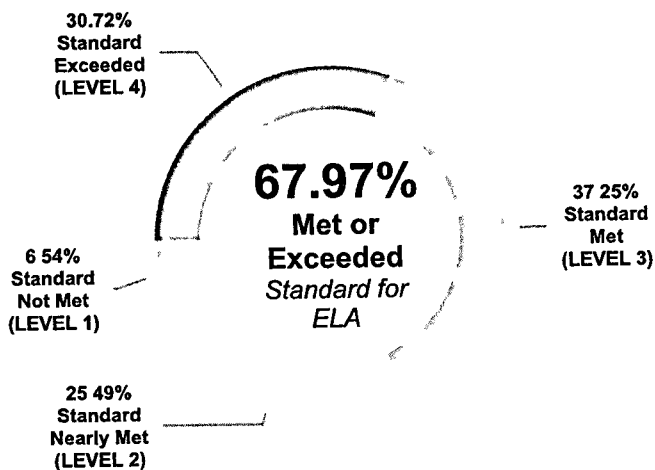
All Schools ▼

[Apply Filters](#)

[Clear Filters](#)

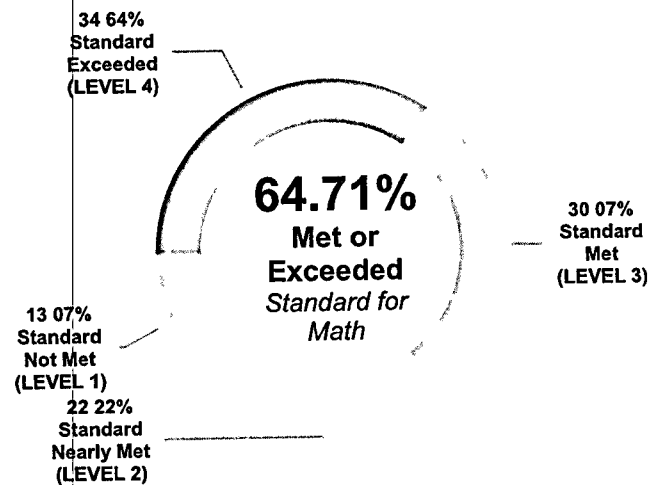
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



ADD TO COMPARE



Add this test result to comparison and find other results to compare it to



Assessments ▼

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

View Test Results

Search / Compare Results

Understanding Results

Performance Trend Reports

Research Files

[< Back to Test Results at a Glance](#)[Print Test Results](#) | [Get Research Files](#)Detailed Test Results for:
School: Cottonwood Creek Charter

CDS Code 45-69955-0121640 | County Shasta | District Cottonwood Creek Charter

CHANGE OVER TIME

Report Options

Year

2018-19 ▼

Student Group

All Students (Default) ▼

School Type

All Schools ▼

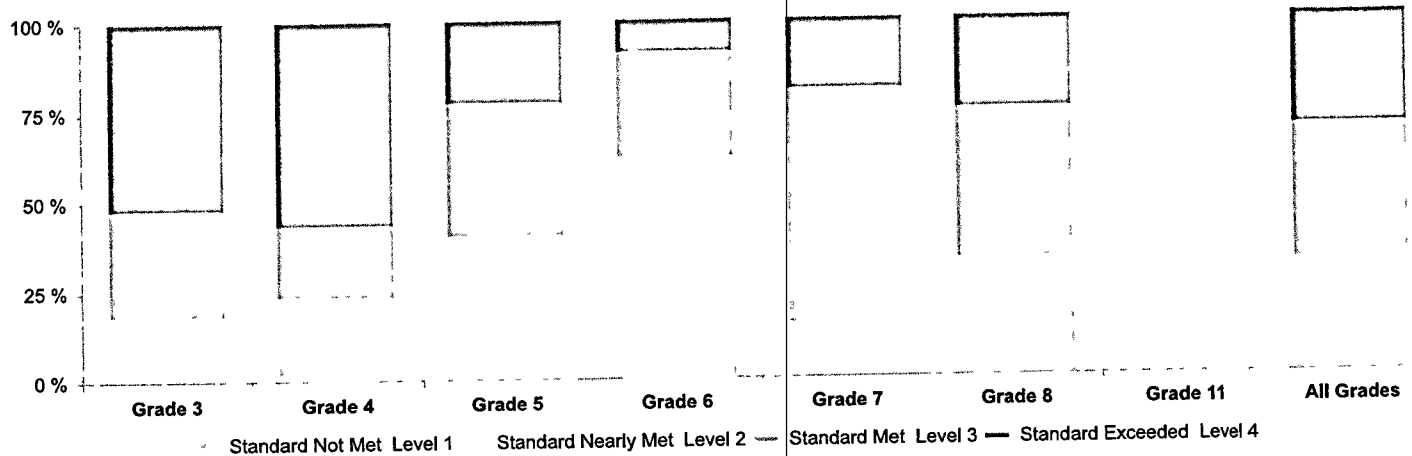
Apply Selection

PLEASE NOTE Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2018-19 Detailed Test Results

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

"N/A" will be displayed instead of a number on test results where no data is found for the specific report.

English Language Arts/Literacy Achievement Level DescriptorsData Detail - All Students (accessible data)**Overall Achievement**

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ^a	28	26	27	24	27	25	N/A	157
Number of Students Tested ^a	27	25	27	24	26	24	N/A	153
Number of Students With Scores ^a	27	25	27	24	26	24	N/A	153
Mean Scale Score	2492.4	2538.9	2533.0	2525.2	2599.1	2601.0	N/A	N/A
Standard Exceeded Level 4 ^b	51.85 %	56.00 %	22.22 %	8.33 %	19.23 %	25.00 %	N/A	30.72 %
Standard Met Level 3 ^b	29.63 %	20.00 %	37.04 %	29.17 %	65.38 %	41.67 %	N/A	37.25 %
Standard Nearly Met Level 2 ^b	18.52 %	16.00 %	33.33 %	54.17 %	15.38 %	16.67 %	N/A	25.49 %
Standard Not Met Level 1 ^b	0.00 %	8.00 %	7.41 %	8.33 %	0.00 %	16.67 %	N/A	6.54 %

English Language Arts/Literacy Scale Score Ranges**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^a	37.04 %	52.00 %	29.63 %	8.33 %	26.92 %	29.17 %	N/A	30.72 %
Near Standard ^b	59.26 %	36.00 %	66.67 %	66.67 %	69.23 %	50.00 %	N/A	58.17 %
Below Standard ^c	3.70 %	12.00 %	3.70 %	25.00 %	3.85 %	20.83 %	N/A	11.11 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^a	40.74 %	56.00 %	37.04 %	16.67 %	50.00 %	33.33 %	N/A	39.22 %
Near Standard ^b	55.56 %	32.00 %	55.56 %	58.33 %	46.15 %	50.00 %	N/A	49.67 %
Below Standard ^c	3.70 %	12.00 %	7.41 %	25.00 %	3.85 %	16.67 %	N/A	11.11 %

LISTENING: How well do students understand spoken information?

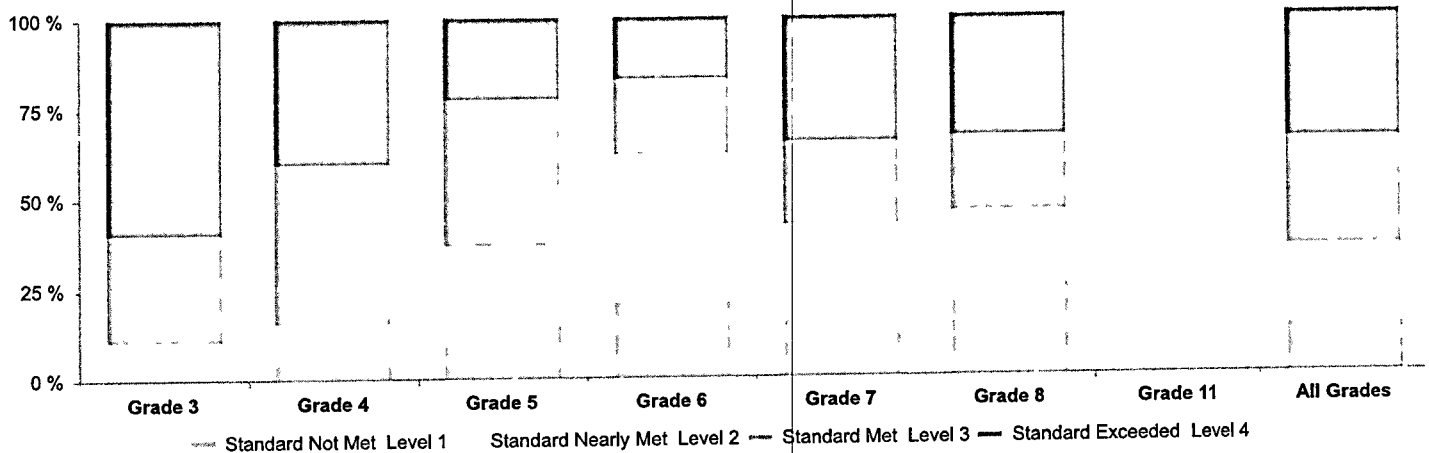
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^a	37.04 %	48.00 %	22.22 %	8.33 %	11.54 %	29.17 %	N/A	26.14 %
Near Standard ^b	62.96 %	44.00 %	74.07 %	79.17 %	88.46 %	62.50 %	N/A	68.63 %
Below Standard ^c	0.00 %	8.00 %	3.70 %	12.50 %	0.00 %	8.33 %	N/A	5.23 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^u	40 74 %	36 00 %	29 63 %	20 83 %	26 92 %	41 67 %	N/A	32 68 %
Near Standard ^u	59 26 %	56 00 %	51 85 %	62 50 %	65 38 %	41 67 %	N/A	56 21 %
Below Standard ^u	0 00 %	8 00 %	18 52 %	16 67 %	7 69 %	16 67 %	N/A	11 11 %

English Language Arts/Literacy Area Achievement Level Descriptors

Achievement Level Distribution



In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested*

"N/A" will be displayed instead of a number on test results where no data is found for the specific report

Mathematics Achievement Level Descriptors

Data Detail - All Students (accessible data)

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ^u	28	26	27	24	27	25	N/A	157
Number of Students Tested ^u	27	25	27	24	26	24	N/A	153
Number of Students With Scores ^u	27	25	27	24	26	24	N/A	153
Mean Scale Score	2519 3	2541 8	2536 0	2538 9	2583 5	2591 4	N/A	N/A
Standard Exceeded Level 4 ^u	59 26 %	40 00 %	22 22 %	16 67 %	34 62 %	33 33 %	N/A	34 64 %
Standard Met Level 3 ^u	29 63 %	44 00 %	40 74 %	20 83 %	23 08 %	20 83 %	N/A	30 07 %
Standard Nearly Met Level 2 ^u	11 11 %	12 00 %	22 22 %	41 67 %	26 92 %	20 83 %	N/A	22 22 %
Standard Not Met Level 1 ^u	0 00 %	4 00 %	14 81 %	20 83 %	15 38 %	25 00 %	N/A	13 07 %

Mathematics Scale Score Ranges

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁶	77.78 %	60.00 %	37.04 %	25.00 %	46.15 %	41.67 %	N/A	48.37 %
Near Standard ⁶	18.52 %	32.00 %	40.74 %	45.83 %	23.08 %	29.17 %	N/A	31.37 %
Below Standard ⁶	3.70 %	8.00 %	22.22 %	29.17 %	30.77 %	29.17 %	N/A	20.26 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁶	70.37 %	48.00 %	22.22 %	16.67 %	46.15 %	29.17 %	N/A	39.22 %
Near Standard ⁶	25.93 %	44.00 %	62.96 %	50.00 %	38.46 %	50.00 %	N/A	45.10 %
Below Standard ⁶	3.70 %	8.00 %	14.81 %	33.33 %	15.38 %	20.83 %	N/A	15.69 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⁶	55.56 %	40.00 %	29.63 %	25.00 %	30.77 %	20.83 %	N/A	33.99 %
Near Standard ⁶	40.74 %	52.00 %	48.15 %	50.00 %	61.54 %	58.33 %	N/A	51.63 %
Below Standard ⁶	3.70 %	8.00 %	22.22 %	25.00 %	7.69 %	20.83 %	N/A	14.38 %

Mathematics Area Achievement Level Descriptors



California Assessment of
Student Performance and Progress

ELPAC



Assessments ▼

Science

California Science Test (CAST)

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[Research Files](#)

Test Results at a Glance

Type a School, District, County, ZIP, CDS Code

School: Cottonwood Creek Charter

CDS Code 45-69955-0121640 | County Shasta | District Cottonwood Creek Charter

Report Options

Year

Grade

Student Group

School Type

2018-19 ▼

All Grades ▼

All Students (Default)

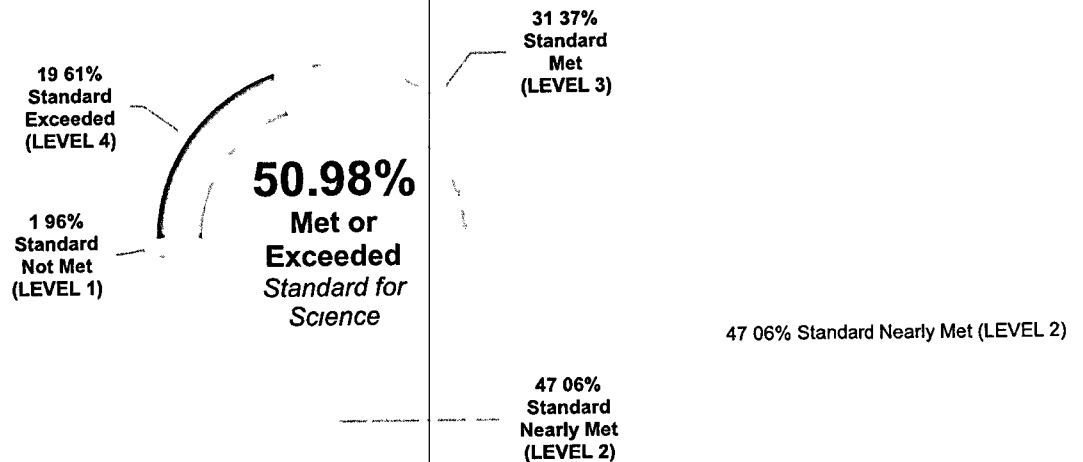
All Schools ▼

Save Filter

[Clear Filters](#)

Science

Percent of students within each achievement level



ADD TO COMPARE



Add this test result to comparison and find other results to compare it to



California Assessment of
Student Performance and Progress

ELPAC



Assessments ▼

Science

California Science Test (CAST)

[View Test Results](#)

[Search / Compare Results](#)

[Understanding Results](#)

[Research Files](#)

[< Back to Test Results at a Glance](#)

[Print Test Results](#) | [Get Research Files](#)

Detailed Test Results for: School: Cottonwood Creek Charter

CDS Code 45-69955-0121640 | County Shasta | District Cottonwood Creek Charter

Report Options

Year

Student Group

School Type

2018-19 ▼

All Students (Default) ▼

All Schools ▼

[Apply Selections](#)

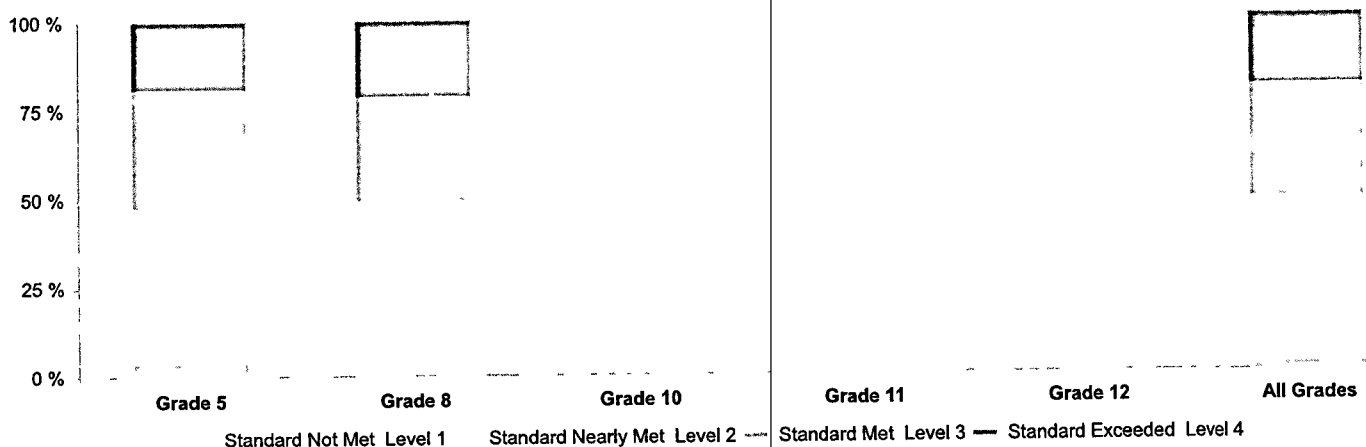
PLEASE NOTE Caution should be used in interpreting overall achievement level percentages for a school or district. The proportion of students in each grade can cause variation in the meaning of the achievement level percentages. The achievement level percentages in one grade from one school or district may be compared with the achievement level percentages in that same grade from another school or district.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

2018-19 Detailed Test Results Results for All Students

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested

'N/A' will be displayed instead of a number on test results where no data is found for the specific report

Science Achievement Level Descriptors

Overall Achievement

Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All Grades
# of Students Enrolled ¹	27	25	N/A	N/A	N/A	52
# of Students Tested ¹	27	24	N/A	N/A	N/A	51
# of Students with Scores ¹	27	24	N/A	N/A	N/A	51
Mean Scale Score	212.4	414.2	N/A	N/A	N/A	N/A
<input checked="" type="checkbox"/> Standard Exceeded Level 4 ¹	18.52 %	20.83 %	N/A	N/A	N/A	19.61 %
<input type="checkbox"/> Standard Met Level 3 ¹	33.33 %	29.17 %	N/A	N/A	N/A	31.37 %
Standard Nearly Met Level 2 ¹	44.44 %	50.00 %	N/A	N/A	N/A	47.06 %
Standard Not Met Level 1 ¹	3.70 %	0.00 %	N/A	N/A	N/A	1.96 %

Science Scale Score Ranges

Domains

Domain Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the domain level percentages may not add to 100% due to rounding.

LIFE SCIENCES Focusing on structures and processes in living things, ecosystems, heredity and biological evolution

Area Performance Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All Grades
Above Standard ¹	22.22 %	16.67 %	N/A	N/A	N/A	19.61 %
Near Standard ¹	62.96 %	58.33 %	N/A	N/A	N/A	60.78 %
Below Standard ¹	14.81 %	25.00 %	N/A	N/A	N/A	19.61 %

PHYSICAL SCIENCES Focusing on matter and its interactions, motion and stability, energy, and waves and their applications

Area Performance Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All Grades
Above Standard ¹	22.22 %	37.50 %	N/A	N/A	N/A	29.41 %
Near Standard ¹	51.85 %	37.50 %	N/A	N/A	N/A	45.10 %
Below Standard ¹	25.93 %	25.00 %	N/A	N/A	N/A	25.49 %

EARTH AND SPACE SCIENCES Focusing on Earth's place in the universe, Earth's systems, and Earth and human activity

Area Performance Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All Grades
Above Standard ⁰	14.81 %	37.50 %	N/A	N/A	N/A	25.49 %
Near Standard ⁰	70.37 %	41.67 %	N/A	N/A	N/A	56.86 %
Below Standard ⁰	14.81 %	20.83 %	N/A	N/A	N/A	17.65 %

Science Area Achievement Level Descriptors

Appendix B

Articles of Incorporation

Bylaws

Conflict of Interest Policy

Cottonwood Creek Charter School

JUN 03 2010

**ARTICLES OF INCORPORATION
OF
COTTONWOOD CREEK CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)**

I.

The name of the Corporation shall be Cottonwood Creek Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Cottonwood Creek Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Mark Boyle
20512 West First Street
Cottonwood, CA 96022

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

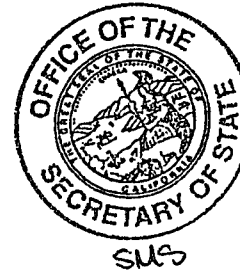
VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: 5/24/10


Mark Boyle, Incorporator





State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California,
hereby certify:

That the attached transcript of 2 page(s) is a full, true and
correct copy of the original record in the custody of this office.



IN WITNESS WHEREOF, I execute this
certificate and affix the Great Seal of the State
of California this day of

JUL 09 2010

Debra Bowen

DEBRA BOWEN
Secretary of State

BYLAWS
OF
COTTONWOOD CREEK CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Cottonwood Creek Charter School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 3425 Brush Street, Cottonwood, Shasta County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Cottonwood Creek Charter School ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or power that do not further the purpose of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170 (c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in including the publishing or distributing of statements of a political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION DEFINITIONS Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3)

**ARTICLE VI
MEMBERS**

Section 1. ELIGIBILITY. All parents having students enrolled in Cottonwood Creek Charter School and all staff members in good standing are members of the Cottonwood Creek Charter School. No parent or staff member shall hold more than one membership.

Section 2. VOTING RIGHTS. Each member shall be entitled to one vote on each matter submitted to a vote of members.

Section 3. VOTING PROCEDURE. Voting may be conducted by written ballot or at a meeting of members, as determined by the Governing Board. A written ballot shall be delivered to each member, setting for the matter to be acted on and allowing 14 days for ballots to be returned. At meeting of members, all votes shall be cast in person or by proxy registered with the Secretary. Voting for members of the Governing Board may not be cumulative. If there is only one candidate for a Governing Board seat, the Governing Board shall declare that person elected without voting.

Section 4. TERMINATION. Membership shall automatically terminate when a parent no longer has a child enrolled in Cottonwood Creek Charter School or staff member is no longer employed by Cottonwood Creek Charter School.

Section 5. EFFECT OF TERMINATION. All rights of a member in Cottonwood Creek Charter School shall cease on termination of membership. Termination shall not relieve a member of any obligation for dues, fees, charges incurred, or services or benefits rendered arising from contract or otherwise. Governing Board shall retain the right to enforce any such obligation or obtain damages for its breach.

Section 6. MEETING OF MEMBERS. The Governing Board may call a meeting of the members whenever it decides not to conduct voting by written ballot or for any other lawful purpose. The meeting of the members shall be held at the principal office of Cottonwood Creek Charter School or at such location in the County of Shasta as the Governing Board may designate.

Section 7. NOTICE OF MEETING. Written notice of the meeting shall be given not less than 10 nor more than 90 days before the date of the meeting to each member who, on the record date for notice of the meeting, is entitled to vote thereat; provided, however, that if notice is given by mail, and the notice is not mailed by first-class, registered, or certified mail, that notice shall be given not less than 20 days before the meeting.

That notice shall state the place, date and time of the meeting, the means of electronic transmission by and to the corporation or electronic video screen communication, if any, by which members may participate in that meeting, and (1) in the case of a special meeting, the general nature of the business to be transacted, and no other business may be transacted, or (2) in the case of the regular meeting, those matters which the board, at the time the notice is given, intends to present for action by the members, but, except as provided in subdivision (b) of Section 5512, any proper matter may be presented at the meeting for such action. The notice of any meeting at which directors are to be elected shall include the names of all those who are nominees at the time the notice is given to members. Notice shall also be posted at the principal office of Cottonwood Creek Charter School

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees, prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws, fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS The total number of directors shall be an odd number of directors within these parameters: no less than five (5) and no more than seven (7) directors when the governing board of the granting authority appoints a representative, unless changed by amendments to these bylaws. All directors shall be elected by the members. The Board of Directors shall be composed of parent representatives and community representatives. The community representatives may not be members of the Cottonwood Creek Charter School. The parent representatives shall be elected by the parent members. All members shall elect the community representatives. Pursuant to California Education Code Section 47604(c), one (1) seat shall be reserved for a representative Director of the governing board of the granting authority. If the governing board of the granting authority appoints a representative Director to the Cottonwood Creek Charter School Board of Directors, another director would be elected in accordance with the rule set above to maintain an odd number of directors.

Section 4. DIRECTOR'S TERM. Each director shall hold office for two (2) years unless otherwise removed from office and until a successor director has been designated and qualified

Section 5. ELECTIONS. Election by written ballot shall be conducted on a schedule such that results can be announced on the first Thursday in June of each year. Election at a meeting of members shall be held on the first Thursday in June of each year.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors

Section 9. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the following procedure:

- a. A meeting of the members of Cottonwood Creek Charter School is called for the purposes of discussing removal of a member of the Governing Board;
- b. Not less than 51% of members present at such meeting authorize mailing a written ballot to the members of Cottonwood Creek Charter School;
- c. Not less than 51% of all members of Cottonwood Creek Charter School vote for removal

Anyone removed under the provisions of this section shall no longer be eligible for membership on the Governing Board. The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within the physical boundaries of Shasta County designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq, as said chapter may be modified by subsequent legislation.

Section 13. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") (Chapter 9 commencing with Section 54950 of Division 2 of Title 5 of the Government Code)

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and a place as may be specified and noticed by resolution of the Board of Directors.

Section 14. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 15. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected, then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 16. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to each director and to the public throughout the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings. Directors shall also receive at least twenty-four (24) hours' notice of a special meeting in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general name of which was set forth in the notice of the meeting, may be transacted at a special meeting

Section 17. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 18. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with.

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the county in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda or the meeting,
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda, (1 below)

-
- (1) This means that the members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location
-

- e Members of the public must be able to hear what is said during the meeting and shall be provided within opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call. (2 below)

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law

Section 20. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any committee meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws.
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

Section 21. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so

-
- (2) The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting
-

Section 22. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 23. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 24. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq ("Government Code Section 1090") as said chapter may be modified by subsequent legislation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. APPOINTMENT OF OTHER OFFICERS. The board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment of that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and

duties as the Board of Directors may assign from time to time. If there is no president, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President, also known as the Principal, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized, the notice given; and the vote or abstention of each Board member present for each action taken.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of the Board and or committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and of the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's fund as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation, and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH MEMBERS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g. officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Cottonwood Creek Charter School Conflict of Interest Code and Policy have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c) the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the directors, officers, employee's or agent's status as such

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS

This Corporation shall keep:

- a. Adequate and correct books and records of account
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law

ARTICLE XV INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the Articles of Incorporation and Bylaws, as amended to the current date, which shall be open to inspection by the director's at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the Articles of Incorporation and bylaws, as amended to the current date.

ARTICLE XVI REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. And independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.

As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction

- (i) in which the corporation, or its parent or subsidiary was a party,
- (ii) in which an "interested person" had a direct or indirect material financial interest, and
- (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, and "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

- b The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these bylaws.

**ARTICLE XVII
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. These Bylaws may be amended or repealed or new Bylaws adopted by a vote of not less than 51% of the members of Cottonwood Creek Charter School present and entitled to vote at any meeting of members, provided, however, that Article VII Section 3 and Article XVII, Section 1 may not be amended or repealed by a vote of less than 66% of all members of Cottonwood Creek Charter School entitled to vote. No amendment shall change any provisions of the Charter that created the Cottonwood Creek Charter School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation or any laws.

**ARTICLE XVIII
FISCAL YEAR**

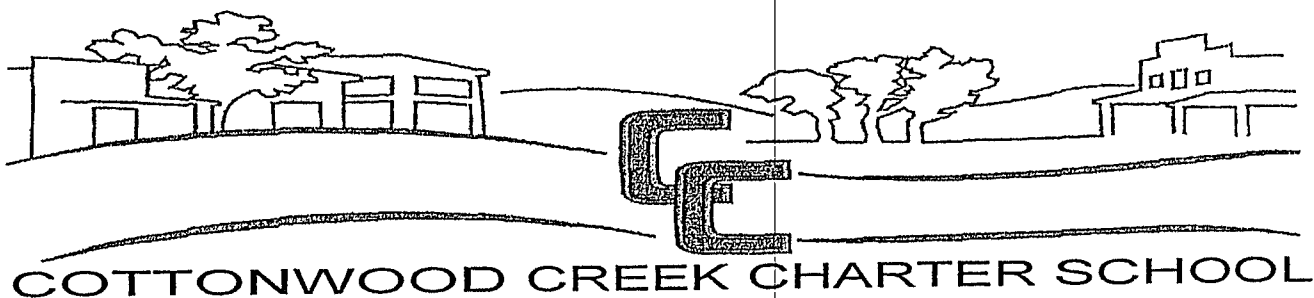
Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1 of each calendar year and end on June 30 of the next calendar year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Cottonwood Creek Charter School, a California nonprofit public benefit corporation, that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the members on March 9, 2020 and the Board of Directors on March 9, 2020. These bylaws have been amended or modified from the bylaws adopted on January 8, 2015.

Executed on March 9, 2020 at Cottonwood, California.

Brian Heese
Secretary of the Board of Directors
Cottonwood Creek Charter School



Cottonwood Creek Charter School - Conflict of Interest Code

I. ADOPTION

In compliance with the Political Action Reform Act of 1974, California Government Code Section 87100, et seq., the Cottonwood Creek Charter School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Cottonwood Creek Charter School as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School and governing board members who hold positions that involve the making or participation in the making of decisions that may foreseeable have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeable be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Financial interest in a contract: Where a Governing Board member has a personal material financial interest in a contract, the financial interest will be reviewed under Government Code Section 1090, to determine whether the remote or non-interest exceptions apply. Should the Board determine that no applicable remote or non-interest exceptions apply, the Board must either: (1) not enter into the contract, as Government Code Section 1090 prevents the entire board from voting on the contract, or (2) prior to the Board of Director's discussion of and taking any action on the contract at issue, the Board member must resign from the Board of Directors. The resignation shall be made part of the Board's official record.

All other financial interest: Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A Designated Positions

1. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e. categories 1, 2, 3).

- A. Members of Governing Board
- B. Officers of the Governing Board
- C. Director/Principal

EXHIBIT B Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part within two miles of Cottonwood Creek Charter School, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within Cottonwood Creek Charter School.
- C Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the school's jurisdiction.

(Investments include any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting

- A. Investments in or income from business entities which are contractors or sub- contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

Approved by Cottonwood Creek Charter School Governing Board

Revised 01/08/2015

Appendix C

Board of Directors' Biographies

Cottonwood Creek Charter School

Cottonwood Creek

Director and School Board Biographies

School Leadership

Utilizing the expertise of highly qualified community members and parents, we have laid out our unique educational approach that will be available to students attending Cottonwood Creek Charter School

Mark Boyle, Director and Principal

Mark has worked for 30 years in education as a teacher and an administrator. Mark is one of the original founders of Cottonwood Creek Charter School and he has served the past 10 years as Director and Principal of Cottonwood Creek. Earlier in his career, he served seven years as Principal in the Cottonwood School District, 4 years as Principal in the Redding School District, and 4 years as Superintendent/Principal in the Oak Run School District. Mark earned his Bachelor's in History from The Master's College in Los Angeles, CA and he has earned his Masters in Education from Chico State University, Chico. Mark and his family have lived on Cottonwood for over 30 years. Mark and his family have been extensively involved in the Cottonwood community, volunteering in a variety of church, youth sports, 4-H, and school activities

Lynn Peebles, Board Member President, Community Member

Lynn has been part of the education community for 38 years in Shasta County. Raised in southern California, he attended Long Beach State University for his degree in music and his teaching credential. He also earned a Masters in Counseling in 1983. He and his family moved to Cottonwood in 1981 taking a position as music teacher and counselor at West Valley High School. In 1985 he moved to Enterprise High School to continue counseling. He was at Enterprise for 14 years. In 1999 Lynn opened the Shasta Secondary Home School, a *Personalized Learning* charter school for the Shasta Union High School District. Also, from 1985 to 2000 Lynn worked for Shasta College as a part time educational counselor. He is a 2000 graduate of the Charter School Leadership Institute, of the Charter Schools Development Center CSU Sacramento. He was invited to attend the 2003 Oxford Round Table Conference on Educational Reform in Oxford England, reporting on the role of charter schools in educational reform

In 1998 Lynn, with the help of community members and the local school superintendent began research on charter schools and then in 1999 opened Shasta Secondary Home School. It has grown from 25 students to its current enrolment of 275, and 20 staff. SSHS has been exemplary with regard to fiscal accountability and curriculum development. SSHS is known statewide for its innovation and high degree of accountability. Lynn has served for three years on the Member Council of the California Charter School Association.

During his years in his regular position as an educator Lynn has also been committed to serving the community:

- Anderson Union High School Board for eight years
- Organizing director of the Shasta County School Boards Association
- Organizing chairmen of the Teachers for Educational Excellence, a political action committee
- Organizing executive director for the Grant and Resource Center of Northern California
- Organizing Board member for Shasta County Youth For Christ
- Member of various ROP advisory boards
- Leads workshops for parents and students on college entrance, scholarships and grants
- Guest speaker for Camp Royale, a Rotary camp for student leaders
- Founding Board and Trainer for Marriage Mentors of Shasta County

Brian Heese, Board Member, Community Member

Brian has been a Cottonwood resident along with his wife, Ginni, for the past 25 years. Brian and Ginni have three children, one who is currently attending school within the Cottonwood Unified School District. Brian is a graduate of California State University, Chico and currently serves as the Executive Director for Northern California Child Development, Inc. in Red Bluff, California. He has been employed there for the past sixteen years. Prior to his employment as Executive Director, Brian had eight years work experience as an accountant both as a Certified Public Accountant and Chief Finance Officer. He also currently serves as a volunteer on the Board of Directors for Cottonwood Little League, serves as a member of the Tehama County Local Child Care Planning Council, and coaches youth athletics for Cottonwood Little League Baseball and Anderson Youth Soccer League.

Toni McNulty, Board Member, Parent

Toni was raised in Cottonwood and attended Evergreen Elementary from 1980-1989. Following Evergreen, she graduated from Red Bluff High School, Shasta College and Chico State University. Toni finished her formal education at Arizona State University where she earned a Masters of Architecture in 2002. Toni was married in 2001 to Vance McNulty who was an active duty Army officer. They moved many times across the United States and retired from the Army in 2015 from the lovely state of Hawaii. They have been living in the Cottonwood and Redding area since leaving the Army with their two elementary school aged boys Brendon and John. Toni has worked for several architecture and engineering firms and currently works in Red Bluff running her own firm, CMC Architecture. She is an avid runner and enjoys sewing and cooking when she's not multi-tasking her occupation with a multitude of kid related activities.

Christopher Lynn, Board Member, Parent

Christopher Lynn is a second generation native to Cottonwood. His involvement in the community began at a young age through youth sports and other civic groups; it was the active participation in such groups which has given him the viewpoint that young people can have a significant impact in the community in which they live. Christopher's primary education began in the local Cottonwood Schools and he graduated High School from West Valley High School in 1992 where he continued to be active in athletic programs. He later continued his education at Shasta Community College and received his Associates Degree in General Education, before completing his Bachelors of Science Degree in Business Administration from the University of Phoenix.

Christopher and his wife Melissa have seven children and it is their desire to raise all their children with the understanding that communities are made up of individuals and the health of the community hinges on the those who live, work, play and actively participate in that community. It is his belief that besides families, educational institutions play a major role in the formation of a person's ideology and children should be educated in a setting that will award them the greatest opportunities to achieve their goals in the future.

Jeff Larceval, Board Member, Parent

Jeff Larceval was born and raised in Cottonwood, CA and has spent 32 of his 37 years in this community. He attended East Cottonwood Elementary and West Cottonwood Junior High schools, and then graduated from West Valley High School in 2001. After high school, he began his college career at Shasta Community College, receiving an Associate's Degree in General Education. In 2004, he married his high school sweetheart, Stephanie Cowan. They moved down to Sacramento where they attended California State University, Sacramento. Jeff graduated with a Bachelor of Science degree in Business Administration in 2007. After college, Jeff started a career in insurance, working as a Property Adjuster for Farmers Insurance. During this time, Jeff and Stephanie were able to move back home and establish a family here in the Anderson/Cottonwood community. In 2015, Jeff decided to trade his career in insurance for a career in law enforcement, something he felt was his calling. After six, long grueling months at the CHP Academy, he graduated near the top of his class and promoted to Officer in October 2015, receiving the award for Outstanding Physical Fitness. He spent two years patrolling the roads in Humboldt until he was able to transfer back here to his home area. Jeff and Stephanie are now enjoying their lives here in the great town of Cottonwood with their two sons, Isaiah (12) and Ben (8). Jeff is a firm believer in staying engaged with his children's school, his church, and his community. Along with being a member on Cottonwood Creek's School Board, Jeff also volunteers at Cottonwood Community Church and loves to be involved in athletics. He currently coaches Cottonwood Creek's boys basketball team and has volunteered countless hours as a baseball coach at Cottonwood Little League.

Appendix D

Independent Study Policy

Cottonwood Creek Charter School

Cottonwood Creek Charter School

Independent Study Board Policy

- A. This policy shall apply to all pupils enrolled in Cottonwood Creek Charter School, an independent study charter school serving pupils in grades K-8.
- B. Students who attend CCCS will be educated through individually designed curricula, which may include, but are not limited to classroom and non-classroom based learning programs, cooperative school programs and classes, and supplemental learning projects.
- C. The Charter School shall comply with all state and federal Charter School laws regarding independent study instruction.
- D. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees of the Charter School
- E. The maximum length of time that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work shall be no more than twenty (20) school days, or as modified by an assigned credentialed teacher at the time the work is assigned to the pupil.
- F. Students who fail to demonstrate adequate and appropriate monthly progress toward the student standards, as determined by the professional judgment of the credentialed teacher assigned to that student, will be subject to dismissal or expulsion for truancy in accordance with the terms of the Charter and school policies.

After 10% missed assignments an evaluation shall be conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any review made pursuant to this subdivision shall be maintained in the pupil's permanent record. The review may consist of some or all of the following.

- Monthly review of work
- Annual portfolios
- Parent, student, and Education Specialist observation
- Norm and criterion referenced tests
- Student demonstrations
- Student grades

The role of the credentialed teacher is critical to the success of charter school independent study students. The teacher's observations, discussions with parents and students, and examinations of written work are the key to quality control.

- G. A current written Master Agreement for each independent study pupil shall be maintained on file for each participating student. Each written Master Agreement shall be signed and in effect prior to the start of reporting attendance (ADA) pursuant to that agreement. Students must meet all elements of the written Master Agreement in order for continued enrollment in this charter school. The independent study agreement for the student must require a plan that represents the same amount of study that would be required of a student in a classroom and must require that the student has the ability to complete the study plan assignments in an independent study setting. Written agreements will include subsidiary agreements, such as course contracts and assignments, work records, and testing requirements. Each agreement shall also include the following.
- The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
 - The specific resources, including materials and personnel that will be made available to the pupil.
 - A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the percentage of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - The duration of the written Master Agreement, recognizing that no written Master Agreement shall be valid for any period longer than one school year.
 - The inclusion of a statement in each written Master Agreement that attendance at this charter school is an optional educational alternative in which no pupil may be required to participate.
 - Each written Master Agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

If a parent or student knowingly provides any false information on the student application, the student shall be immediately dismissed from the Charter School.

- H The Charter School shall not provide any funds or other things of value to the pupil or his or her Parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parents or guardian.
- I The Charter School may only receive funding for the provision of independent study to pupils who are residents of Shasta County or who are residents of a county contiguous to Shasta County.
- J. The Charter School must comply with Education Code Section 51745.6 and California Code of Regulations Section 11704 regarding teacher to ADA limits Each enrolled student will be assigned to a credentialed teacher.
- K On a regular basis, consistent with the written Master Agreement, the assigned credentialed teacher and the parent shall evaluate the education program of the student and modify as necessary to maximize student success. The assigned credentialed teacher will have the final authority with regard to the education program of the student, and outcomes with the exception of students who qualify for special education services whose services and outcomes will be determined by an Individual Education Plan ("IEP") team pursuant to law. Each student is expected to access and meet the same grade level standards and curriculum that their grade level, general education counterparts are afforded through access to special services, supports, accommodations, and modifications provided to them and outlined on their Individual Education Plan (IEP).
- L Each student who qualifies for special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") shall be provided free and appropriate public education services as specified by law following a careful review of their current IEP. As a public school, CCCS does not discriminate against identified special education students, or students guaranteed protections under a 504 Accommodation Plan regardless of their disability. Following enrollment in Cottonwood Creek Charter School, each identified special education student shall attend all scheduled tutorials, unless unable to do so due to illness or family emergency, to assist the student in meeting the student's identified goals and objectives specified in his or her Individual Educational Plan (IEP) and to insure that the student's charter school placement promotes his or her educational benefit Three unexcused absences or missing more than 50% of a student's special education services in a month will result in the student being designated truant. Parents will be invited to an IEP meeting to review their student's educational progress, and to insure that this charter school remains the least restrictive environment in which to promote educational benefit If the student is twice designated to be truant in the current academic year, he/she will immediately be dismissed from the charter school.

M Acceptance into Cottonwood Creek Charter School

A student may be accepted into the charter school upon the following terms and conditions:

- The student demonstrates the ability to work within the home based, independent study model
- The student and parent/guardian understand and agree to follow and meet independent study guidelines requirements.
- The student and parent/guardian agree to enter into and meet the requirements of a Master Agreement
- The student demonstrates an age appropriate ability and willingness to work independently under the supervision of adults.

Parents who enroll their children in CCCS shall, through specific enrollment and curriculum contracts, accept responsibility for their children's education. CCCS will support its students and parents both with appropriate educational materials, and with a team of Highly Qualified (as required by the No Child Left Behind Act of 2001) California Independent Study Teachers (IST's) and school administrators CCCS Education Specialists shall advise and assist parents and students in all aspects of student education pursuant to relevant contracts

Any parent or legally responsible entity may legally designate an alternate party to act in place of the parents

N. Independent Study Roles

The credentialed teacher will

- Ensure that independent study occurs in accordance with state law and charter policy and regulations.
- Facilitate the completion of written student agreements.
- Supervise and assess approved coursework.
- Assign all grades and credits earned and report the information for inclusion in student's permanent record
- Establish, complete, and maintain necessary reports and records, including, but not limited to, learning records and attendance record.
- Personally judge the time value of student assignments or work products before **ADA** is earned
- Assess the student's level of education, modifying the curriculum as necessary to meet charter guidelines
- Administer school and state mandated tests as required
- Select and save representative samples of the student's completed and evaluated assignments.

Appendix E

Master Agreement

Cottonwood Creek Charter School

Cottonwood Creek Charter School - Master Agreement for Independent Study

Student: _____

Address: _____

SCHOOL USE ONLY

Entry Date _____ / _____ / _____

Exit Date _____

Full Term _____ / _____ / _____

OR

Early Exit Date _____ / _____ / _____

Grade in School: _____ Telephone #: _____

Objectives: The student will complete the assigned courses. All course objectives will be consistent with the established charter school's governing board and with the charter school standards in curriculum and educational activities. *Assignment and Work Record* forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work.

Method of Study: Specific methods of study will be designated on the student *Assignment and Work Record*. Examples of method of study will include: textbook activities, independent reading, group work, field trips, Accelerated Reader, learning labs, etc.

Specific Resources: The school will provide appropriated instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students. Assignments and specific resources will be designated on the *Assignment and Work Record* forms.

Scheduled Meetings: Students are required to report to their Independent Study Teacher as scheduled. The manner of reporting will be determined by the teacher and the family over the full term. A parent or legal guardian may also be required to attend the scheduled meeting, as determined by the Independent Study Teacher.

Voluntary Statement: It is understood that Independent Study is a continuously voluntary educational alternative and that a classroom option is always available at the student's district of residence. Instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction at the student's district of residence.

Assignments: According to charter school policy for grades K through 8, the school year is divided into Learning Periods. The maximum number of days allowed in each Learning Period is 20 school days. All assignments made during a Learning Period will be due during that Learning Period, unless other instructions are made by the student's teacher. Due dates for assignments within each Learning Period are determined by the student's teacher. After 20% missed assignments in a single Learning Period, as per board policy, an evaluation will be made to determine whether Independent Study is an appropriate strategy for this student.

We, the undersigned, have read and understand the terms of this agreement, and accept the provisions set forth.

Student Signature: _____ Date: _____

Parent/ Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Does this student have a parent who is currently on full-time Military Active Duty? _____ Yes / _____ No

If yes, branch of Military. _____

Appendix F

Sample Assignment Record & Attendance Record

Cottonwood Creek Charter School

Grade_____

Cottonwood Creek Charter School

Telephone # 530-347-7200

Learning Period # _____

Assignment and Work Record

Student's Name: _____

Learning Period: From _____ To _____

CREDITS
ASSIGNED _____

CREDITS
EARNED _____

TEACHERS
INITIALS _____

Course Name	Work Completed	Evaluation Method	Comments
		<input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Test(s) <input type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Other	
		<input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Test(s) <input type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Other	
		<input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Test(s) <input type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Other	
		<input checked="" type="checkbox"/> Assignments <input checked="" type="checkbox"/> Skills <input type="checkbox"/> Test(s) <input type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Performance <input type="checkbox"/> Other	

ATTENDANCE RECORD SHEET

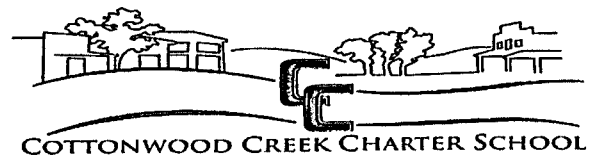
LEARNING PERIOD #1

08/19/2019 - 09/13/2019

TOTAL # OF SCHOOL DAYS: 19

Grade Level _____

STUDENT'S NAME: _____



CREDITS ASSIGNED: _____

CREDITS EARNED: _____

Day of the Week	Date	Subjects - Circle any and all subjects the student worked on during that day If no school work was completed, please check the () box - No work completed today	Teacher or Parent Initials
Monday	19-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Tuesday	20-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Wednesday	21-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Thursday	22-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Friday	23-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Monday	26-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Tuesday	27-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Wednesday	28-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Thursday	29-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Friday	30-Aug	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Monday	2-Sep	LABOR DAY - NO SCHOOL	NO SCHOOL
Tuesday	3-Sep	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Wednesday	4-Sep	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Thursday	5-Sep	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Friday	6-Sep	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Monday	9-Sep	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Tuesday	10-Sep	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Wednesday	11-Sep	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Thursday	12-Sep	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	
Friday	13-Sep	English - Reading - Spelling - Soc Sci - Math - Science - No work completed today () Comments _____	

Parent Signature: _____ Teacher Signature: _____

Note: Only schoolwork completed on official school days will count towards student attendance
Do Not include holidays or weekends on this Attendance Record Sheet

Appendix G

Enrollment Form

Cottonwood Creek Charter School



COTTONWOOD CREEK CHARTER SCHOOL
 3425 Brush Street, Cottonwood, California 96022
 Mailing P O Box 1648, Cottonwood, Ca 96022
 Telephone 530-347-7200 Fax 530-347-9375

Registration Form / Independent Study Program

- Please read and complete all applicable sections of this Registration Form.
- Please sign all lines where a Parent or Legal Guardian signature is requested.

Please mark one choice only:

_____ Independent Study – On-Site Classes

_____ Independent Study – Home School

Please print Grade level enrolling for: _____ (Students enrolling for Kindergarten must be 5 on or before Sept 1st)

Student's Legal Name. _____
 (From Birth Certificate) Last Name First Name Middle Name
 If different, name student goes by: _____

Gender: (Circle one) Male Female Birthdate _____ / _____ / _____

Place of Birth City _____ State _____ Country _____

If born in a country other than the U.S.A., please complete the following:

Arrival date in the U.S.A. _____ / _____ / _____ Date of initial enrollment in a U.S.A. school _____ / _____ / _____ Initial enrollment in Ca. School _____ / _____ / _____

Residence Address: _____
 # & Street City State Zip Code

County of Residence: _____

Mailing Address, if different: _____
 Street or P O Box City State Zip Code

Home Telephone # _____ Unlisted? Yes () No () Alternate Phone # _____

Cell Phone # ('s) that will receive text messages from charter school _____

Family e-mail; please print capital & lower case letters clearly _____

TRANSFER INFORMATION – Complete for new student enrollment only (Not applicable for returning students)

Last School Attended _____ City & State _____

Date of withdrawal _____ Reason _____

School District of Residence: _____ Was student attending this school on an inter-district transfer? No () Yes ()

Has the student ever gone by a different name? No () Yes () If yes, give full name used _____

Has the student been expelled or in the process of being expelled from any school? No () Yes () _____
 Name of School

Has the student ever been to the SARB Board? No () Yes () If yes, reason for SARB & when _____

Has the student been referred for SST (Student Study Team) meeting? No () Yes () _____

Is the student now enrolled or has previously been enrolled in special education classes? No () Yes () If yes, check the program
 RSP () SDC () Active 504 Plan () Date of last IEP: _____

If the student has a current IEP, a copy of the IEP must be attached to this registration form.

Is the student now enrolled, or has the student ever been enrolled in an English Language Development program (ELD)? No () Yes ()

If YES, has the student been an English learner less than 12 months? No () Yes () Has the student ever received Title I Services? No () Yes ()
 Has the student been reclassified as English Proficient? No () Yes () Date if known _____

FOR SCHOOL USE ONLY Date Reg Recv'd _____ Date Student Enrolled _____ Entered New Student Ck list _____

Student Folder Created _____ CUM Created _____ CUM Requested _____ CUM Recv'd _____

Active 504 Plan- yes () Speech- yes () EL Student – yes () IEP – yes () IEP Requested _____ IEP Recv'd _____

Instructor _____ Excel Entry _____ Aeries Entry _____

Birth Cert. _____ Immu Record _____ Health Ex _____ Oral Ex. _____ Jr. High Tdap Immu _____ Immu Waiver Received _____

Other Children in the Family

First and Last Name	Gender	Birthdate	Lives at Home	School Attending	Grade
_____	M F	____/____/____	Yes No	_____	_____
_____	M F	____/____/____	Yes No	_____	_____
_____	M F	____/____/____	Yes No	_____	_____
_____	M F	____/____/____	Yes No	_____	_____

EMERGENCY CONTACTS

Student may be released in the case of illness or other emergency, if unable to notify parent

Name. _____	Name. _____
Home Telephone # _____	Home Telephone # _____
Cell Phone # _____	Cell Phone # _____
Work or Other # _____	Work or Other # _____
Home Address _____	Home Address _____
Relationship to Student _____	Relationship to Student _____

Name. _____	Name. _____
Home Telephone # _____	Home Telephone # _____
Cell Phone # _____	Cell Phone # _____
Work or Other # _____	Work or Other # _____
Home Address _____	Home Address _____
Relationship to Student _____	Relationship to Student _____

In the event of an emergency or disaster, if parents or emergency contacts are not available, may your son/daughter be released to an adult familiar to him/her?

I grant permission for my student to be released to an adult familiar to my student

I do not want my student released to any other adult not listed in my emergency contacts.

Parent Signature _____
Consent

Parent Signature _____
Non-consent

MEDIA PERMISSION Identified school-related photographs or video of my student may be included in publicity information such as news releases, videos, newsletters, reports and our Charter School web postings

I grant media permission for my student.

I do not grant media permission for my student.

Parent Signature _____
Consent

Parent Signature _____
Non-consent

According to appropriate grade level schedules, students may receive vision, hearing and dental screening. 7th grade daughters and 8th grade sons may participate in free scoliosis screening when offered. When these services are provided, your child will be screened at no cost to you. You have the right to accept or refuse these services for your child.

When these services are provided, I grant permission for my child to participate.

I do not grant permission for my child to participate in the screening.

Parent Signature _____
Consent

Parent Signature _____
Non-consent

HEALTH ISSUES – CHECK ALL THAT APPLY

- | | | |
|--|--|--|
| <input type="checkbox"/> Diagnosed ADD or ADHD | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Wears Contact Lens |
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Eye Injury | <input type="checkbox"/> Wears Glasses () At all times |
| <input type="checkbox"/> Bladder Problems | <input type="checkbox"/> Hypoglycemia | () For close work () For distance only |
| <input type="checkbox"/> Bleeding Disorder | <input type="checkbox"/> Frequent Nosebleeds | <input type="checkbox"/> Known Vision Loss () Right Eye () Left Eye |
| <input type="checkbox"/> Color Vision Deficiency | <input type="checkbox"/> Scoliosis | <input type="checkbox"/> Known Hearing Loss () Right Ear () Left Ear |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Seizure Disorder | <input type="checkbox"/> Wears Hearing Aide () Right Ear () Left Ear |
| <input type="checkbox"/> Eczema / Skin Trouble | | |
-
- | | |
|--|----------------|
| <input type="checkbox"/> History of Ear Problem | Describe _____ |
| <input type="checkbox"/> Heart Problem | Describe _____ |
| <input type="checkbox"/> Head Injury | Describe _____ |
| <input type="checkbox"/> History of Fracture | Describe _____ |
| <input type="checkbox"/> History of Hospitalization | Describe _____ |
| <input type="checkbox"/> History of Surgery | Describe _____ |
| <input type="checkbox"/> Physical Limitations | Describe _____ |
| <input type="checkbox"/> Other or Further Details of Above | _____ |

ALLERGIES – CHECK ALL THAT APPLY

List specific items student is allergic to and describe allergic reaction or treatment

- | | |
|---|-------|
| <input type="checkbox"/> None | _____ |
| <input type="checkbox"/> Food | _____ |
| <input type="checkbox"/> Drugs | _____ |
| <input type="checkbox"/> Plants | _____ |
| <input type="checkbox"/> Animals | _____ |
| <input type="checkbox"/> Insects/Bee Stings | _____ |
| <input type="checkbox"/> Other | _____ |

If there is a special health problem or physical disability that should be brought to the attention of the school or the student's teacher, please explain:

I/We have reviewed this Registration Form and to the best of my/our knowledge the information contained herein is true and complete.

The undersigned declare under penalty of perjury that they are the parents(s) or legal guardian(s) of the student named on this Registration Form and grant the above authorizations.

PRIMARY PARENT OR GUARDIAN**PRIMARY PARENT OR GUARDIAN**

Please print full name

Please print full name

Signature

Signature

Date

Telephone #
Best Daytime Telephone Number

Date

Telephone #
Best Daytime Telephone Number

Appendix H

Budget & Detailed Cash Flow

Cottonwood Creek Charter School

COTTONWOOD CREEK CHARTER SCHOOL
2019/2020 FIRST INTERIM BUDGET
December 10, 2019

AB1200/AB 256 requires the Board of Trustees to certify twice a year the status of the Charter's financial obligations. The First Interim Report for period July 1, 2019, through October 31, 2019, provides financial information that has become available since the 2019-2020 budget was adopted in June 2019. Highlighted below are the notable budget assumptions and changes since the Adopted Budget.

Enrollment: Cottonwood Creek Charter School currently has an enrollment of **228 students**. This is a **decrease of 8 students** from the Adopted Budget. The multi-year projection is based on an enrollment of 232 each year going forward.

Average Daily Attendance (ADA) Calculation: ADA is projected at 97% of enrollment for the current and future years.

Number of Teachers: Cottonwood Creek Charter School has a teaching staff equal to 9.35 FTE. **(This is a reduction in 1.0 FTE certificated staff due to a recent resignation.)** The Director is a 1.0 FTE administrator, the total certificated FTE is 10.35. The multi-year projections are based on the same teaching staff as the current year. The staff to student ratio has to be at or below 25:1. The current year charter school ratio is 24.39 students per teacher.

REVENUES

	2018-19 UNAUDITED ACTUALS	2019-20 ADOPTED BUDGET	2019-20 FIRST INTERIM	Change
LCFF Revenue	\$1,921,240	\$1,956,890	\$1,963,541	\$6,651
Federal Revenue	\$35,071	\$35,071	\$38,272	\$3,201
State Revenue	\$257,471	\$116,940	\$117,646	\$706
Local Revenue	\$163,844	\$141,575	\$142,791	\$1,216
Other Income Source				
Total Revenue	\$2,377,625	\$2,250,476	\$2,262,250	\$11,774

There is a slight increase in **LCFF Revenue** due to updated enrollment and unduplicated pupil count percentage (32.07%).

Federal Revenue increased slightly in Special Education funds.

State Revenue increased in the area of Lottery funds.

Local Revenue increased in Special Ed funds from our local SELPA.

EXPENDITURES

	2018-19 UNAUDITED ACTUALS	2019-20 ADOPTED BUDGET	2019-20 FIRST INTERIM	Change
Certificated Salaries	\$768,334	\$772,610	\$768,706	-\$3,904
Classified Salaries	\$253,838	\$250,301	\$271,434	\$21,133
Employee Benefits	\$438,747	\$390,346	\$408,950	\$18,604
Books & Supplies	\$133,841	\$155,152	\$135,857	-\$19,295
Services & Other Exp's	\$490,697	\$508,306	\$416,437	-\$91,869
Depreciation Expense	\$19,151	\$19,125	\$19,125	\$0
Other Uses/Debt Service	\$39,598	\$38,706	\$38,706	\$0
Total Expenditures	\$2,144,205	\$2,134,546	\$2,059,215	-\$75,331

Certificated Salaries for First Interim are based on 10.35 FTE. (This includes the Director) The board approved increase to the Salary Schedule and increase to \$1,500 for a Master's degree for Certificated staff is included. (The resulting reduction is due to the recent resignation.)

Classified Salaries for First Interim are based on 8 12 FTE, an increase of 0 38 The increase in salaries is mostly because of the increase in FTE for one classified teacher - \$16,261.

Employee Benefits increased in all areas except for STRS. The largest increase was in Health & Welfare Benefits, an increase of \$19,938 There are 8 staff members receiving Health & Welfare Benefits at this time for an annual cost of \$109,492.

Books & Supplies decreased by (\$19,295) overall. Instructional Materials and Non-capitalized equipment decreased by (\$21,295 combined)

Services & Other Exp's decreased by (\$91,869) overall. The bulk of this reduction was for the Project Engineer and Architect (\$78,500), those costs are now coming out of the pre-construction loan

Depreciation Expense is budgeted for the playground and the building at this time

ENDING BALANCE INCREASE/DEFICIT SPENDING

The Charter School is projected to have a surplus of \$203,035

ENDING FUND BALANCE

The First Interim budget has an ending fund balance of \$1,459,225 The components of the ending fund balance are.

SPECIFICS OF ENDING BALANCE:

Legally Restricted Capital Asset -Playground	\$35,439
Legally Restricted (Lottery)	\$10,127
Legally Restricted (LPSBG/CPDBG)	\$1,127
TOTAL RESTRICTED	\$46,693
Economic Uncertainty - 7%	\$144,150
Capital Asset (School Building)	\$174,524
Future Facility/Capital Improvements/Purchases	\$1,076,210
Unrestricted lottery	\$17,648
TOTAL UNRESTRICTED	<u>\$1,412,532</u>
ENDING FUND BALANCE	<u><u>\$1,459,225</u></u>

CASH BALANCE

The Charter School is now projected to have a **positive cash balance** on June 30, 2020 of **\$821,780**.
(See separate sheet "Cash Flow Worksheet" for projected monthly cash breakdown)

****Notice the difference between the Ending Fund Balance (EFB) and cash**

SPECIAL CIRCUMSTANCES

The LCFF model is now at the fully funded level. However, the PERS/STRS rates will continue to increase over the next couple of years (See attached sheet, "Retirement Rate Increases")

MULTI-YEAR PROJECTION

The First Interim budget is the basis for the multi-year projections (See "Multi-Year Projection – 2019-2020 First Interim Budget MYP")

The following assumptions were used for **2020-2021**.

ADA estimated at 225 62 – no change in ADA
Certificated staffing remains the same in both future years –step & column are included
Classified staffing remains the same in both future years – step & column are included
Books and supplies increase by \$10,000 for Technology; LPSBG funds are removed
Services and Other Exp's increased \$4,597 for Utilities, LPSBG funds are removed
Debt Service – Interest Payments increased by \$64,000 for new construction loan
The ending balance is projected to be **\$1,589,373**

The following assumptions were used for **2021-2022**.

ADA estimated at 225 62 – no change in ADA
Certificated staffing remains the same –step & column are included
Classified staffing remains the same – step & column are included
Books and supplies increased \$5,000
Services and Other Exp's increased \$4,600 for utilities
The ending balance is projected to be **\$1,777,841**.

ANALYSIS

The Charter School increased the **EUC level** to 7% in 2014/15 and is able to maintain that for all years shown in the MYP.

The **Special Education** program is in its fourth year and will need to be monitored closely to ensure that compliance is maintained and that the charter will be able to meet the ongoing maintenance of effort within the program. **This year there is a contribution budgeted for the Special Education program of \$52,842.**

**Cottonwood Creek Charter
Cashflow Worksheet
2019/20 First Interim Budget**

	Object	Budget	July	August	September	October	November	December
ACTUALS THROUGH THE MONTH OF (Enter Month Name)		October						
A BEGINNING CASH	9110		594,360	652,676	584,536	594,693	569,602	558,831
B RECEIPTS								
Revenue Limit Sources								
Principal Apportionment	8010-8019	1 494 825	57,241	57 241	194 928	103 034	134 534	134 534
Property Taxes	8020-8079		0	0	0	0	0	0
EPA	8012		0	0	0	0	0	0
Miscellaneous Funds	8080-8099	488 716	0	26 701	53 402	35 602	35 602	35 558
Federal Revenue	8100-8299	38 272	0	0	0	0	0	0
Other State Revenue	8300-8599	117 646	0	0	0	2 943	0	9 174
Other Local Revenue	8600-8799	142,791	2 900	2 939	5 220	21 688	0	6 531
Interfund Transfers In	8910-8929		0	0	0	0	0	0
All Other Financing Sources	8930-8979		0	0	0	0	0	0
Other Receipts/Non-Revenue			0	0	0	0	0	0
TOTAL RECEIPTS		2,262,250	60 141	86,881	253,550	163,248	170,136	185,797
C DISBURSEMENTS								
Certificated Salaries	1000-1999	768 708	8 855	67 105	66 605	76 518	61 321	90 783
Classified Salaries	2000-2999	271 434	5 775	23 669	22 301	22 964	27,205	34 640
Employee Benefits	3000-3999	408 950	4 828	29 211	30 699	32 484	29 897	27 873
Books Supplies and Services	4000-5999	552 294	27 497	36 488	59 060	35 359	28 536	52 185
Capital Outlay	6000-6999	19 125	0	0	0	0	0	0
Other Outgo	7000-7499	38 706	0	9,784	0	0	9 992	0
Interfund Transfers Out	7600-7629		0	0	0	0	0	0
All Other Financing Uses	7630-7699		0	0	0	0	0	0
Other Disbursements/ Non Expenditures			0	0	0	0	0	0
TOTAL DISBURSEMENTS		2,059,215	46,955	166,267	178,666	167,325	156,952	205,480
D PRIOR YEAR TRANSACTIONS		Reg Balance						
Assets								
Cash Not in Treasury	9111-9199	9 015	0	0	0	0	0	0
Accts Receivable	9200-9299	175,188	75 594	17 287	0	11 251	0	0
Due From Other Funds	9310		0	0	0	0	0	0
Stores Inventory	9320		0	0	0	0	0	0
Prepaid Exp	9330		0	0	0	0	0	0
Other Assets	9400	1 174 050	0	0	(69 997)	(32 265)	(20 901)	0
Total Assets		1 358 253	75 594	17,287	(69 997)	(21 014)	(20 901)	0
Liabilities								
Accounts Payable	9500-9599	(44,384)	(32 921)	(3 040)	(7 285)	0	0	0
Due to Other Funds	9610	(11 644)	(584)	0	(11 060)	0	0	0
Current Loans	9640		0	0	0	0	0	0
Undefined Objects		(640 396)	3 040	(3 012)	23 614	0	(3 054)	0
Total Liabilities		(696 423)	(30 464)	(6 052)	5 270	0	(3 054)	0
TOTAL PRIOR YEAR TRANSACTIONS		661 830	45 130	11 235	(64 727)	(21 014)	(23 955)	0
E NET INCREASE/DECREASE (B - C + D)			58,316	(68,141)	10,157	(25,091)	(10,771)	(19,683)
F ENDING CASH (A + E)			652,676	584,536	594,693	569,602	558,831	539,148
G ENDING FUND BALANCE								

Page 2 of 2

	Object	January	February	March	April	May	June	Accruals / Adjustments	TOTAL
ACTUALS THROUGH THE MONTH OF (Enter Month Name)	October								
A. BEGINNING CASH	9110	539,148	673,274	686,290	726,422	772,934	789,079		
B RECEIPTS									
Revenue Limit Sources									
Principal Apportionment	8010-8019	134 534	134 534	134 534	134 534	134 534	140 643	0	1 494 825
Property Taxes	8020-8079	0	0	0	0	0	0	0	0
EPA	8012	0	0	0	0	0	0	0	0
Miscellaneous Funds	8080-8099	35 558	35 558	68 893	34 446	34 446	72 950	0	468 716
Federal Revenue	8100-8299	0	0	0	0	0	0	38 272	38 272
Other State Revenue	8300-8599	9,753	5,448	0	4,153	0	0	86 176	117 648
Other Local Revenue	8600-8799	21 605	5 669	8 895	12 678	29 618	5 509	19 558	142,791
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0
TOTAL RECEIPTS		201,450	181,209	212,322	185,810	198,598	219,103	144,006	2,262,250
C DISBURSEMENTS									
Certificated Salanes	1000-1999	64 927	62 840	71 682	62 958	72 282	62 830	0	768 706
Classified Salanes	2000-2999	20 691	21 102	23 365	24 260	22 671	22 790	0	271 434
Employee Benefits	3000-3999	22 846	22 655	24 462	22 940	24 064	71 910	65 081	408 950
Books, Supplies and Services	4000-5999	12 722	67 102	55 179	31 639	62 879	48 649	35 000	552 294
Capital Outlay	6000-6999	0	0	0	0	0	19 125	0	19 125
Other Outgo	7000-7499	0	0	0	0	0	(19 777)	38 706	38 706
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0
Other Disbursements/ Non Expenditures		0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		121,187	173,699	174,688	141,797	181,897	205,528	138,787	2,059,215
D PRIOR YEAR TRANSACTIONS									
Assets									
Cash Not in Treasury	9111-9199	0	0	0	0	0	0	9 015	9 015
Accts Receivable	9200-9299	53 863	9 699	2 498	2 498	2 498	0	0	175 188
Due From Other Funds	9310	0	0	0	0	0	0	0	0
Stores Inventory	9320	0	0	0	0	0	0	0	0
Prepaid Exp	9330	0	0	0	0	0	0	0	0
Other Assets	9400	0	0	0	0	0	19 125	1 278 088	1 174 050
Total Assets		53 863	9 699	2 498	2 498	2 498	19 125	1 287 103	1 358 253
Liabilities									
Accounts Payable	9500-9599	0	(1,138)	0	0	0	0	0	(44 384)
Due to Other Funds	9610	0	0	0	0	0	0	0	(11 644)
Current Loans	9640	0	0	0	0	0	0	0	0
Undefined Objects		0	(3 054)	0	0	(3 054)	0	(654,876)	(640 396)
Total Liabilities		0	(4 192)	0	0	(3 054)	0	(654,876)	(696 423)
TOTAL PRIOR YEAR TRANSACTIONS		53 863	5 506	2 498	2 498	(556)	19 125	632 227	661 830
E NET INCREASE/DECREASE (B - C + D)		134,126	13,016	40,132	46,511	16,146	32,700	637,446	864,865
F ENDING CASH (A + E)		673,274	686,290	726,422	772,934	789,079	821,780		
G ENDING FUND BALANCE									1,459,225

Retirement rate increases

STRS Rate Increase				
Creditable Certificated Salaries		\$	772,610	
			Annual Increased GF Cost	Cumm Increase from 8.25%
Current Rate	8.25%			
Proposed 2014-15	8.88%	\$	4,867	\$ 4,867
2015-16	10.73%	\$	14,293	\$ 19,161
2016-17	12.58%	\$	14,293	\$ 33,454
2017-18	14.43%	\$	14,293	\$ 47,747
2018-19	16.28%	\$	14,293	\$ 62,041
2019-20	17.10%	\$	6,335	\$ 68,376
2020-21	18.40%	\$	10,044	\$ 78,420
2021-22	18.10%	\$	(2,318)	\$ 76,102
2022-23	18.10%	\$	-	\$ 76,102
2023-24	18.10%	\$	-	\$ 76,102

PERS Rate Increase				
Creditable Classified Salaries		\$	250,301	
			Annual Increased GF Cost	Cumm Increase from 13-14 rate
Current Rate	11.44%			
Proposed 2014-15	11.77%	\$	823	\$ 823
2015-16	11.85%	\$	190	\$ 1,014
2016-17	13.89%	\$	5,114	\$ 6,127
2017-18	15.53%	\$	4,105	\$ 10,232
2018-19	18.06%	\$	6,333	\$ 16,565
2019-20	19.72%	\$	4,155	\$ 20,720
2020-21	22.70%	\$	7,459	\$ 28,179
2021-22	24.60%	\$	4,756	\$ 32,935
2022-23	25.60%	\$	2,503	\$ 35,438
2023-24	26.10%	\$	1,252	\$ 36,689

Combined Rate Increase Impact				
	Rate Increase from Current Rates		Annual Increased GF Cost	Cumm Increase from 13-14 rate
2014-15	0.96%	\$	5,691	\$ 5,691
2015-16	2.89%	\$	14,484	\$ 20,174
2016-17	6.78%	\$	19,407	\$ 39,581
2017-18	10.27%	\$	18,398	\$ 57,980
2018-19	14.65%	\$	20,626	\$ 78,606
2019-20	17.13%	\$	10,490	\$ 89,096
2020-21	21.41%	\$	17,503	\$ 106,599
2021-22	23.01%	\$	14,800	\$ 111,355
2022-23	24.01%	\$	185	\$ 111,540
2023-24	24.51%	\$	1,252	\$ 112,791

**Cottonwood Creek Charter School
MULTI-YEAR PROJECTION
2019-2020 FIRST INTERIM REPORT**

December 10, 2019

		2019/20 First Interim			2020/21 Projected			2021/22 Projected		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES	ESTIMATED P 2 ADA	225.62			225.62			225.62		
Total LCFF Revenue	8010-8099	1,963,541	0	1,963,541	2,020,712	0	2,020,712	2,078,393	0	2,078,393
Federal Revenues	8100 - 8299	0	38,272	38,272	0	38,272	38,272	0	38,272	38,272
Other State Revenues	8300 - 8599	39,840	77,806	117,646	38,204	77,264	115,469	38,204	77,264	115,469
Other Local Revenues	8600 - 8799	45,000	97,791	142,791	48,000	97,791	145,791	48,000	97,791	145,791
Interfund Transfers In	8910 - 8929			0			0			0
Other Sources	8930 - 8979			0			0			0
Contributions	8980 - 8999	(52,842)	52,842	0	(64,083)	64,083	0	(66,399)	66,399	0
TOTAL REVENUES		1,995,539	266,711	2,262,250	2,042,833	277,410	2,320,244	2,098,198	279,726	2,377,925
EXPENDITURES										
Certificated Salaries	1000 - 1999	685,266	83,440	768,706	697,791	84,940	782,731	710,316	86,440	796,756
Classified Salaries	2000 - 2999	227,701	43,733	271,434	233,387	43,733	277,120	238,713	44,093	282,806
Employee Benefits	3000 - 3999	301,473	107,477	408,950	323,982	107,930	431,912	331,036	108,386	439,422
Total Salaries and Benefits		1,214,440	234,650	1,449,090	1,255,160	236,603	1,491,763	1,280,065	238,919	1,518,984
Books and Supplies	4000 - 4999	100,500	35,357	135,857	110,500	10,830	121,330	115,500	10,830	126,330
Services Other Operating Expenses	5000 - 5999	388,245	28,192	416,437	392,842	22,600	415,442	397,442	22,600	420,042
Depreciation	6000 - 6599	16,500	2,625	19,125	16,500	2,625	19,125	16,500	2,625	19,125
Other Outgo	7100 - 7299	0	0	0	0	0	0	0	0	0
Direct Support / Indirect Costs	7300 - 7399	(4,753)	4,753	0	(4,753)	4,753	0	(4,753)	4,753	0
Debt Service - Interest Only	7400-7499	38,706	0	38,706	102,706	0	102,706	102,706	0	102,706
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0
Other Uses	7630 - 7699	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		1,753,638	305,577	2,059,215	1,872,955	277,411	2,150,366	1,907,460	279,727	2,187,187
NET INCREASE/DECREASE IN ENDING BALANCE		241,901	(38,866)	203,035	169,878	(0)	169,878	190,738	(0)	190,738
BEGINNING BALANCE		1,170,631	85,559	1,256,190	1,412,532	46,693	1,459,225	1,582,410	46,693	1,629,103
AUDIT ADJUSTMENT		0	0	0						
ENDING BALANCE		1,412,532	46,693	1,459,225	1,582,410	46,693	1,629,103	1,773,149	46,692	1,819,841

Debt Service - Loan Principal				39,730			42,000			
ENDING BALANCE AFTER PRINCIPAL LOAN PMT		1,412,532	46,693	1,459,225	1,542,680	46,693	1,589,373	1,731,149	46,692	1,777,841

Components of Ending Balance

Net investment in capital assets (Playground Equip)		35,439	35,439		32,814	32,814		30,189	30,189	
Legally Restricted - Lottery		10,127	10,127		13,879	13,879		16,503	16,503	
Legally Restricted - Low Performing Students Block Grant										
Legally Restricted - Classified Prof Dev Block Grant		1,127	1,127							
Net investment in capital assets (Purchase School)		174,524	174,524	158,024		158,024	141,524		141,524	
Economic Uncertainty (7%)		144,150	144,150	150,526		150,526	153,103		153,103	
Board Designated		1,076,210	1,076,210	1,250,429		1,250,429	1,455,090		1,455,090	
Unrestricted Lottery		17,648	17,648	23,432		23,432	23,432		23,432	
Total		1,412,532	46,693	1,459,225	1,582,410	46,693	1,629,102	1,773,149	46,692	1,819,840

Cottonwood Creek Charter School
Revenue Estimates - Breakdown
2019/20 First Interim Report

ADA

225 62

225 62

225 62

225 62

225 62

LCFF Revenue

resr **Federal Revenue**

\$170 Special Ed Funding

State Revenue

0000

\$153 1100 Lottery Income

\$54 6300 Lottery-InstMat Revenue State Lottery

\$16 0 Mandated Costs

\$184 One-Time Mandated Cost Revenue

7510 Low Performing Students Block Grant

7311 Classified Professional Development Grant

\$288 STRS On Behalf Entry

Local Revenue

\$53 Interest Income

\$111 Local Revenue-Field Trps Est Interest Field Trps

Local Revenue - Electives Electives

\$433 Special Ed Funding

2019/20		2020/21		2021/22		2022/23		2023/24	
Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
1 963 541	-	2 020 712	-	2 078 393	-	2 144 139	-	2 212 687	-
	38,272	-	38 272	-	38,272	-	38,272	-	38 272
-	-	-	-	-	-	-	-	-	-
-	38 272	-	38 272	-	38 272	-	38 272	-	38 272
-	-	-	-	-	-	-	-	-	-
36,054	12,725	34,520	12 183	34,520	12 183	34,520	12,183	34 520	12 183
3,786	-	3,684	-	3,684	-	3 684	-	3 684	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
65 081	-	65 081	-	65 081	-	65 081	-	65 081	-
39 840	77 806	38 204	77 264	38 204	77 264	38 204	77 264	38 204	77 264
8 000	-	8,000	-	8,000	-	8 000	-	8,000	-
12 000	-	12,000	-	12,000	-	12 000	-	12 000	-
25,000	-	28 000	-	28 000	-	28,000	-	28 000	-
97 791	-	97 791	-	97,791	-	97,791	-	97,791	-
45 000	97 791	48 000	97 791	48 000	97 791	48 000	97 791	48 000	97 791
2,048,381	213 869	2 106 916	213,327	2 164 597	213 327	2 230 343	213 327	2 298 891	213 327
-	-	-	-	-	-	-	-	-	-
2,262,250		2 320 243		2 377,925		2 443 671		2,512,219	

ADA

225 62

225 62

225 62

225 62

225 62

Cottonwood Creek Charter School
Estimated Expenditure Changes

2020/21 Changes	Unrestricted	Restricted	Total
Certificated Salaries			
Estimated Step & Column	12,525	1,500	14,025
			0
Subtotal	12,525	1,500	14,025
Classified Salaries			
Estimated Step & Column	5,328	358	5,686
<i>Inst Aide for Intervention-LPSBG</i>	10,000	(10,000)	0
			0
			0
Subtotal	15,328	(9,642)	5,686
Employee Benefits			
Benefits on estimated step & column	5,006	453	5,459
STRS rate increase	10,044		10,044
PERS rate increase	7,459		7,459
			0
			0
Subtotal	22,509	453	22,962
Books & Supplies			
Technology Needs	10,000		10,000
<i>Remove Inst Mat-Intervention - LPSBG</i>		(17,357)	(17,357)
			0
			0
			0
Subtotal	10,000	(17,357)	(7,357)
Services & Other Operating Exp's			
Utilities Increase	4,597		4,597
<i>Reduce Prof Dev - LPSBG</i>		(5,592)	(5,592)
			0
			0
			0
			0
Subtotal	4,597	(5,592)	(995)
Capital Outlay			
Subtotal	0	0	0
Debt Service - Interest Payments			
<i>Increased Interest Pmts for Loan</i>	64,000		64,000
Subtotal	64,000	0	64,000
Transfers Out			
			0
Subtotal	0	0	0

Cottonwood Creek Charter School
Estimated Expenditure Changes

2021/22 Changes	Unrestricted	Restricted	Total
Certificated Salaries			
Estimated Step & Column	12,525	1,500	14,025
Subtotal	12,525	1,500	14,025
Classified Salaries			
Estimated Step & Column	5,326	360	5,686
Subtotal	5,326	360	5,686
Employee Benefits			
Benefits on estimated step & column	4,616	456	5,072
STRS rate increase	(2,318)		(2,318)
PERS rate increase	4,756		4,756
Subtotal	7,054	456	7,510
Books & Supplies			
Increase Inst Materials	5,000		5,000
Subtotal	5,000	0	5,000
Services & Other Operating Exp's			
Utilities Increase	4,600		4,600
Subtotal	4,600	0	4,600
Capital Outlay			
	0	0	0
Subtotal	0	0	0
Transfers Out			
			0
			0
Subtotal	0	0	0

Cottonwood Creek Charter School
Special Education First Interim Budget
2019/2020

	First Interim	Adopted Budget
Projected Revenue		
Federal	38,272	35,071
State	97,791	<u>96,575</u>
Total Revenue	136,063	131,646
Budgeted Expenditures		
Certificated Salaries	83,440	80,440
Classified Salaries	33,733	33,733
Employee Benefits	41,379	29,323
Instructional Materials	3,000	3,000
Contracted Services	17,695	20,547
Indirect Cost Charged	4,753	4,564
Transfer to State SpEd	4,905	1,653
Total Expenses	188,905	173,260
Surplus/(Deficit)	(52,842)	(41,614)
Estimated		
Contribution Needed	52,842	41,614

There cannot be carryover in the Special Education program. Any shortages must be covered by the General budget of the Charter School

Charter Number 1183

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority)

2019-20 CHARTER SCHOOL INTERIM REPORT This report is hereby filed by the charter school pursuant to Education Code Section 47604 33(a)

Signed _____
Charter School Official
(Original signature required)

Date _____

Printed Name MARK BOYLE

Title DIRECTOR

For additional information on the interim report, please contact

Charter School Contact

LAURA MERRICK
Name

CHIEF BUSINESS OFFICIAL
Title

530-347-3165
Telephone

lmerrick@cwusd.com
E-mail Address

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A REVENUES								
1) LCFF Sources		8010 8099	1,958,890 00	1,958,890 00	528,149 00	1,963,541 00	6,651 00	0.3%
2) Federal Revenue		8100 8299	35,071 00	35,071 00	0 00	38,272 00	3,201 00	9.1%
3) Other State Revenue		8300 8599	116,940 00	116,940 00	2,943 33	117,646 00	706 00	0.6%
4) Other Local Revenue		8600 8799	141,575 00	141,575 00	32,727 38	142,791 00	1,216 00	0.9%
5) TOTAL REVENUES			2,250,476 00	2,250,476 00	563,819 71	2,262,250 00		
B EXPENSES								
1) Certificated Salaries		1000 1999	772,610 00	772,610 00	219,082 44	788,706 00	3,904 00	0.5%
2) Classified Salaries		2000 2999	250,301 00	250,301 00	74,709 58	271,434 00	(21,133 00)	8.4%
3) Employee Benefits		3000 3999	390,346 00	390,346 00	97,222 11	408,950 00	(18,604 00)	4.8%
4) Books and Supplies		4000 4999	155,152 00	155,152 00	63,365 14	135,857 00	19,295 00	12.4%
5) Services and Other Operating Expenses		5000 5999	508,306 00	508,306 00	95,038 97	416,437 00	91,869 00	18.1%
6) Depreciation		6000-6999	19,125 00	19,125 00	0 00	19,125 00	0 00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100 7299 7400 7499	38,708 00	38,706 00	9,784 41	38,708 00	0 00	0.0%
8) Other Outgo Transfers of Indirect Costs		7300-7399	0 00	0 00	0 00	0 00	0 00	0.0%
9) TOTAL EXPENSES			2,134,546 00	2,134,546 00	559,202 65	2,059,215 00		
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			115,930 00	115,930 00	4,617 06	203,035 00		
D OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900 8929	0 00	0 00	0 00	0 00	0 00	0.0%
b) Transfers Out		7600 7629	0 00	0 00	0 00	0 00	0 00	0.0%
2) Other Sources/Uses								
a) Sources		8930 8979	0 00	0 00	0 00	0 00	0 00	0.0%
b) Uses		7630 7699	0 00	0 00	0 00	0 00	0 00	0.0%
3) Contributions		8980 8999	0 00	0 00	0 00	0 00	0 00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0 00	0 00	0 00	0 00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E NET INCREASE (DECREASE) IN NET POSITION (C + D4)			115,930.00	115,930.00	4,617.06	203,035.00		
F NET POSITION								
1) Beginning Net Position								
a) As of July 1 Unaudited		9791	1,256,189.60	1,087,074.00		1,256,190.00	169,116.00	15.6%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 Audited (F1a + F1b)			1,256,189.60	1,087,074.00		1,256,190.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,256,189.60	1,087,074.00		1,256,190.00		
2) Ending Net Position June 30 (E + F1e)			1,372,119.60	1,203,004.00		1,459,225.00		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	174,524.00	174,524.00		174,524.00		
b) Restricted Net Position		9797	50,824.83	39,212.00		46,693.00		
c) Unrestricted Net Position		9790	1,146,770.77	989,268.00		1,238,008.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
LCFF SOURCES								
Principal Apportionment State Aid Current Year		8011	1,175,832.00	1,175,832.00	320,550.00	1,117,560.00	(38,272.00)	3.3%
Education Protection Account State Aid Current Year		8012	333,625.00	333,625.00	91,894.00	357,265.00	23,640.00	7.1%
State Aid Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	447,433.00	447,433.00	115,705.00	468,716.00	21,283.00	4.8%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL LCFF SOURCES			1,956,890.00	1,956,890.00	528,149.00	1,963,541.00	6,651.00	0.3%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	35,071.00	35,071.00	0.00	38,272.00	3,201.00	9.1%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I Part A Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title I Part D Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II Part A Supporting Effective Instruction	4035	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III Part A Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III Part A English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020 3040 3041 3045 3060 3061 3150 3155 3180 3181 3182 3185 4124 4128 4127 4128 5510 5630	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act		8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500 3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL FEDERAL REVENUE			35,071.00	35,071.00	0.00	38,272.00	3,201.00	9.1%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	3,786.00	3,786.00	0.00	3,786.00	0.00	0.0%
Lottery Unrestricted and Instructional Materials		8560	48,073.00	48,073.00	2,943.33	48,779.00	705.00	1.5%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Charter School Facility Grant	6030	8590	0 00	0 00	0 00	0 00	0 00	0 0%
Drug/Alcohol/Tobacco Funds	6690 6695	8590	0 00	0 00	0 00	0 00	0 00	0 0%
California Clean Energy Jobs Act	6230	8590	0 00	0 00	0 00	0 00	0 00	0 0%
Career Technical Education Incentive Grant Program	6367	8590	0 00	0 00	0 00	0 00	0 00	0 0%
Specialized Secondary	7370	8590	0 00	0 00	0 00	0 00	0 00	0 0%
Quality Education Investment Act	7400	8590	0 00	0 00	0 00	0 00	0 00	0 0%
All Other State Revenue	All Other	8590	65 081 00	65 081 00	0 00	65 081 00	0 00	0 0%
TOTAL OTHER STATE REVENUE			116 940 00	116 940 00	2 943 13	117 646 00	706 00	0 6%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0 00	0 00	0 00	0 00	0 00	0 0%
Sale of Publications		8632	0 00	0 00	0 00	0 00	0 00	0 0%
Food Service Sales		8634	0 00	0 00	0 00	0 00	0 00	0 0%
All Other Sales		8639	0 00	0 00	0 00	0 00	0 00	0 0%
Leases and Rentals		8650	0 00	0 00	0 00	0 00	0 00	0 0%
Interest		8660	6 000 00	6 000 00	3 833 82	6 000 00	0 00	0 0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0 00	0 00	0 00	0 00	0 00	0 0%
Fees and Contracts								
Child Development Parent Fees		8673	0 00	0 00	0 00	0 00	0 00	0 0%
Transportation Fees From Individuals		8675	0 00	0 00	0 00	0 00	0 00	0 0%
Interagency Services		8677	0 00	0 00	0 00	0 00	0 00	0 0%
All Other Fees and Contracts		8689	0 00	0 00	0 00	0 00	0 00	0 0%
Other Local Revenue								
All Other Local Revenue		8699	37 000 00	37 000 00	12 851 56	37 000 00	0 00	0 0%
Tuition		8710	0 00	0 00	0 00	0 00	0 00	0 0%
All Other Transfers In		8781 8783	0 00	0 00	0 00	0 00	0 00	0 0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0 00	0 00	0 00	0 00	0 00	0 0%
From County Offices	6500	8792	96 575 00	96 575 00	16 242 00	97 791 00	1 216 00	1 3%
From JPAs	6500	8793	0 00	0 00	0 00	0 00	0 00	0 0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0 00	0 00	0 00	0 00	0 00	0 0%
From County Offices	All Other	8792	0 00	0 00	0 00	0 00	0 00	0 0%
From JPAs	All Other	8793	0 00	0 00	0 00	0 00	0 00	0 0%
All Other Transfers In from All Others		8799	0 00	0 00	0 00	0 00	0 00	0 0%
TOTAL OTHER LOCAL REVENUE			141 575 00	141 575 00	32 727 38	142 791 00	1 216 00	0 9%
TOTAL REVENUES			2 250 476 00	2 250 476 00	563 819 71	2 262 250 00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
CERTIFICATED SALARIES								
Certificated Teachers Salaries		1100	666,353.00	666,353.00	183,663.76	661,949.00	4,404.00	0.7%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	106,257.00	106,257.00	35,418.88	106,757.00	(500.00)	0.5%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL CERTIFICATED SALARIES			772,610.00	772,610.00	219,082.44	768,706.00	3,904.00	0.5%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	132,368.00	132,368.00	37,704.98	153,787.00	(21,421.00)	16.2%
Classified Support Salaries		2200	43,639.00	43,639.00	13,173.75	43,558.00	81.00	0.2%
Classified Supervisors and Administrators' Salaries		2300	5,037.00	5,037.00	1,373.67	5,037.00	0.00	0.0%
Clerical Technical and Office Salaries		2400	69,259.00	69,259.00	22,457.18	69,052.00	207.00	0.3%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL CLASSIFIED SALARIES			250,301.00	250,301.00	74,709.58	271,434.00	(21,133.00)	8.4%
EMPLOYEE BENEFITS								
STRS		3101-3102	205,158.00	205,158.00	37,422.10	198,622.00	6,536.00	3.2%
PERS		3201 3202	39,698.00	39,698.00	10,747.20	41,054.00	(1,356.00)	3.4%
OASDI/Medicare/Alternative		3301 3302	30,143.00	30,143.00	8,739.14	33,258.00	(3,115.00)	10.3%
Health and Welfare Benefits		3401 3402	89,556.00	89,556.00	32,913.86	109,494.00	(19,938.00)	22.3%
Unemployment Insurance		3501 3502	514.00	514.00	143.13	520.00	(6.00)	1.2%
Workers Compensation		3601 3602	25,277.00	25,277.00	7,250.68	26,002.00	(725.00)	2.9%
OPEB Allocated		3701 1702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB Active Employees		3751 3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901 3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EMPLOYEE BENEFITS			390,346.00	390,346.00	97,222.11	408,950.00	(18,604.00)	4.8%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	12,500.00	12,500.00	134.44	12,500.00	0.00	0.0%
Books and Other Reference Materials		4200	13,500.00	13,500.00	10,727.22	15,500.00	(2,000.00)	14.8%
Materials and Supplies		4300	114,152.00	114,152.00	43,581.13	99,857.00	14,295.00	12.5%
Noncapitalized Equipment		4400	15,000.00	15,000.00	8,922.35	8,000.00	7,000.00	46.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL BOOKS AND SUPPLIES			155,152.00	155,152.00	63,365.14	135,857.00	19,295.00	12.4%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	16,675.00	16,675.00	0.00	6,092.00	10,583.00	63.5%
Dues and Memberships		5300	3,000.00	3,000.00	0.00	3,000.00	0.00	0.0%
Insurance		5400 5450	25,000.00	25,000.00	26,314.00	28,114.00	(1,314.00)	5.3%
Operations and Housekeeping Services		5500	49,400.00	49,400.00	18,127.72	49,400.00	0.00	0.0%
Rentals Leases Repairs and Noncapitalized Improvements		5600	47,182.00	47,182.00	15,899.58	43,182.00	4,000.00	8.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	360,299.00	360,299.00	34,159.04	279,689.00	80,600.00	22.4%
Communications		5900	6,750.00	6,750.00	538.63	8,750.00	(2,000.00)	29.6%
TOTAL SERVICES AND OTHER OPERATING EXPENSES			508,306.00	508,306.00	95,038.97	416,437.00	91,869.00	18.1%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
DEPRECIATION								
Depreciation Expense		8900	19,125.00	19,125.00	0.00	19,125.00	0.00	0.0%
TOTAL DEPRECIATION			19,125.00	19,125.00	0.00	19,125.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition Excess Costs and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281 7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	38,706.00	38,706.00	9,784.41	38,706.00	0.00	0.0%
TOTAL OTHER OUTGO (excluding Transfers of Indirect Costs)			38,706.00	38,706.00	9,784.41	38,706.00	0.00	0.0%
OTHER OUTGO TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER OUTGO TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENSES			2,134,546.00	2,134,546.00	559,202.65	2,059,215.00		

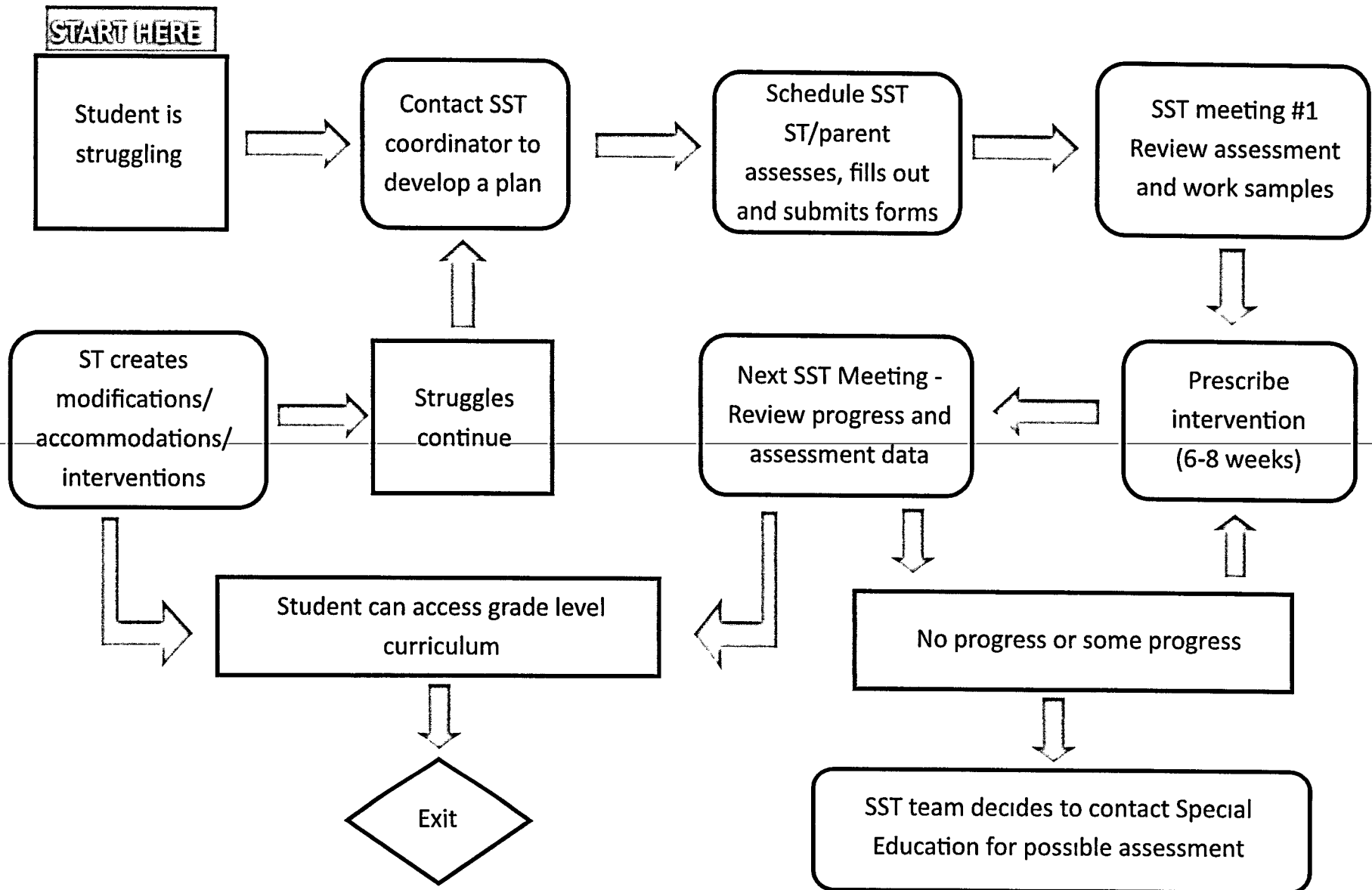
Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL OTHER FINANCING SOURCES/USES								
(a b + c d + e)			0.00	0.00	0.00	0.00		

Appendix I

Cottonwood Creek Intervention Process (RTI Process)

Cottonwood Creek Charter School

**Cottonwood Creek Charter School
Intervention Process**



RTI Process – Early Intervention

Goal: To identify and support students in their academic needs

Tools for Early Identification:

- ST Observation
- Block Class Instructor observation
- Parent Observation
- Benchmark assessments
- LGL or other online assessment
- Other assessments
- CAASPP test results

Possible Team Members for SST

- SST Coordinator
- Student's Supervising Teacher
- Other Supervising Teachers
(Department Heads, Other)
- Special Education Members

Process for SST Meetings

Preparation

- Student is referred to the SST Coordinator by ST with referral and documentation
- Parent and Supervising Teacher fill out their referral forms before the scheduled meeting
- Referring ST and SST Coordinator will hold a "who-to-invite" conversation to determine staff who can best support the student (by phone, email, or face to face)
 - First Meeting Team consists of ST, SST Coordinator, parent(s), and student
 - Team may decide that meeting is best held without student in special cases
 - In special cases a SPED team member(s) is invited if deemed appropriate
- SST Coordinator will organize a meeting with the family and ST

First Meeting

- Team meets to discuss concerns and prior supports/modifications.
- Specific strategies and goals are created
- Intervention(s) are listed identifying who does what in order to reach the goals.
- The SST team makes a preliminary decision on how to measure progress
- Date and time are set for the second/follow-up meeting

Second Meeting

- Meet with "First Meeting Team" again
- Possibly invite additional team members or get a written consultation from other staff.
- Discuss the student's progress given the recommended intervention(s) and document results
- Add new interventions if appropriate
- Set an additional follow-up time/meeting

Third and Subsequent Meetings

- Meet again with original team and additional staff members if appropriate.
- Continue to assess progress with given interventions
- If interventions are accelerating the student's progress celebrate success and encourage student to continue working.
- If SST team and ST do not think General Ed interventions are helping student, contact Special Ed staff
- Invite appropriate Special Ed staff if appropriate
- After this meeting, the SST team can decide to refer student to Special Education to assess if student qualifies for Special Ed services
- Continue to offer SST meetings until student is accessing grade level education as measured by grades, benchmark or test scores, attitudes and engagement

Appendix J

Elective Course

Descriptions

Elective Sign-Up Form

Cottonwood Creek Charter School

COTTONWOOD CREEK CHARTER SCHOOL WEEKLY ELECTIVES COURSE DESCRIPTIONS – FALL 2019

Academics

Study Hall: Mr. Bloom, Mr. McKinley, Mrs. Reuss / grades 3-8 / Monday, Tuesday, Wednesday, Thursday / class size 24
A time for students to complete homework or schoolwork on their own and get help from the teacher when needed
Two study halls are offered per day: one for 3rd-5th grades and one for 6th-8th grades. Study Hall is considered an elective class, therefore students must be enrolled in the class and not just drop in on an as needed basis

Mystery Science: Mrs. Thompson / grades K-2 on Wednesday / Room #9 / Class Size. 24
Each week students will explore science through experiments or projects geared for this age group.

Arts

Primary Art: Mrs. Brown / grades K-3 on Monday / grades 3-5 on Wednesday / grades K-2 on Thursday / Room #21 / Class Size: 25

Students will become familiar with the principles and elements of design while completing a variety of projects and experimenting with different media and processes. In addition to creating masterpieces, students will be introduced to art history and aesthetics.

Jr. High Art: Mrs. Kibler / grades 5-8 on Monday OR Thursday / Room #22 / Class Size 15
Exploring multiple mediums of art, including watercolor, acrylic on canvas, charcoal sketching. Encouraging creative thinking and application of learned techniques

Beginning Sewing: Mrs. Boyd / grades 4-8 / Thursdays / Room #18 / Class Size: 14

Advanced Sewing: Mrs. Boyd / grades 4-8 on Tuesdays / Room #18 / Class Size. 14
Requirement: Must have completed 1 year of Beginning Sewing or have instructor approval.

Ceramics: Mr. Burrough / grades 5-8 on Monday OR Tuesday OR Wednesday / Room #20 / Class size. 14
Students will work with clay, creating art pieces that will be kiln dried. Students will explore the use of paints and glazes used to complete the projects.

Gardening: Mrs. Reuss / grades 4-8 on Thursday / Room # 5 / Class Size 12
Gain knowledge and experience in landscape and gardening, using our campus as a canvas.

Athletics

Gymnastics. Mrs. Sleezer / grades 2-4 on Monday / grades K – 1 on Thursday / Auditorium / Class Size 15
Students will learn the fundamentals of gymnastics in a high energy setting. We will teach the importance of stretching and conditioning while students learn to safely grow in their skills.

Schoolyard Games: Mr. Clare / grades K–2 on Monday / grades 2-4 on Thursday / Room #6 / Class Size 24
Time to get moving and have fun with many fun variations on tag and other classic schoolyard games. Students should wear appropriate clothing and footwear to school for this elective.

Primary Basketball Mr. Casaurang / grades 3-5 on Tuesday / grades K-2 on Wednesday / Basketball Court / Class Size 20
Fun and age appropriate learning of the basics of dribbling, shooting, and the rules of the game. Students should wear appropriate clothing and footwear to school for this elective.

Beginning Archery: Mr. Peery / grades 5-8 on Thursday / Soccer Field / Class Size. 15
Target archery instruction for beginning levels only – one year or less experience. Recurve bows will be provided. There will be an archery contest at the end of the semester. (Advanced Archery will be offered during the Spring Semester.)
Requirement: Must have Mr. Boyle's approval.

COTTONWOOD CREEK CHARTER SCHOOL WEEKLY ELECTIVES

FALL 2019

STUDENT NAME: _____ GRADE LEVEL: _____

CCCS is proud to offer our students many choices in elective classes. All students wishing to participate in Fall 2019 elective classes must complete and return this form to the office by Monday, August 19, 2019.

Elective classes are offered Mondays-Thursdays from 1:30 to 2:30 pm. Electives will begin the second week of school, August 26, 2019.

To maximize learning within the elective program, the following expectations must be met.

- The student must maintain school wide citizenship standards
- A student may be dropped from an elective class after 2 unexcused absences in a semester
- No changes in the elective schedule will be made in the first week of the new semester. Students will not be allowed changes after the fourth week of the semester. (Changes limited to class availability)

Due to the high volume of students wishing to enroll in many of our classes, each student may not receive his or her first choice for each elective class. If the "2nd choice" is left blank and the student is not enrolled in their 1st choice class, he or she will not be enrolled in any elective for that day. If there is high demand for elective classes on a particular day, we may not be able to assign every student to an elective class on that day.

Class assignments will be posted in the hallway across from the school office by the end of school on Thursday, August 22, 2019.

Elective Program Cost.** \$40 per student for the 1st class. Each additional class is \$5 per class. No cost for Study Hall classes. Payment is requested after class assignments are posted on August 22, 2019.

Note: *All classes in italics on the schedule below have requirements that must be met in order to enroll in the class.* Please see the attached Course Descriptions for detailed information about each class.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Study Hall (3-8) Jr. High Art (5-8) Jr. High Choir (5-8) Ceramics (5-8) Primary Art (K-3) Schoolyard games (K-2) Gymnastics (2-4) <i>Team France - Technology</i> <i>(5-8 Instructor approval)</i>	Study Hall (3-8) <i>Advanced Sewing (4-8)</i> Ceramics (5-8) Drama (5-8) Basketball (3-5) Primary Choir (K-4) Group Violin (1-8) Beg. Girls Volleyball (4-6) Running Club (K-3) Cross Country (4-8) <i>Cont. Adv. Technology (5-8)</i>	Study Hall (3-8) Mystery Science (K-2) Primary Art (3-5) Ceramics (5-8) Basketball (3-5) (K-2) Beginning Dance (1-4) Sports Mania (5-8) <i>Team Iceland - Technology</i> <i>(5-8 Instructor approval)</i>	Study Hall (3-8) Beginning Sewing (4-8) Gardening (4-8) Gymnastics (K-1) Schoolyard Games (2-4) Primary Art (K-2) <i>Beginning Archery (5-8)</i> Jr. High Art (5-8) Technology for Beginning Students & Continuing Students (completed 1 semester) (4-8)
1 st Choice	1 st Choice	1 st Choice	1 st Choice
2 nd Choice	2 nd Choice	2 nd Choice	2 nd Choice

OFFICE USE ONLY

1st Elective - \$40 \$ _____
 _____ additional electives \$ _____
 TOTAL AMOUNT \$ _____

PAYMENT

CHECK # _____
 CHECK \$ _____
 CASH \$ _____

*Our Elective Program is an optional program for students at CCCS. The dollar amounts shown are suggested voluntary donations. Without your donation to our programs, these elective classes could not be offered.

COTTONWOOD CREEK CHARTER SCHOOL WEEKLY ELECTIVES COURSE DESCRIPTIONS

SPRING 2020

Academics

Study Hall: Mr. Bloom, Mr. McKinley, Mrs. Reginato / grades 3-8 / Monday, Tuesday, Wednesdays Thursday / Class Size: 24

A time for students to complete homework or schoolwork on their own and get help from the teacher when needed. Two study halls are offered each day: one for 3rd-5th grades and one for 6th-8th grades. Study Hall is considered an elective class, therefore students must be enrolled in the class and not just drop in on an as needed basis.

Mystery Science: Mrs. Thompson / grades 1 – 2 / Wednesday / Room 9 / Class Size: 20

Each week students will explore science through experiments or projects geared for this age group.

Class limited to students who have not taken this elective class in the past.

Arts

Primary Arts & Crafts: Mrs. Brindley / grades K – 2 / Wednesday / Room 8 / Class Size: 18

Arts & Crafts projects for primary age students.

Primary Art: Mrs. Brown / grades K-3 on Monday / grades 3 – 5 on Wednesday / grades K – 2 on Thursday / Room 21 / Class Size: 30

Students will become familiar with the principles and elements of design while completing a variety of projects and experimenting with different media and processes. In addition to creating masterpieces, students will be introduced to art history and aesthetics.

Jr. High Art: Mrs. Kibler / grades 5-8 / Monday or Thursday / Room 22 / Class Size: 13

Exploring multiple mediums of art, including watercolor, acrylic on canvas, charcoal sketching. Encouraging creative thinking and application of learned techniques.

Beginning Sewing: Mrs. Boyd / grades 4-8 / Thursday / Room 18 / Class Size: 14

Students will gain basic sewing skills, using sewing machines and hand stitching, to complete their project.

Advanced Sewing: Mrs. Boyd / grades 4-8 / Tuesday / Room 18 / Class Size: 14

Students will expand their sewing skills in the completing of a sewing project.

Requirement: Must have completed Beginning Sewing or have instructor approval.

Ceramics: Mr. Burrough / grades 5-8 / Monday or Tuesday or Wednesday / Room 20 / Class Size: 14

Students will work with clay, creating art pieces that will be kiln dried. Students will explore the use of paints and glazes used to complete projects.

Athletics

Gymnastics: Mrs. Sleezer / grades 2 – 4 on Monday / grades K – 1 on Thursday / Auditorium / Class Size: 18

Students will learn the fundamentals of gymnastics in a high energy setting. We will teach the importance of stretching and conditioning while students learn to safely grow in their skills.

Schoolyard Games: Mr. Clare / grades K - 2 on Monday / Room 6 / Class Size: 25

grades 2- 4 on Thursday / Room 6 / Class Size: 25

Time to get moving and have fun with many fun variations on tag and other classic schoolyard games. Students should wear appropriate clothing and footwear to school for this elective.

Baseball. Mr. Casaurang / Girls; grades 3 – 8 on Monday / Baseball Field / Class Size: 20

Boys; grades 3 – 8 on Tuesday / Baseball Field / Class Size: 20

Fun and age appropriate learning of batting, fielding, and the rules of the game. Students should wear appropriate clothing and footwear to school for this elective.

Girls Volleyball: Mrs. Brindley / grades 4 – 8 on Tuesday / Auditorium / class size: 16

Learn the basics of competition volleyball including serving, setting, passing and the rules of the game. Students should wear appropriate clothing and footwear for this elective.

Advanced Archery: Mr. Peery / grades 6-8 / Thursdays / Soccer Field / Class Size: 20

Target archery instruction for advanced levels only – **MUST HAVE COMPLETED AT LEAST 2 SEMESTERS OF ARCHERY.**

Recurve bows will be provided. Students may bring their own bows if they desire (these **MUST** be placed in Mr. Boyle's office upon arrival at school in the morning). There will be an archery contest at the end of the semester.

Requirement: Must have Mr. Boyle's approval.

Sports Mania: Mr. Clare / grades 5-8 / Wednesday / Room 6 / Class Size: 20

Instruction and friendly team competition in a variety of sports including football, ultimate Frisbee, and badminton.

Focus on overall fitness and working together as a team

Performing Arts

Primary Choir: Mrs. Boyle / grades K-4 / Tuesday / Room 10 / Class Size: 25

We will sing songs and learn simple hand motions for some of them. No previous experience is required. There will be an after school performance toward the end of the school year which will be open to the public.

Jr. High Choir: Mrs. Stoxen / grades 5-8 / Monday / Room 23 / Class Size: 35

A class for students who wish to learn to sing in a group setting. This class will focus on basic vocal technique and music theory through learning ensemble songs of various genres. Solo opportunities may be available as the instructor deems appropriate.

Drama: Mrs. Stoxen / grades 5 – 8 / Tuesday / Room 23 / Class Size: 30

Focus on the basics of acting, stage terminology, and performing as an ensemble. Individual and group exercises are utilized to help each student grow as an actor and a team member.

Violin, Group Class: Miss Boyd / grades 1-8 / Tuesday / Room 16 / Class size: 15

Learn to play the violin in a group class.

Intro to Dance: Mrs. Ritcheson / grades 1-4 / Wednesday / Auditorium / Class Size: 20

Introduction to ballet, jazz, and modern dance in a fun and energetic setting.

Technology

Technology for Beginning Students and Continuing Beginning Students:

Mr. Keeline / grades 4-8 / Thursday / Technology Lab / Class Size: 12

This class is for students who have completed one Semester of Beginning Technology class or new students.

The class will continue exploring photo manipulation and graphic design using programs such as GIMP.

Continuing Advanced Technology: Mr. Keeline / grades 5-8 / Tuesday / Technology Lab / Class Size: 12

This class is for students who have completed at least one year of Cottonwood Creek Charter School Technology classes. Students will learn advanced animation, Adobe Photoshop & Software Suite, and video editing.

Requirement: *Must have completed at least one year of Cottonwood Creek Charter School Technology classes.*

Advanced Technology: Mr. Keeline / grades 5-8 / Technology Lab / Class Size: 10

These classes are for advanced technology students who are assigned by Mr. Keeline to work on the special projects.

MONDAY: Project Iceland/Sweden

WEDNESDAY: Project France & 3D printing

Requirements: *Instructor approval*

COTTONWOOD CREEK CHARTER SCHOOL WEEKLY ELECTIVES SPRING 2020

STUDENT NAME: _____ GRADE LEVEL: _____

CCCS is proud to offer our students many choices in elective classes. All students wishing to participate in Spring 2020 elective classes must complete and return this form to the office by Wednesday, December 11, 2019.

Elective classes are offered Mondays-Thursdays from 1:30 to 2:30 pm. Electives will begin Monday, January 6, 2020.

To maximize learning within the elective program, the following expectations must be met:

- The student must maintain school wide citizenship standards
- A student may be dropped from an elective class after 2 unexcused absences in a semester.
- No changes in the elective schedule will be made in the first week of the new semester. Students will not be allowed changes after the fourth week of the semester. (Changes limited to class availability).

Due to the high volume of students wishing to enroll in many of our classes, each student may not receive his or her first choice for each elective class. If the "2nd choice" is left blank and the student is not enrolled in their 1st choice class, he or she will not be enrolled in any elective for that day. If there is high demand for elective classes on a particular day, we may not be able to assign every student to an elective class on that day.

Class assignments will be posted in the hallway across from the school office by the end of school on Wednesday, December 18, 2019

Elective Program Cost:** \$40 per student for the 1st class. Each additional class is \$5 per class. No cost for Study Hall classes. Payment is requested after class assignments are posted on December 18, 2019

Note: All classes in italics on the schedule below have requirements that must be met in order to enroll in the class. Please see the attached Course Descriptions for detailed information about each class.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Study Hall (3-8) Jr High Art (5-8) Jr. High Choir (5-8) Ceramics (5-8) Primary Art (K-3) Schoolyard Games (K-2) Gymnastics (2-4) Girls Baseball (3-8) <u>Advanced Technology- Project Iceland/Sweden (5-8 Instructor approval)</u>	Study Hall (3-8) <u>Advanced Sewing (4-8)</u> Ceramics (5-8) Drama (5-8) Boys Baseball (3-8) Primary Choir (K-4) Group Violin (1-8) Beg. Girls Volleyball (4-8) <u>Cont Adv Technology (5-8)</u>	Study Hall (3-8) Mystery Science (1-2) Primary Arts & Crafts (K-2) Primary Art (3-5) Ceramics (5-8) Beginning Dance (1-4) Sports Mania (5-8) <u>Advanced Technology- Project France & 3D printing (5-8 Instructor approval)</u>	Study Hall (3-8) Beginning Sewing (4-8) Gymnastics (K-1) Schoolyard Games (2-4) Primary Art (K-2) <u>Advanced Archery (6-8)</u> Jr High Art (5-8) Technology for Beginning Students (first time) & Continuing Students (completed 1 semester) (4-8)
1 st Choice	1 st Choice	1 st Choice	1 st Choice.
2 nd Choice	2 nd Choice.	2 nd Choice	2 nd Choice

OFFICE USE ONLY		PAYMENT
1 st Elective - \$40	\$ _____	CHECK # _____
_____ additional electives	\$ _____	CHECK \$ _____
TOTAL AMOUNT	\$ _____	CASH \$ _____

*Our Elective Program is an optional program for students at CCCS. The dollar amounts shown are suggested voluntary donations. Without your donation to our programs, these elective classes could not be offered.

Appendix K

Local Control and Accountability Plan (LCAP)

Cottonwood Creek Charter School

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name Cottonwood Creek Charter Schoool

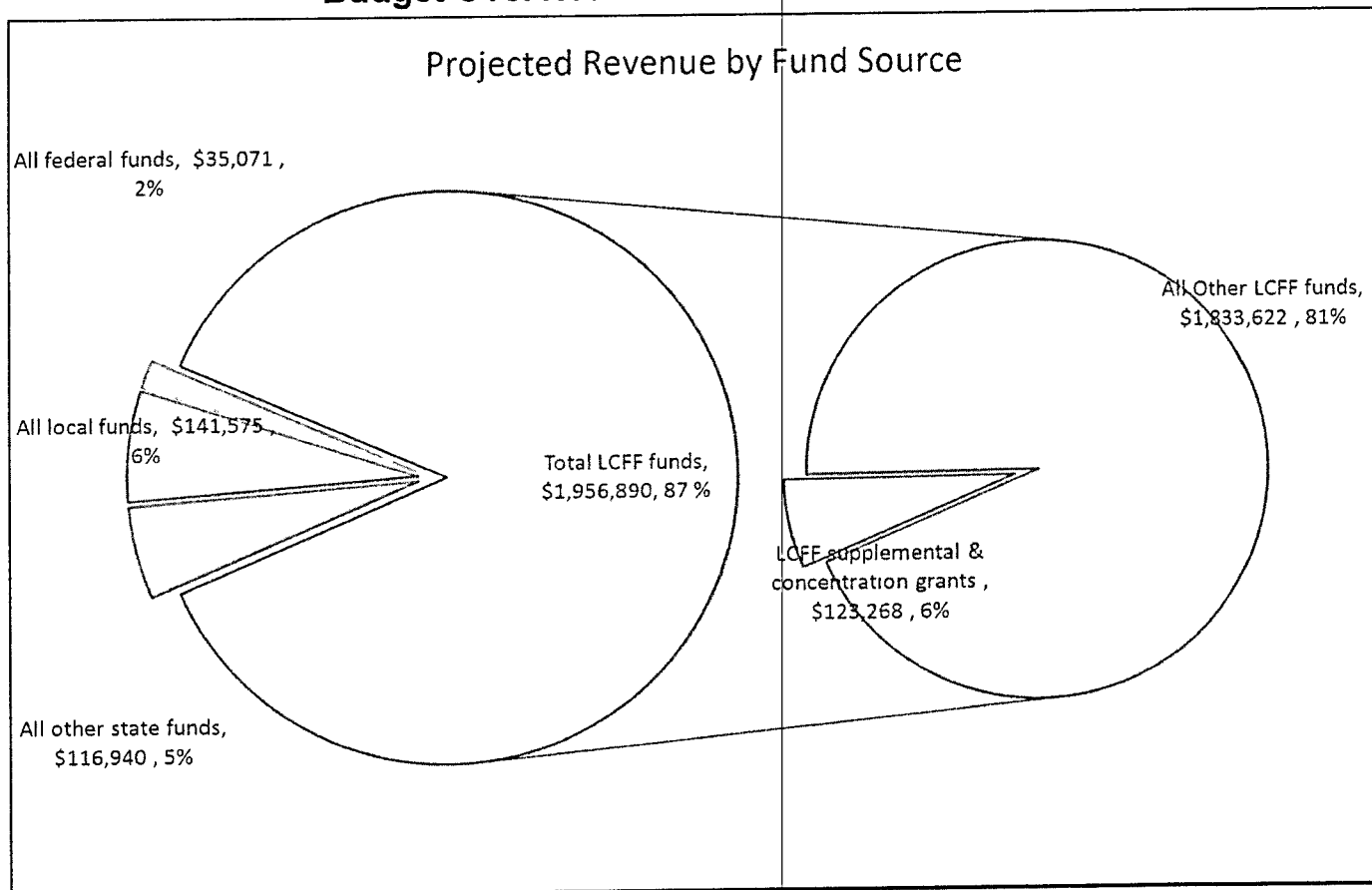
CDS Code 45699550121640

Local Control and Accountability Plan (LCAP) Year 2019-20

LEA contact information: Mark Boyle,

School districts receive funding from different sources state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students)

Budget Overview for the 2019-20 LCAP Year

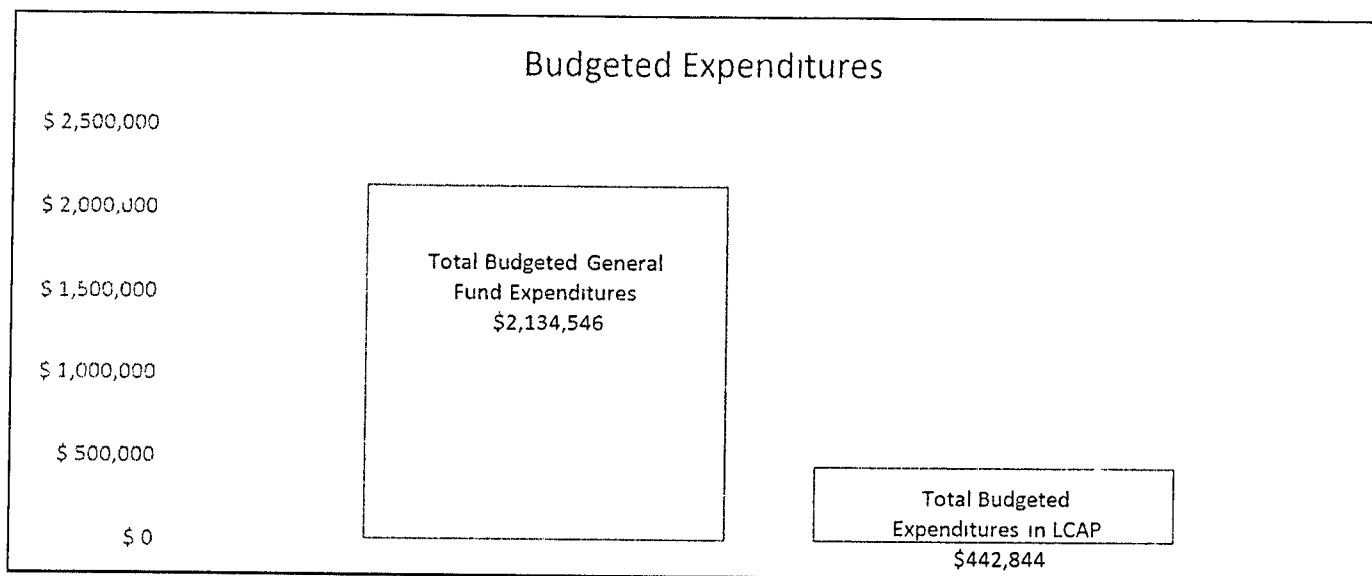


This chart shows the total general purpose revenue Cottonwood Creek Charter Schoool expects to receive in the coming year from all sources

The total revenue projected for Cottonwood Creek Charter School is \$2,250,476, of which \$1,956,890 is Local Control Funding Formula (LCFF), \$116,940 is other state funds, \$141,575 is local funds, and \$35,071 is federal funds. Of the \$1,956,890 in LCFF Funds, \$123,268 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students



This chart provides a quick summary of how much Cottonwood Creek Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Cottonwood Creek Charter School plans to spend \$2,134,546 for the 2019-20 school year. Of that amount, \$442,844 is tied to actions/services in the LCAP and \$1,691,702 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

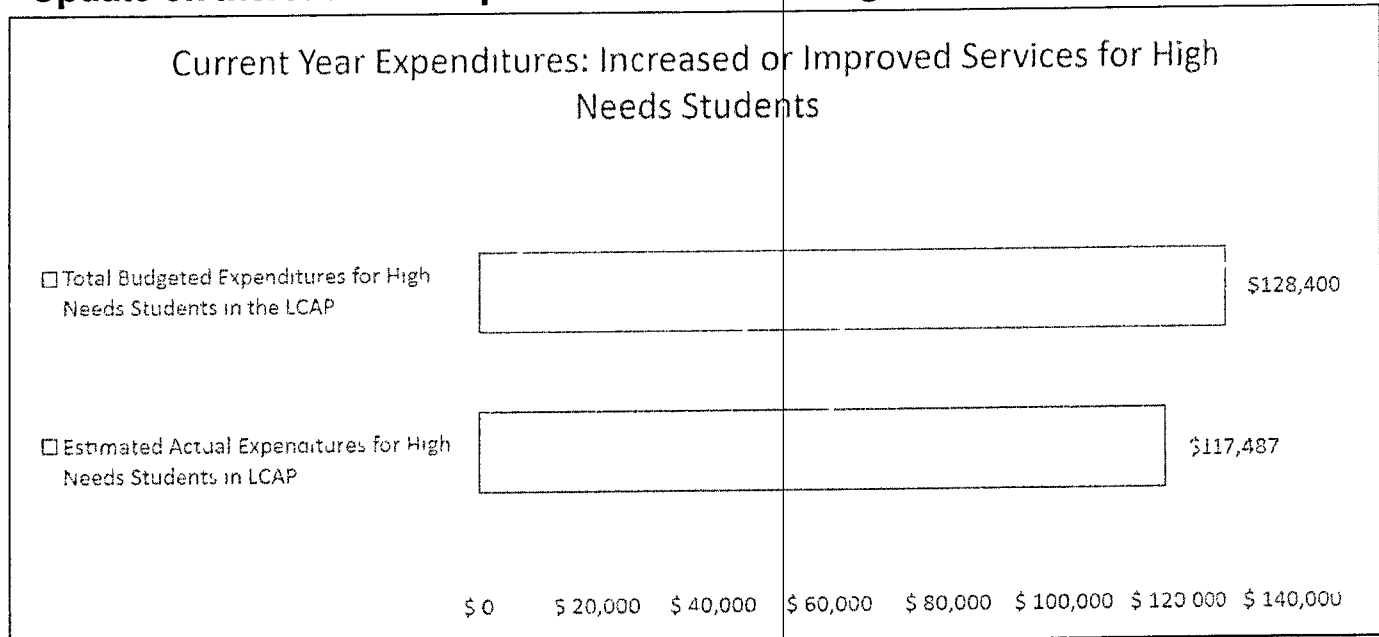
The majority of General Fund Budget Expenditures not included in the LCAP are made up of teacher salaries, classified salaries, benefits, and facility costs.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Cottonwood Creek Charter School is projecting it will receive \$123,268 based on the enrollment of foster youth, English learner, and low-income students. Cottonwood Creek Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Cottonwood Creek Charter School plans to spend \$123,268 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Cottonwood Creek Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cottonwood Creek Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year

In 2018-19, Cottonwood Creek Charter School's LCAP budgeted \$128,400 for planned actions to increase or improve services for high needs students. Cottonwood Creek Charter School estimates that it will actually spend \$117,487 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-10,913 had the following impact on Cottonwood Creek Charter School's ability to increase or improve services for high needs students. Actual expenditures were less due to the following: (1) Signage was not purchased this past year; and (2) Staff was provided in-house staff development for Writing instead of attending writing staff development outside the district.



Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum General instructions & regulatory requirements

Appendix A Priorities 5 and 6 Rate Calculations

Appendix B Guiding Questions Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
Cottonwood Creek Charter School	Mark Boyle	mboyle@cwusd.com 347-7200

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them

Cottonwood Creek Charter School is an independent charter school within the Cottonwood Union School District. Cottonwood Creek is a Kindergarten through eighth grade non-classroom based charter school that offers site based classes (4 days a week) as well as a traditional homeschool program. Cottonwood Creek Charter School will be in its tenth year of operation during the 2019/20 school year.

The Cottonwood Creek Charter School is located in downtown Cottonwood, a rural, northern California town with a population of just over 3,000 inhabitants. Cottonwood Creek Charter serves students living in Cottonwood, Anderson, Redding, Red Bluff and throughout the Shasta and Tehama counties. Cottonwood Creek has established a strong record of high academic standards as well as award-winning enrichment and technology programs.

Cottonwood Creek Charter School is open to all students who go through the application and lottery process. The students, parents, and staff form a community of individuals identified primarily by their common goals of high academic standards, maintaining highly qualified teachers, and promoting quality enrichment and elective classes. It is the belief of the school that small class sizes and an overall small school size allow students greater opportunities to achieve their academic and enrichment goals within a supportive community.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP

After meeting with our stakeholders and reviewing a survey of needs also completed by our stakeholders, the 2018/19 LCAP was modified according to their concerns.

During the 2018/19 school year, Cottonwood Creek Charter School's CAASPP Proficiency Rates are projected to be 67% Proficient in ELA and 65% Proficient in Math. This would be a eight-point improvement in ELA and a seven-point improvement in Math from the previous year. Over the past year, school staff established the priorities of increasing writing expectations (multi-paragraph writing) and addressing math gaps in our K-5 curriculum. Supplemental math materials will continue to be purchased and implemented at the K-5 level in order to address this area of need.

Cottonwood Creek continued to administer a school climate survey to parents and students. This school climate survey (Survey Monkey) gathered parental and student input on school strengths and weakness. School staff, administration, and the LCAP Parent Advisory Committee utilized the results of the school climate survey to address LCAP priorities.

Some key areas that are addressed in this year's LCAP include:

- Enhancement of facilities of our new school campus (old East Cottonwood School)
- School safety concerns / campus maintenance and upkeep concerns
- Continue to increase after-school/elective/enrichment opportunities for students
- Continue to raise writing expectations across all grade levels
- Address Math Program gaps in K-5 Math Curriculum (supplemental instruction needed).

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students

Greatest Progress

Cottonwood Creek Charter School continues to perform at high academic levels in both Reading and Math. During the 2015/16 School Year, Cottonwood Creek was recognized as a Gold Ribbon School (California Department of Education) and an Honor Roll School (California Business for Education Excellence).

Our CAASPP test results for this year have risen significantly when compared with the test results from last year, for both Reading and Math.

The biggest academic gains were seen in our 3rd, 4th and 7th grade classes this past year. The 7th grade class was over 80% Proficient in Reading on the CAASPP. The first and second grade students have also made tremendous reading and math growth on Cottonwood Creek's local benchmark tests.

Cottonwood Creek continues to offer a wide variety of elective and enrichment classes. Cottonwood Creek's Technology/Digital Animation Program continues to receive local and international recognition.

Cottonwood Creek's attendance rate continues to be over 98%.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Cottonwood Creek's Math and Reading scores on the CAASPP have risen over the past 2 years. Cottonwood Creek Staff have identified gaps in the K-5 Math Curriculum (Number sense, math facts, traditional algorithms). K-5 teachers will be heavily supplementing their math program with research-based math supplemental programs.

The entire school staff has identified writing as need across all grades levels. Staff meetings have already taken place to identify and study school wide writing programs. Staff collaboration on writing will be the main focus this upcoming year.

K-3 parents continue to request more electives and enrichment opportunities in the after school/elective program.

Cottonwood Creek parents are excited about the school's construction of a new gymnasium next year. As gathered from school climate surveys, parents continue to see school campus and safety enhancement as a big need.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Cottonwood Creek Charter School does not have any student group that is two or more performance levels below the "all student" performance.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts

Schools Identified

Identify the schools within the LEA that have been identified for CSI

None

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement

not applicable

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP Duplicate the table as needed

Goal 1

All students, including all student subgroups, will demonstrate grade level proficiency in English Language Arts/Literacy.

State and/or Local Priorities addressed by this goal.

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities.

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

K-3 Literacy Benchmarks / DIBELS

75% of all K-3 Students Meet Proficiency or Above

18-19

70% of all K-3 Students Meet Proficiency or Above

Baseline

65% of all K-3 Students Met Proficiency or Above during 2016/17

Metric/Indicator

CAASPP Statewide
ELA Tests

66% of all K-3 Students Meet Proficiency or Above

18-19

70% of all K-3 Students Meet Proficiency or Above

Baseline

59% of all 3rd-8th Grade Students Met Proficiency or Above in 2016/17

Expected	Actual
Metric/Indicator Highly Qualified Teachers 18-19 Maintain Baseline 100% of all Teachers were Highly Qualified this year	100% of all Teachers were Highly Qualified this year
Metric/Indicator Access to State Standard Curriculum 18-19 Maintain Baseline 100% of Pupils had access to State Standard Curriculum and Materials	100% of Pupils had access to State Standard Curriculum and Materials
Metric/Indicator Literacy and Writing Professional Development 18-19 Maintain Baseline 50% of all ELA Teachers completed 5 or more of Literacy and/or Writing Professional Development during school this year	80% of all ELA Teachers completed 5 or more of Literacy and/or Writing Professional Development during school this year

Metric/Indicator Attendance Rate 18-19 Maintain Baseline Cottonwood Creek had a 98% Attendance Rate this past year	Cottonwood Creek had a 98% Attendance Rate this past year
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each Duplicate the table as needed

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

Purchase and Implement the CA Wonders ELA Program at K-5 Grades

Cottonwood continued with the existing CA Treasures for this past year, supplementing with research-based programs for fluency and comprehension

4110 LCFF Supplemental and Concentration \$8,000

Purchase of Textbooks 4110 LCFF Supplemental and Concentration \$12,431

Action 2

Planned Actions/Services

Provide K-8 teachers with research-based supplemental reading programs and materials

Actual Actions/Services

Reading Intervention Programs were implemented to assist at-risk students (SIPPS and Read Naturally) (grades 1st-4th)

Budgeted Expenditures

4210 Unrestricted/Lottery \$3,500

Estimated Actual Expenditures

Purchase Reading Programs (Collaborative Classrm and Read Naturally) 4210 LCFF Supplemental and Concentration \$2,495

Action 3

Planned Actions/Services

Continue to provide technology instruction (keyboarding, word processing, etc.) to students in grades 2nd -8th at least twice a week.

Actual Actions/Services

Technology instruction (keyboarding, word processing, etc) was provided to students in grades 2nd -8th at least twice a week.

Budgeted Expenditures

2110 Unrestricted \$22,800

Estimated Actual Expenditures

Technology classroom instruction 2110 Unrestricted \$22,800

Action 4

Planned Actions/Services

Continue implementation of Reading Renaissance Program for all grades

Actual Actions/Services

Reading Renaissance Program was implemented this past year for all grades

Budgeted Expenditures

4310 Unrestricted/Lottery \$5,500

Estimated Actual Expenditures

Renaissance Learning Online program 4310 Unrestricted/Lottery \$3,141

Action 5

Planned Actions/Services

Provide State Standards Professional Development to all staff in the area of Writing

Actual Actions/Services

80% of all ELA staff received professional development in the

Budgeted Expenditures

5210 LCFF Supplemental and Concentration \$5,000

Estimated Actual Expenditures

In House Training rather than outside workshops 0

English Language Arts State
Standards

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Target 4th-6th grade students who are below Reading Proficiency with specific reading intervention support in the classroom and in the Learning Center.	Reading Intervention took place at all grade levels in K-5 with the assistance of 3 instructional aides. This intervention took place during school and after school	2110 LCFF Supplemental and Concentration \$20,350	Instructional Asst salaries 2110 LCFF Supplemental and Concentration \$24,283

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to expand library with purchase of fiction and non-fiction books and reference materials.	Cottonwood Creek expanded its library with the purchase of fiction and non-fiction books	4210 LCFF Supplemental and Concentration \$6,000	Purchase Library Books 4210 LCFF Supplemental and Concentration \$4,426

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions stated in goal 1 have been implemented, with the exception of Action 1. Cottonwood Creek has not yet adopted the Wonders ELA Program. The K-5 Staff continued using the CA Treasures Program. K-5 Staff will look to adopt Wonders this coming year or continue supplementing CA Treasures with research-based supplemental materials.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Cottonwood Creek continues to offer a rigorous academic program delivered by Highly Qualified Teachers. Students in the K-3 classes receive a strong foundation in both reading and math and a strong Learning Center has been created to support struggling students in reading and/or mathematics. Classroom teachers and the Learning Center use research-based programs (Read Naturally / SIPPS) to support struggling readers.

Reading daily for 30 to 45 minutes is emphasized in our Reading Renaissance Program. Cottonwood Creek Charter School continues to support the library with many additional fiction and non-fiction books each year.

Providing technology instruction/keyboarding to students in 2nd-8th grades is also an important part of our school program.

Cottonwood Creek Charter School continues to perform at a high academic level in English/Language Arts. During the 2017/18 School Year, Cottonwood Creek was recognized as an Honor Roll School (California Business for Education Excellence).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures

Action 1 – Cottonwood Creek has not yet adopted the Wonders ELA Program. The K-5 Staff continued using the CA Treasures Program. K-5 Staff will look to adopt Wonders this coming year or continue supplementing CA Treasures with research-based supplemental materials.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions have been effective, therefore there were no changes in actions. We believe that continued actions will benefit all students over the coming years.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Students will be provided clean, safe, and maintained learning environments

State and/or Local Priorities addressed by this goal

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Monthly Site Inspection checklists 18-19 Maintain Baseline 80% of all items on Monthly Site Inspection checklists were in compliance and good standing this past year.	90% of all items on Monthly Site Inspection checklists were in compliance and good standing this past year
Metric/Indicator Annual Training of Staff on Safe School Plan 18-19 Maintain Baseline 100% of School Staff were trained on the elements of the Safe School Plan this past year.	100% of School Staff were trained on the elements of the Safe School Plan this past year
Metric/Indicator Monthly in fire, earthquake, lock down drills.	100% of site-based students participated monthly in fire, earthquake, lock down drills this past year

Expected

Actual

18-19

Maintain

Baseline

100% of site-based students participated monthly in fire, earthquake, lock down drills this past year.

Metric/Indicator

Facilities Inspection Committee

Project Facilities Manager continued to be employed to oversee all facility projects.

18-19

Maintain

Baseline

The Facilities Inspection Committee formed and met 2 times this past year to review and update the FIT (Facilities Inspection Tool).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monthly site inspection checklist will be utilized to assess campus safety and maintenance needs	Monthly site inspection checklists were utilized to assess campus safety and maintenance needs.	\$1,419 / 24 hours of Principal Salary Rate Unrestricted/ Unrestricted \$1,419	Principal Salary for Site Inspections 1000's Unrestricted \$1,419

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Safety Plan will be updated to meet state and insurance requirements	School Safety Plan was completed according to new state requirements this year.	/ 24 hours of Principal Salary Rate Unrestricted/ 1000's Unrestricted \$1,419	Principal Salary for Site Inspections 1000's Unrestricted \$1,419

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Updated signs will be purchased and placed at appropriate locations

Signs were not purchased this past year School safety fencing was moved above signage as a priority

4510 Unrestricted \$4,500

No signs purchased this year 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Site-based students will participate in monthly fire, earthquake, Lock Down, and safety drills	100% of site based students participated in monthly fire, earthquake, Lock Down, and safety drills	Teacher's Hourly Rate 1000's Unrestricted	Teacher Hourly rate - no additional cost 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Cottonwood Creek Charter School will employ a 100% FTE custodian	Cottonwood Creek Charter School increased its custodian to a full time position.	2000's Unrestricted \$23,730	Custodian Salaries 2000's Unrestricted \$27,623

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, our students were provided with clean and safe classrooms and restrooms

Cottonwood Creek purchased the East Cottonwood Campus the Spring of 2018 from the Cottonwood School District A Project Facilities Manager continues to oversee needed facility improvements and maintenance. As a result, our campus facility is beginning to get a make-over as we address facility items that are in need of upkeep, repair, and maintenance (i e roof, flooring, playground, etc.)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA

Despite the age of the campus (79 years old), the main wing is in good shape except for the roofing and some flooring and windows

100% of site-based students participated in monthly fire and lock down drills

School safety signs and fencing were not purchased this year. After the roofing project is completed, school signs, safety fencing, and security cameras will be purchased and installed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
(no material differences to report)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable Identify where those changes can be found in the LCAP
The actions have been effective, therefore there were no changes in actions.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP Duplicate the table as needed

Goal 3

Student Engagement and School Climate will be enhanced through the offering of a comprehensive after-school elective and enrichment program

State and/or Local Priorities addressed by this goal

State Priorities Priority 5: Pupil Engagement (Engagement)
 Priority 6 School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Schoolwide Attendance 18-19 Maintain Baseline Cottonwood Creek Charter School maintained a 98% ADA rate in 2016/17	Cottonwood Creek Charter School maintained a 98.5% ADA rate in 2018/19
Metric/Indicator Enrollment Stability Rate of Junior-High Students (year to year) 18-19 Maintain Baseline 92% of the 7th and 8th grade classes in 2016/17 were comprised of students who enrolled in Cottonwood Creek during the 2015/16 school year	95% of the 7th and 8th grade classes in 2018/19 were comprised of students who enrolled in Cottonwood Creek during the 2017/18 school year

Expected

Actual

Metric/Indicator

Participate Rate in Electives and Enrichment Classes

18-19

80% of all Cottonwood Creek Students will participate in at least one elective or enrichment class during the school year

Baseline

76% of all Cottonwood Creek Students participated in at least one elective or enrichment class during the 2016/17 school year.

Metric/Indicator

Addition of Music Electives

18-19

Cottonwood Creek's after-school elective program will add 2 additional music electives

Baseline

Cottonwood Creek's after-school elective program lost 3 music classes over the past 2 years

94% of all Cottonwood Creek Students participated in at least one elective or enrichment class during the 2018/19 school year

Cottonwood Creek's after-school program added 1 music class this past year and a Ceramics class as well

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Electives and Enrichment classes will be offered based on parental input and requests through end-of-year parent satisfaction surveys	Electives and Enrichment classes were offered based on informal parental input A school climate survey and a parent LCAP meetings took place in the 2018/19 school year and parental input was gathered for enrichment classes	5805 LCFF Supplemental and Concentration \$60,000	Elective programs for Students 5805 LCFF Supplemental and Concentration \$60,030

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Cottonwood Creek Charter School will continue implementation of Teacher Extra-Duty Stipend Schedule in order to encourage more teacher involvement in after school electives and junior-high sports.	Cottonwood Creek Charter School continued to utilize teachers in the after school elective and junior-high sports programs	1115, Extra Duty Unrestricted \$34,500	Teacher Elective extra duty programs 1115, Extra Duty Unrestricted \$55,770
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Cottonwood Creek will add the following after-school electives Primary Dance, Ceramics, Outdoor Science	Cottonwood Creek added the following after-school electives: Ceramics, Gardening, and Outdoor Science.	5805 LCFF Supplemental and Concentration \$4,500	Provided by School Staff included in Action 2 1115, Extra Duty Unrestricted 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP Duplicate the table as needed Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions stated in goal 1 have been implemented. Cottonwood Creek continues to offer a very successful elective/enrichment program to all of its students. A large number of students participate in the elective program

Due to student engagement in a variety of enrichment and elective options, Cottonwood Creek's attendance rate continues to be 98%.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA

A school climate survey (Survey Monkey) was administered again this year. Parents provided input on a variety of school climate topics such as school satisfaction, school safety, discipline, bullying, social interactions, teacher evaluations, and feedback/suggestions for improving our after school elective program

This past year, a Ceramics Program and a Gardening Program were added in the after-school program

The school's Teacher Extra Duty Stipend Schedule continues to allow and encourage classroom teachers to be part of teaching electives in the after school enrichment program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures
none

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions have been effective, therefore there were no changes in actions. We believe that continued actions will benefit all students over the coming years.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP Duplicate the table as needed

Goal 4

Cottonwood Creek Charter School will implement State Standards at all grade levels

State and/or Local Priorities addressed by this goal

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected		Actual
Metric/Indicator Access to State Standards		100% of students had access to standards-aligned materials and additional instructional materials as outlined in our charter petition this past year
18-19 Maintain		
Baseline 100% of students had access to standards-aligned materials and additional instructional materials as outlined in our charter petition this past year.		
Metric/Indicator CAASPP Math Proficiency Rate		65% of 3rd through 8th grade students scored Proficient or higher on the CAASPP statewide test in the area of Mathematics in 2017/18
18-19 70% of 3rd through 8th grade students will score Proficient or higher on the CAASPP statewide test in the area of Mathematics		
Baseline		

Expected

Actual

59% of 3rd through 8th grade students scored Proficient or higher on the CAASPP statewide test in the area of Mathematics in 2016/17

Metric/Indicator

Annual Professional Development in the State Standards

80% of teachers participated in annual professional development on the implementation of State Standards during the 2018/19 school year

18-19

80% of teachers will participate in annual professional development on the implementation of State Standards

Baseline

60% of teachers participated in annual professional development on the implementation of State Standards during the 2016/17 school year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each Duplicate the table as needed

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Cottonwood Creek will purchase Math Supplemental materials to support K-5 Math teachers	Cottonwood Creek purchased supplemental math materials (Go Math) and utilized the I-Ready program to support K-8 math teachers	4310 LCFF Supplemental and Concentration \$5,000	Purchase I-Ready Program 4310 Unrestricted/Lottery \$10,489

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide K-8 teachers with school wide benchmark assessment program for Literacy and Math	Cottonwood Creek continued to implement the DIBELS benchmark assessment program for K-3 Literacy. The I-Ready Program was used as a benchmark assessment program for all grades in Literacy and Math	4310 Unrestricted \$6,000	Included in Action 1 - I-Ready Program 4310 Unrestricted/Lottery 0

Action 3

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
Cottonwood Creek Math and Science staff will participate in STEM trainings	Cottonwood Creek Math and Science staff participated in STEM training	5210 Unrestricted \$4,000	Did not train for STEM this year 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions stated in goal 1 have been implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Cottonwood Creek Charter School continues to perform at a high academic level in English/Language Arts and Mathematics.

This past year, the Homeschool Program purchased and implemented the Go Math Program. There have been good results from adopted this program.

The K-3 teachers also supplemented their math programs with more Number Sense instruction, math facts instruction, and traditional algorithm instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures
(none)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions have been effective, therefore there were no changes in actions. We believe that continued actions will benefit all students over the coming years.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

To involve the numerous stake holders in establishing priorities for Cottonwood Creek Charter School's LCAP, Cottonwood Creek gathered community, staff and parental input throughout the year:

- Back to School Night
- Parent Conferences (throughout the year)
- Parent Surveys online (April/May)
- LCAP Advisory Meeting (Spring of 2019)
- Certificated Staff Meetings (Monthly)
- Classified Staff Meeting (Quarterly)
- Board Review of LCAP (June 2019)
- Board Approval of LCAP (June 10, 2019)

In order to communicate with numerous stake holders, Cottonwood Creek utilized the following:

- School Newsletter (April-May) asked parents to take the online survey.
- Website
- Facebook
- On-line Parent Survey (Survey Monkey)
- On-line Student Survey
- Staff Webmail

SURVEY DATA: Cottonwood Creek continued to utilize a school climate survey for the 2018/19 School Year. This online survey (Survey Monkey) provided feedback and helped to establish Cottonwood Creek's LCAP priorities. A school climate survey was administered to both parents and students.

- School Climate Parent Survey (April)
- School Climate Student Survey (May)

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

As a result of stakeholder input, the needs related to the State priorities were included in the LCAP draft for 2019-20.

Needs identified by the Certificated Staff include the following

- Make significant progress toward the purchase and maintenance of new facilities
- Increase achievement in mathematics for all students and all sub-groups
- Implement schoolwide writing program
- Supplement K-5 Math Program with research-based programs

Needs identified by the Classified Staff include the following.

- Make significant progress toward campus enhancements and school safety improvements
- Increase achievement in mathematics for all students and all sub-groups
- Increase access to after-school electives and enrichment programs.

Needs identified by the School Climate Survey include the following.

- Make significant progress toward purchase and maintenance of new facilities
- Increase achievement in mathematics for all students and all sub-groups
- Make significant progress toward campus enhancements and school safety improvements
- Increase access to after-school electives and enrichment programs

Needs identified by the LCAP Advisory Committee include the following

- Make significant progress toward purchase and maintenance of new facilities
- Increase achievement in mathematics for all students and all sub-groups
- Make significant progress toward campus enhancements and school safety improvements
- Increase access to after-school electives and enrichment programs

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals Duplicate the table as needed

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students, including all student subgroups, will demonstrate grade level proficiency in English Language Arts/Literacy.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- 1.1 Lack of benchmark assessments in English Language Arts/Literacy
- 1.2 Increase staff development in the area of Literacy
- 1.3 Increase and monitor early literacy rates of pupils

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
K-3 Literacy Benchmarks / DIBELS	65% of all K-3 Students Met Proficiency or Above during 2016/17	70% of all K-3 Students Meet Proficiency or Above	70% of all K-3 Students Meet Proficiency or Above	75% of all K-3 Students Meet Proficiency or Above
CAASPP Statewide ELA Tests	59% of all 3rd-8th Grade Students Met	65% of all K-3 Students Meet Proficiency or Above	70% of all K-3 Students Meet Proficiency or Above	70% of all K-3 Students Meet Proficiency or Above

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Proficiency or Above in 2016/17			
Highly Qualified Teachers	100% of all Teachers were Highly Qualified this year	Maintain	Maintain	Maintain
Access to State Standard Curriculum	100% of Pupils had access to State Standard Curriculum and Materials	Maintain	Maintain	Maintain
Literacy and Writing Professional Development	50% of all ELA Teachers completed 5 or more of Literacy and/or Writing Professional Development during school this year	100% of all ELA Teachers will complete 5 or more of Literacy and/or Writing Professional Development during school year	Maintain	Maintain
Attendance Rate	Cottonwood Creek had a 98% Attendance Rate this past year	Maintain	Maintain	Maintain

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Begin to replace the CA Treasures ELA program at grades K-5 with CA Wonders ELA Program / Pilot Wonders ELA Program at the K and 1st grades.

2018-19 Actions/Services

Purchase and Implement the CA Wonders ELA Program at K-5 Grades

2019-20 Actions/Services

Continue to use the CA Treasures ELA Program and begin to Implement the CA Wonders ELA Program in the primary grades

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,500	\$8,000	\$12,500
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4110; 4210	4110	4110

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide K-8 teachers with research-based supplemental reading programs and materials

2018-19 Actions/Services

Provide K-8 teachers with research-based supplemental reading programs and materials

2019-20 Actions/Services

Provide K-8 teachers with research-based supplemental reading programs and materials

Budgeted Expenditures

Year 2017-18

Amount \$3,500

Source Unrestricted/Lottery

Budget Reference 4210; 4310

2018-19

\$3,500

Unrestricted/Lottery

4210

2019-20

\$5,500

Unrestricted/Lottery

4210

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide technology instruction (keyboarding, word processing, etc.) to students in grades 2nd -8th at least twice a week.

2018-19 Actions/Services

Continue to provide technology instruction (keyboarding, word processing, etc.) to students in grades 2nd -8th at least twice a week.

2019-20 Actions/Services

Continue to provide technology instruction (keyboarding, word processing, etc) to students in grades 2nd -8th at least twice a week.

Budgeted Expenditures

Year 2017-18

Amount \$22,000

Source Unrestricted

Budget 2110

Reference

2018-19

\$22,800

Unrestricted

2110

2019-20

\$23,600

Unrestricted

2110

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/ServicesContinue implementation of Reading
Renaissance Program for all grades**2018-19 Actions/Services**Continue implementation of Reading
Renaissance Program for all grades**2019-20 Actions/Services**Continue implementation of Reading
Renaissance Program for all grades**Budgeted Expenditures**

Year 2017-18

Amount \$5,500

Source Unrestricted/Lottery

Budget 4310

Reference

2018-19

\$5,500

Unrestricted/Lottery

4310

2019-20

\$5,500

Unrestricted/Lottery

4310

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide State Standards Professional Development to all staff in the area of Writing	Provide State Standards Professional Development to all staff in the area of Writing	Provide State Standards Professional Development to all staff in the area of Writing
Budgeted Expenditures		
Year	2017-18	2018-19
Amount	\$5,000	\$5,000
Source	EdEffect	LCFF Supplemental and Concentration
Budget Reference	5210	5210

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: 4th-6th Graders below Proficient in Reading

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Target 4th-6th grade students who are below Reading Proficiency with specific reading intervention support in the classroom and in the Learning Center.

2018-19 Actions/Services

Target 4th-6th grade students who are below Reading Proficiency with specific reading intervention support in the classroom and in the Learning Center.

2019-20 Actions/Services

Target 4th-6th grade students who are below Reading Proficiency with specific reading intervention support in the classroom and in the Learning Center.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,500	\$20,350	\$27,170
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000's	2110	2110

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue to expand library with purchase of fiction and non-fiction books and reference materials.

Continue to expand library with purchase of fiction and non-fiction books and reference materials

Continue to expand library with purchase of fiction and non-fiction books and reference materials.

Budgeted Expenditures

Year 2017-18

Amount \$7,356

Source LCFF Supplemental and Concentration

Budget 4210
Reference

2018-19

\$6,000

LCFF Supplemental and Concentration

4210

2019-20

\$6,000

LCFF Supplemental and Concentration

4210

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals Duplicate the table as needed

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Students will be provided clean, safe, and maintained learning environments

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities

Identified Need:

2.1 Facilities are in need of maintenance, cleaning, and repair

2.2 School Safety Plans are in need of updating.

2.3 Cottonwood Creek Charter School will be purchasing the East Cottonwood Campus in the Fall of 2017 and will have sole responsibility for the upkeep and maintenance of the facility.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Monthly Site Inspection checklists	80% of all items on Monthly Site Inspection checklists were in compliance and good standing this past year.	90% of all items on Monthly Site Inspection checklists will be in compliance and good standing	Maintain	Maintain
Annual Training of Staff on Safe School Plan	100% of School Staff were trained on the	100% of School Staff will be training on the	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	elements of the Safe School Plan this past year.	elements of the Safe School Plan		
Monthly in fire, earthquake, lock down drills.	100% of site-based students participated monthly in fire, earthquake, lock down drills this past year.	100% of site-based students will participate monthly in fire, earthquake, lock down drills.	Maintain	Maintain
Facilities Inspection Committee	The Facilities Inspection Committee formed and met 2 times this past year to review and update the FIT (Facilities Inspection Tool).	The Facilities Inspection Committee will meet 3 times a year.	Maintain	Maintain

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services Duplicate the table, including Budgeted Expenditures, as needed

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

2017-18 Actions/Services

Monthly site inspection checklist will be
utilized to assess campus safety and
maintenance needs.

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

2018-19 Actions/Services

Monthly site inspection checklist will be
utilized to assess campus safety and
maintenance needs.

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2019-20 Actions/Services

Monthly site inspection checklist will be
utilized to assess campus safety and
maintenance needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$465	\$1,419	\$1,419
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Site Principal Time/Daily Rate/\$465/	\$1,419 / 24 hours of Principal Salary Rate Unrestricted/	\$1,419 / 24 hours of Principal Salary Rate Unrestricted/

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
School Safety Plan will be updated to meet state and insurance requirements	School Safety Plan will be updated to meet state and insurance requirements	School Safety Plan will be updated to meet state and insurance requirements.
Budgeted Expenditures		
Year	2017-18	2018-19
Amount	\$465	\$1,419
Source	Unrestricted	Unrestricted
Budget	1000's	1000's
Reference	Site Principal Time/Daily Rate	/ 24 hours of Principal Salary Rate
	Unrestricted/	Unrestricted/

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Updated signs will be purchased and placed at appropriate locations

Updated signs will be purchased and placed at appropriate locations

Updated signs will be purchased and placed at appropriate locations

Budgeted Expenditures

Year 2017-18
Amount \$4,750
Source Unrestricted
Budget 4510
Reference

2018-19
\$4,500
Unrestricted
4510

2019-20
\$1,000
Unrestricted
4510

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Site-based students will participate in monthly fire, earthquake, Lock Down, and safety drills

2018-19 Actions/Services

Site-based students will participate in monthly fire, earthquake, Lock Down, and safety drills

2019-20 Actions/Services

Site-based students will participate in monthly fire, earthquake, Lock Down, and safety drills

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Source	Unrestricted	Unrestricted	Unrestricted
Budget	1000's	1000's	1000's
Reference	Teacher's Hourly Rate	Teacher's Hourly Rate	Teacher's Hourly Rate

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Cottonwood Creek Charter School will continue to employ a 60% FTE custodian

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

Cottonwood Creek Charter School will employ a 100% FTE custodian

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Cottonwood Creek Charter School will continue to employ a 100% FTE custodian

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,200	\$23,730	\$24,424
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	2000's	2000's	2000's

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Student Engagement and School Climate will be enhanced through the offering of a comprehensive after-school elective and enrichment program

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

- 3.1 Parents have identified need for foreign language classes
- 3.2 Parents have identified need for more electives at the primary grades
- 3.3 Need for expanded music offerings

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide Attendance	Cottonwood Creek Charter School maintained a 98% ADA rate in 2016/17.	Cottonwood Creek Charter School will maintain a 98% ADA rate	Maintain	Maintain
Enrollment Stability Rate of Junior-High Students (year to year)	92% of the 7th and 8th grade classes in 2016/17 were comprised of students who enrolled	90% of the 7th and 8th grade classes will be comprised of students who enrolled in	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	in Cottonwood Creek during the 2015/16 school year.	Cottonwood Creek the prior academic year.		
Participate Rate in Electives and Enrichment Classes	76% of all Cottonwood Creek Students participated in at least one elective or enrichment class during the 2016/17 school year.	80% of all Cottonwood Creek Students will participate in at least one elective or enrichment class during the school year.	80% of all Cottonwood Creek Students will participate in at least one elective or enrichment class during the school year	Maintain
Addition of Music Electives	Cottonwood Creek's after-school elective program lost 3 music classes over the past 2 years.	Cottonwood Creek's after-school elective program will add 2 additional music electives.	Cottonwood Creek's after-school elective program will add 2 additional music electives	Maintain

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services Duplicate the table, including Budgeted Expenditures, as needed

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

2017-18 Actions/Services

Electives and Enrichment classes will be
offered based on parental input and
requests through end-of-year parent
satisfaction surveys

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

2018-19 Actions/Services

Electives and Enrichment classes will be
offered based on parental input and
requests through end-of-year parent
satisfaction surveys

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2019-20 Actions/Services

Electives and Enrichment classes will be
offered based on parental input and
requests through end-of-year parent
satisfaction surveys

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$62,000	\$60,000	\$60,000
Source	Unrestricted & Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5805 50% Unrestricted; 50% SupplConc	5805	5805

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

2017-18 Actions/Services

Cottonwood Creek Charter School will continue implementation of Teacher Extra-Duty Stipend Schedule in order to encourage more teacher involvement in after school electives and junior-high sports.

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

2018-19 Actions/Services

Cottonwood Creek Charter School will continue implementation of Teacher Extra-Duty Stipend Schedule in order to encourage more teacher involvement in after school electives and junior-high sports.

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2019-20 Actions/Services

Cottonwood Creek Charter School will continue implementation of Teacher Extra-Duty Stipend Schedule in order to encourage more teacher involvement in after school electives and junior-high sports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,000	\$34,500	\$34,600
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	1000's, Extra Duty	1115, Extra Duty	1115, Extra Duty

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New Action

2017-18 Actions/Services

Cottonwood Creek will add the following
after-school electives: Violin class, Drama
and Vocal Class, Tumbling, Primary
Basketball and Soccer

Select from New, Modified, or Unchanged
for 2018-19

New Action

2018-19 Actions/Services

Cottonwood Creek will add the following
after-school electives: Primary Dance,
Ceramics, Outdoor Science

Select from New, Modified, or Unchanged
for 2019-20

New Action

2019-20 Actions/Services

Maintain - included in Action 2

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$4,500	0
Source	Unrestricted & Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5805	5805	5805

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Cottonwood Creek Charter School will implement State Standards at all grade levels

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities.

Identified Need:

4.1 Cottonwood Creek needs to supplement its K-5 Math Program with research-based instructional strategies in Number Sense and math facts.

4.2 Cottonwood Creek Staff would like additional staff development to address state standards in Literacy , Math, and Science

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to State Standards	100% of students had access to standards-aligned materials and additional instructional materials as outlined in	100% of students will have access to standards-aligned materials and additional instructional materials	Maintain	Maintain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	our charter petition this past year.	as outlined in our charter petition		
CAASPP Math Proficiency Rate	59% of 3rd through 8th grade students scored Proficient or higher on the CAASPP statewide test in the area of Mathematics in 2016/17.	65% of 3rd through 8th grade students will score Proficient or higher on the CAASPP statewide test in the area of Mathematics.	70% of 3rd through 8th grade students will score Proficient or higher on the CAASPP statewide test in the area of Mathematics.	70% of 3rd through 8th grade students will score Proficient or higher on the CAASPP statewide test in the area of Mathematics.
Annual Professional Development in the State Standards	60% of teachers participated in annual professional development on the implementation of State Standards during the 2016/17 school year.	70% of teachers will participate in annual professional development on the implementation of State Standards.	80% of teachers will participate in annual professional development on the implementation of State Standards.	100% of teachers will participate in annual professional development on the implementation of State Standards.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services Duplicate the table, including Budgeted Expenditures, as needed

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

New Action

2017-18 Actions/Services

Cottonwood Creek will purchase Math
Supplemental materials to support K-5
Math teachers.

Select from New, Modified, or Unchanged
for 2018-19

New Action

2018-19 Actions/Services

Cottonwood Creek will purchase Math
Supplemental materials to support K-5
Math teachers.

Select from New, Modified, or Unchanged
for 2019-20

Modified Action

2019-20 Actions/Services

Cottonwood Creek will purchase Math
Supplemental materials to support K-5
Math teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,700	\$5,000	\$5,000
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4310	4310	4310

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide K-8 teachers with school wide benchmark assessment program for Literacy and Math	Provide K-8 teachers with school wide benchmark assessment program for Literacy and Math	Provide K-8 teachers with school wide benchmark assessment program for Literacy and Math
Budgeted Expenditures		
Year	2017-18	2018-19
Amount	\$6,000	\$6,000
Source	Unrestricted	Unrestricted
Budget Reference	4310	4310
Action 3		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
All	All Schools	
OR		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Cottonwood Creek Math and Science staff
will participate in STEM trainings

Cottonwood Creek Math and Science staff
will participate in STEM trainings

Cottonwood Creek Math and Science staff
will participate in STEM trainings

Budgeted Expenditures

Year 2017-18
Amount \$6,500
Source EdEffect
Budget 5210
Reference

2018-19
\$4,000
Unrestricted
5210

2019-20
\$1,000
Unrestricted
5210

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$123,268

Percentage to Increase or Improve Services

6.36%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Cottonwood Creek Charter School is expecting to spend \$123,268 in the 2019/2020 budget based on our concentration of low income, foster youth, and English learner students. Cottonwood Creek expects to expend these funds in a variety of ways. First, we continue to use three instructional aides for the purpose of reading intervention for below grade level readers. These three aides will continue to be trained in reading support instructional strategies and assessments. The Learning Center will support below grade level readers in grades 1-6. Teachers will coordinate their core curriculum schedules in conjunction with the Learning Center. Second, in order to offer more reading opportunities for students, Cottonwood Creek will continue to expand its library and reading resources. Additional grade level books will be purchased in order to offer a wide selection of reading material. Third, Cottonwood Creek will continue to provide its teaching with staff development in areas of Writing and Science/STEM. Finally, Cottonwood Creek will continue to provide a comprehensive after-school elective program with a number of new elective and music classes.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$120,518

Percentage to Increase or Improve Services

6.67%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Cottonwood Creek Charter School is expecting to spend \$123,526 in the 2018/2019 budget based on our concentration of low income, foster youth, and English learner students. Cottonwood Creek expects to expend these funds in a variety of ways First, we continue to use three instructional aides for the purpose of reading intervention for below grade level readers. These three aides will continue to be trained in reading support instructional strategies and assessments. The Learning Center will support below grade level readers in grades 1-6. Teachers will coordinate their core curriculum schedules in conjunction with the Learning Center. Second, in order to offer more reading opportunities for students, Cottonwood Creek will continue to expand its library and reading resources. Additional grade level books will be purchased in order to offer a wide selection of reading material Third, Cottonwood Creek is in need of replacing its K-3 Reading Program with a program that better addresses state standards. Finally, Cottonwood Creek will be expanding its enrichment and elective program so that all students will have more opportunities to participate in the arts and music. We have heard from families that desire to see more music, dance, and other enrichment opportunities in our elective line-up Parents would also like to see a future goal of adding industrial arts to our junior-high electives. Cottonwood Creek Charter School feels that aggressively raising the reading level for all students and participation for all students in a variety of enrichment activities are the keys to a well-balanced education

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#)

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education. Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities

State Priorities

Priority 1: Basic Services addresses the degree to which

- A Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching,
- B Pupils in the school district have sufficient access to the standards-aligned instructional materials, and
- C School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses.

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency

Priority 3: Parental Involvement addresses

- A The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site,
- B How the school district will promote parental participation in programs for unduplicated pupils, and
- C How the school district will promote parental participation in programs for individuals with exceptional needs

Priority 4: Pupil Achievement as measured by all of the following, as applicable

- A Statewide assessments,
- B The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework,
- D The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT),
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher, and
- G The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness

Priority 5: Pupil Engagement as measured by all of the following, as applicable

- A School attendance rates,
- B Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable.

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in

- A S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable,
- B Programs and services developed and provided to unduplicated pupils, and
- C Programs and services developed and provided to individuals with exceptional needs

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including.

- A Working with the county child welfare agency to minimize changes in school placement
- B Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services, and
- D Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address

- A. Local priority goals, and
- B Methods for measuring progress toward local goals

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements

(3) Divide (1) by (2)

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2)

(d) "Suspension rate" shall be calculated as follows

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30)

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code* Reference. Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001, 20 U.S.C. Sections 6312 and 6314

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01, community members, local bargaining units, LEA personnel, county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning" Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes" Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	432,436 00	226,326 00	223,436 00	216,218.00	217,632.00	657,286 00
	0.00	0 00	0.00	0.00	0.00	0.00
EdEffect	0.00	0 00	11,500 00	0.00	0 00	11,500.00
LCFF Supplemental and Concentration	217,700 00	103,665.00	52,056 00	108,850 00	113,170 00	274,076.00
Unrestricted	196,736 00	109,031 00	82,880 00	98,368 00	93,462 00	274,710 00
Unrestricted & Supplemental and Concentration	0.00	0 00	68,000.00	0 00	0 00	68,000 00
Unrestricted/Lottery	18,000.00	13,630 00	9,000.00	9,000 00	11,000 00	29,000.00

* Totals based on expenditure amounts in goal and annual update sections

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	432,436.00	226,326 00	223,436 00	216,218.00	217,632 00	657,286 00
	14,919 00	0 00	465 00	1,419 00	1,419.00	3,303 00
1000's	4,257 00	2,838 00	465 00	1,419.00	1,419 00	3,303.00
1000's, Extra Duty	0 00	0 00	36,000 00	0 00	0 00	36,000 00
1115, Extra Duty	73,500 00	55,770 00	0 00	34,500 00	34,600 00	69,100 00
2000's	47,460 00	27,623 00	42,700 00	23,730 00	24,424 00	90,854.00
2110	86,300 00	47,083 00	22,000 00	43,150 00	50,770 00	115,920 00
4110	16,000 00	12,431 00	0 00	8,000 00	12,500 00	20,500 00
4110, 4210	0.00	0 00	8,500 00	0 00	0 00	8,500 00
4210	19,000 00	6,921 00	7,356 00	9,500 00	11,500 00	28,356 00
4210, 4310	0 00	0 00	3,500 00	0 00	0.00	3,500 00
4310	33,000 00	13,630 00	18,200 00	16,500 00	16,500 00	51,200 00
4510	4,500 00	0 00	4,750 00	4,500 00	1,000 00	10,250.00
5210	9,000 00	0 00	11,500 00	9,000 00	3,500 00	24,000 00
5805	124,500 00	60,030 00	68,000 00	64,500 00	60,000 00	192,500 00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	432,436.00	226,326 00	223,436 00	216,218 00	217,632.00	657,286.00
		0.00	0.00	0.00	0.00	0 00	0 00
	EdEffect	0 00	0.00	0.00	0.00	0.00	0.00
	LCFF Supplemental and Concentration	5,000 00	0 00	0 00	0 00	0.00	0 00
	Unrestricted	9,919 00	0 00	465 00	1,419.00	1,419.00	3,303 00
	Unrestricted & Supplemental and Concentration	0 00	0.00	0 00	0 00	0 00	0.00
	Unrestricted/Lottery	0.00	0.00	0.00	0.00	0.00	0.00
1000's	Unrestricted	4,257 00	2,838 00	465.00	1,419 00	1,419 00	3,303 00
1000's, Extra Duty	Unrestricted	0.00	0.00	36,000.00	0 00	0 00	36,000 00
1115; Extra Duty	LCFF Supplemental and Concentration	4,500 00	0 00	0 00	0 00	0.00	0.00
1115; Extra Duty	Unrestricted	69,000.00	55,770 00	0.00	34,500.00	34,600.00	69,100.00
2000's	LCFF Supplemental and Concentration	0 00	0 00	29,500 00	0.00	0.00	29,500 00
2000's	Unrestricted	47,460 00	27,623 00	13,200 00	23,730 00	24,424 00	61,354.00
2110	LCFF Supplemental and Concentration	40,700 00	24,283.00	0 00	20,350.00	27,170.00	47,520.00
2110	Unrestricted	45,600 00	22,800.00	22,000.00	22,800 00	23,600.00	68,400 00
4110	LCFF Supplemental and Concentration	16,000 00	12,431.00	0 00	8,000 00	12,500 00	20,500.00
4110, 4210	LCFF Supplemental and Concentration	0 00	0 00	8,500 00	0 00	0 00	8,500.00
4210	LCFF Supplemental and Concentration	12,000 00	6,921 00	7,356 00	6,000 00	6,000 00	19,356 00
4210	Unrestricted/Lottery	7,000 00	0 00	0 00	3,500 00	5,500.00	9,000 00
4210, 4310	Unrestricted/Lottery	0 00	0.00	3,500 00	0 00	0 00	3,500 00
4310	LCFF Supplemental and Concentration	10,000 00	0 00	6,700 00	5,000 00	5,000 00	16,700 00
4310	Unrestricted	12,000 00	0 00	6,000.00	6,000 00	6,000 00	18,000 00
4310	Unrestricted/Lottery	11,000 00	13,630 00	5,500 00	5,500 00	5,500 00	16,500.00
4510	Unrestricted	4,500.00	0 00	4,750 00	4,500 00	1,000.00	10,250 00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5210	EdEffect	0 00	0.00	11,500 00	0 00	0 00	11,500 00
5210	LCFF Supplemental and Concentration	5,000 00	0 00	0 00	5,000 00	2,500 00	7,500 00
5210	Unrestricted	4,000 00	0 00	0.00	4,000.00	1,000.00	5,000 00
5805	LCFF Supplemental and Concentration	124,500 00	60,030 00	0 00	64,500 00	60,000.00	124,500 00
5805	Unrestricted & Supplemental and Concentration	0 00	0 00	68,000 00	0 00	0 00	68,000 00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	142,300 00	69,576.00	81,356 00	71,150 00	82,770.00	235,276 00
Goal 2	62,136 00	30,461.00	18,880 00	31,068 00	28,262.00	78,210 00
Goal 3	198,000.00	115,800.00	104,000.00	99,000 00	94,600 00	297,600.00
Goal 4	30,000.00	10,489 00	19,200.00	15,000 00	12,000 00	46,200 00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Appendix L

Comprehensive School Safety Plan

Cottonwood Creek Charter School

Comprehensive School Safety Plan

**2019-20
School Year**

School: Cottonwood Creek Charter School
CDS Code: 45699550121640
District: Cottonwood Creek Charter School
Address: 3425 Brush Street
Cottonwood
Date of Adoption: 02/10/2020
Date of Update: 02/05/2020
Date of Review:
- with Staff 01/21/2020
- with Law Enforcement 02/05/2020
- with Fire Authority 02/05/2020

Approved by:

Name	Title	Signature	Date
Mark Boyle	School Director		
Jim Bush	Facilities Project Manager		
Patrick Bloom	Classroom Teacher		
Clarissa McGowan	Office Manager		
Judy Vazquez	Administrative Assistant		

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at our school office located at 3425 Brush St., Cottonwood, CA.

Safety Plan Vision

The Cottonwood Creek Charter School is committed to having and maintaining a safe learning environment for students and staff alike. A comprehensive school safety plan is in effect at our school campus. Through planning, training and education, and practice, our staff is equipped with the necessary skills to maintain order and safety.

Components of the Comprehensive School Safety Plan (EC 32281)

Cottonwood Creek Charter School Safety Committee

Assessment of School Safety

Cottonwood Creek Charter School provides compiled school crime information for the California Safe School Assessment as mandated by the state of California

The following Data sources are reviewed

- 1) Local law enforcement crime data
- 2) Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System
- 3) Attendance rates
- 4) LCAP

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

In analyzing local law enforcement crime data, as well as discipline and attendance reports, we identified the following strategies and programs to maintain a high level of school safety

- 1) To ensure our campus is secure from outside criminal activity we are currently working to have gated entrances that require outside visitors to contact our front office for access
- 2) To ensure a secure and prepared campus, we will continue to perform monthly disaster drills which include both fire and lock down drills
- 3) To ensure a low suspension rate we will continue to maintain proactive and strong supervision during all times of the day

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Reporting child abuse is mandated by the California Penal Code. This law requires school employees to report any reasonable suspicion of child abuse or neglect to the local police department, sheriff's department, or county welfare office. All Cottonwood Creek Charter School staff report any suspected case of child abuse or child neglect. Teachers and classified employees are asked to make the report and notify an administrator or ask an administrator to assist in making a report. Cottonwood Creek Charter School administration reviews the reporting procedures at the beginning of the year. All school employees receive annual training on the mandated reporting requirements within six weeks of the first day of each school year or their first day of employment. Child abuse reporting procedures can be found in the Cottonwood Creek Charter School Parent Handbook.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

EMERGENCY/DISASTER PROCEDURE

In accordance with Board policy and California laws, Cottonwood Creek Charter School has developed specific plans in preparation for a possible emergency or disaster. The purpose is to prepare as much as possible in advance for the safety and welfare of each student. What is done now, when there is time to prepare, could result in preventing serious injury to or possible death of student(s). In the event of an emergency or disaster, you can expect the following:

- 1 Regularly scheduled fire, earthquake, and lock down drills, as well as disaster drills will be conducted at school.
- 2 Preparation for an emergency or disaster will be reviewed and an emergency backpack will be maintained in each classroom
- 3 Students will be kept AT SCHOOL during school hours UNLESS it is unsafe or inappropriate to do so
- 4 Students will be instructed to continue on their way home if they are already going home
- 5 Students will be instructed to continue on their way to school if they are already going to school

- 6 Parents/guardians will be asked for identification before your student is released to you
7. Unauthorized persons will not be allowed on campus
- 8 Should a parent/guardian need to pick up their student, you may do so at the location where there is a sign stating PICK-UP POINT.
- 9 Parents/guardians will be asked to keep clear of all access roads and parking lots so that emergency vehicles can arrive safely and easily
- 10 Should a student need to be evacuated from the school, he/she will be taken to the nearest safe location available

EVACUATION PROCEDURE

Cottonwood Creek Charter School has specific "Exit School" procedures. These will be followed when students are required to leave the building. In case the school needs to be evacuated, children will leave on foot supervised by staff, to the nearest public building, public site or to the Primary Evacuation Site. The Evacuation Site will be determined by the School Director or faculty member in charge of students, based on the conditions that necessitated the evacuation. In the event of a district wide evacuation, we would stand by for direction from the Cottonwood Union School Superintendent. If it is safe and possible to keep the children at school, we will do so until they can be either delivered to their homes or picked up by their parents.

EVACUATION SITES

Primary On-Campus Evacuation Site - Soccer/Baseball Field
Primary Off Campus Evacuation Site - First Baptist Church

TEACHER EVACUATION CHECKLIST

- 1 Take your Evacuation Packet
- 2 Take your Evacuation Backpack
- 3 Take your Walkie-Talkie

PROCEDURES FOR SCHOOL CLOSURES / DELAYED START

In the event that it becomes necessary to cancel school for an entire day or a partial day, or to delay the start of school, the following procedures will be followed:

The decision to delay or close school shall be made by the Superintendent. Factors which will be considered in making the decision shall include the present road conditions, the present and future weather conditions, the status of heat, water and electric power at each school site. Since it is in the best interest of the students and staff to make a decision to close a school in a timely fashion, every effort will be made to announce the school closures by 7:30 am.

NOTIFICATION OF SCHOOL CLOSURE

When the decision has been made to close or delay the start of the schools in one or more of the communities within the district, the Superintendent/designee will notify the affected site administrators, place a notice on the PCOE website, put a message on the District Office voicemail ext 1, and notify local radio stations. Principals will be responsible to notify school site staff and the supervisor of transportation will be responsible to notify all bus drivers. Principals are encouraged to develop a staff phone tree and to use the School Messenger automatic calling system to disseminate such information rapidly. Principals should include the above information about notification of school closures in their school newsletters several times during the winter months when closures are most likely to occur.

SCHOOL CLOSURE FOR A PARTIAL DAY

In the event that it becomes necessary to close schools in a specific community for safety reasons after students are in attendance during the day, the principals shall confer with the Superintendent who shall make the decision with the supervisor of transportation. The Superintendent/designee will notify the affected site administrators, place a notice on the Cottonwood Creek Charter website, put a message on the District Office voicemail ext 1, and notify local radio stations. Principals will establish a procedure to directly contact parents – no student will be sent home without verification that a parent or designated adult is there to receive them.

Public Agency Use of School Buildings for Emergency Shelters

Per Ed Code 32280, public agencies, including the American Red Cross, are permitted to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

If a dangerous pupil is in attendance, the Cottonwood Creek Charter School Principal will personally notify the teachers immediately about that student. The administrator will identify the dangerous behavior and instruct teachers on how to proceed if dangerous behavior occurs. For students who are suspended from school, teachers will be notified of the suspension and will have access to the suspension letters for details of the incident. Any student who causes, attempts to cause, or threatens to cause harm may be recommended for expulsion if the severity of the action so warrants.

(E) Sexual Harassment Policies (EC 212.6 [b])

Cottonwood Creek Charter School is committed to a learning and working environment that is free of discriminatory intimidation. Therefore, the school adheres to a policy that prohibits sexual harassment at school and school-sponsored events, including off-campus events and field trips. Cottonwood Creek Charter School Board Policies provide a comprehensive guide to sexual harassment, including purpose of the policies, definition of sexual harassment, and complaint, investigation and resolution procedures. Staff members are also notified of their obligations and rights regarding sexual harassment.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Good appearance and good grooming add to the effectiveness of a student in school and are very conducive to a good learning environment. Students are expected to attend site classes and elective classes in neat, clean, appropriate clothing with their bodies appropriately covered. Parents are expected to enforce the dress code standards before children leave for school each morning. If students are unsuitably dressed, or their appearance is disruptive or distracting in nature, students will call home and have appropriate clothing brought to them. In areas not covered by the dress code, the onsite administrator shall make judgements at his/her own discretion.

- 1 No wearing undergarments as shirts or shorts.
- 2 No torn clothing that exposes skin above the knee
- 3 Pants and shorts must be worn at waist level, no sagging
4. No spaghetti straps, halter tops, or strapless tops. Wide shoulder strap tank tops are acceptable
- 5 No midriffs, undergarments, or cleavage showing
- 6 Clothing, jewelry, and accessories with logos or words that promote alcohol, drugs, gangs, violence, bigotry, or sexual connotations are not permitted.
- 7 No hats inside the building, except for religious purposes
- 8 No sunglasses inside the building
- 9 No ink writing on bodies or garments
- 10 Shorts, skirts, and dresses may not be shorter than 3 inches above the knee
- 11 Shoes must be worn at all times
- 12 Costumes may only be worn on designated days

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

When entering or exiting the campus, students and parents are instructed to utilize the following drop off/pick-up points:

- (1) The Front Main Gate (Brush Street),
- (2) The Primary Grades Gate that is connected to the primary grades classrooms (Brush Street), or
- (3) The Northeast Gate that is next to the Library (3rd Street)

After 8 20 a m , all outside gates and doors are locked except the main gate and main doors at the front of the school After 8 20 a m , all parents/guardians and visitors to Cottonwood Creek Charter School must enter through the front doors, check in at the front office, and obtain a visitor pass

Motorists are expected to obey all driving and speed laws while in the parking lot and/or on streets near Cottonwood Creek Charter School Bicycle and skateboard possession and riding are strictly prohibited on campus Signs indicating this are posted

Cottonwood Creek Charter School is a closed campus Students who leave campus without proper permission are subject to school discipline

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

People and Programs

Element:

Create and Maintain a safe, caring, and connected environment

Opportunity for Improvement:

Continue staff development training with instructional aide staff regarding playground supervision

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain strong and proactive supervision during all transition periods and recesses	Carefully Planned Supervision Schedule	See School Budget	Mark Boyle / Principal	Parent Feedback from End of Year Surveys
	Continued Staff Training on Supervision, School Safety, and Bullying Prevention			

Component:

Place / School Campus

Element:

Maintain a campus and school environment that is safe, drug-free, and conducive to learning

Opportunity for Improvement:

Continued Improvements with regard to sampus safety and security (i e new fencing and security gates)

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain daily cleaning procedures	Janitorial services done each night as well as more in depth cleaning done periodically	See Budget	Custodian	Parent Survey Feedback
Address areas of campus in need of repair	Continue employment of Part-time Maintenance Worker	See Budget	New Maintenance Worker	Staff Feedback

Component:

Place / School Campus

Element:

Maintain a campus and school environment that is safe, drug-free, and conducive to learning

Opportunity for Improvement:

Need for Updated Staff Training with new Disaster Procedures and School Evacuation Protocol

Objectives	Action Steps	Resources	Lead Person	Evaluation
Have Staff fully trained in Disaster Procedures and School Evacuation Protocol	Update Current Procedures and gather review and approval from law enforcement and fire department	See budget	Mark Boyle / Principal	Disaster Drill Training Records

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Cottonwood Creek Charter School Student Conduct Code

Conduct Code Procedures

The purpose of discipline is to both facilitate learning in the classroom and to teach students self-regulation skills that will serve them in all areas of their lives. When a student violates classroom rules teachers use interventions, such as verbal reminders, moving a student's seat, one on one after class conversations or a phone call home. If a violation of classroom rules persists, the CCCS director will be contacted for further involvement with the student and/or parent.

If there is a conflict between students and direct discussion cannot resolve the conflict, students will be expected to follow the conflict resolution techniques taught in the classrooms and on the playground. The conflict resolution structure asks students to be responsible for their own choices and gives students various choices to act upon when in a conflict. These choices range from walking away from a situation, talking it over with his/her peer, actively listening to the other student(s), and/or reaching a consensus amongst the students. Staff will incorporate these techniques into problem-solving situations as a regular practice. If students are unable to resolve the conflict they will be expected to ask a teacher for assistance in resolving the conflict. If the teacher is unable to resolve the conflict, the Director will facilitate a dispute resolution process.

For highly disruptive or unsafe behaviors, students will receive an immediate referral to the director. More serious school violations include, but are not limited to, physical violence, threatening others, vandalism, jeopardizing the safety of others, theft, and any other illegal or dangerous activities. These violations may result in immediate suspension or referral for expulsion. A comprehensive list of offenses resulting in suspension or expulsion and the Pupil Suspension and Expulsion Policy is available in the office.

(J) Hate Crime Reporting Procedures and Policies

Hate crime reporting procedures and policies can be found in the Cottonwood Creek Charter School Student/Parent Handbook

Procedures for Preventing Acts of Bullying and Cyber-bullying

Policy prohibiting discrimination, harassment, intimidation, and bullying can be found in the Cottonwood Creek Charter School Student/Parent Handbook. This Policy prohibits discrimination, harassment, intimidation, and bullying at school and all school-sponsored events, including off-campus events and field trips

Safety Plan Review, Evaluation and Amendment Procedures

Board will annually review this Comprehensive Safety Plan by March 1st of every year

Safety Plan Appendices

Emergency Contact Numbers

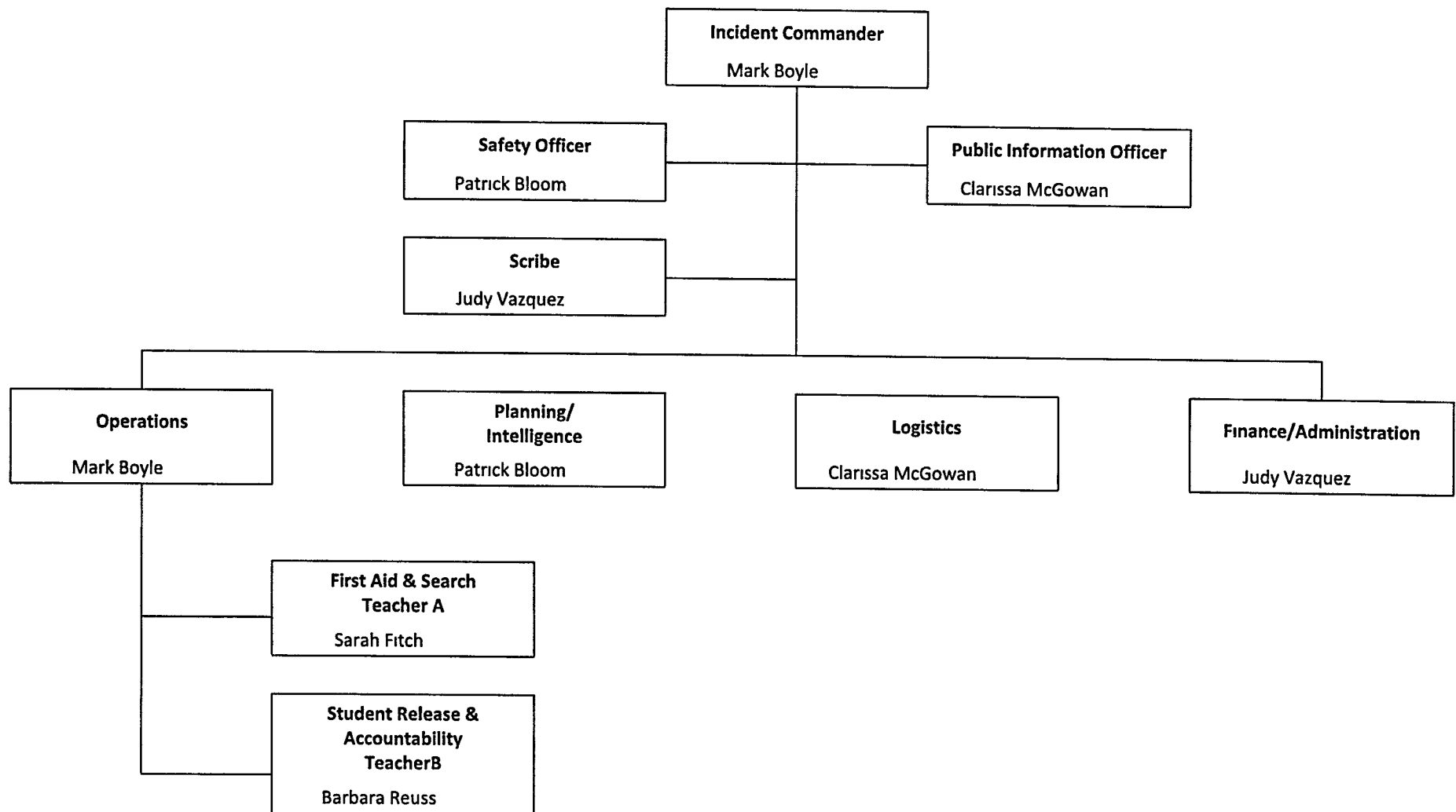
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Shasta County Sheriff	245-6540	
Law Enforcement/Fire/Paramedic	Cottonwood Fire Department	347-3131	
Local Hospitals	Mercy Hospital	225-7252	
Local Hospitals	Shasta Regional Medical Center	244-5400	
Emergency Services	Suicide Prevention	225-5252	
Emergency Services	Office of Emergency Services	245-6174	
Emergency Services	Poison Control	1-800-876-4766	
American National Red Cross	American Red Cross	244-8000	
City Services	County Mental Health Department	225-5200	
School District	Cottonwood Union District Office	347-3165	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Principal Training at Shasta County Office of Education	Fall 2019	Staff Development at Shasta County Office of Education
Safety Plan Development by Cottonwood Creek Charter School Staff	Fall 2019, Spring 2020	Cottonwood Creek Safety Committee, on campus
Safety Plan Review with Staff	February 2020	Staff Meetings at Cottonwood Creek Charter School
Safety Plan Review with Law Enforcement and Local Fire Department	February 2020	Review Meeting at Fire Department and with Sheriff Department
Safety Plan Review and Adoption by School Board	February 10, 2020	Cottonwood Creek Charter School Board Meeting

Cottonwood Creek Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions.

See below:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel, assembling and deploying volunteers, providing supplies, equipment, and services, and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, school personnel will respond appropriately toward hazardous materials (HAZMAT). Refer to the section on Biological or Chemical Release.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator or designee will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
5. The First Aid/Medical Team will check injuries to provide appropriate first aid.
6. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
7. If it is unsafe to remain on campus, the School Administrator will initiate an OFFSITE EVACUATION.

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "911" and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, families and parents will be notified.
5. The School Administrator will initiate an OFF-SITE EVACUATION.

Armed Assault on Campus

ALERT -

1. Initiate School Lock Down (see Lock Down Protocol in DISASTER PROCEDURES posted in every classroom and office).
2. Call 911. DON'T HANG UP THE PHONE UNTIL RELEASED BY 911, OPERATOR. If 911 are unavailable, call the Shasta County Sheriff's Office at 245-6540.

ACTIONS -

1. Lockdown Drill – Continue in Lock down drill until given "ALL CLEAR" by Law Enforcement or Administration.
2. Evacuate (if necessary) - Move from the building and away from the armed intruder, if at all possible to safely do so. If breaking windows is necessary, do so from the top corner. Students should evacuate to their pre-determined location or evacuation center. If law enforcement arrives – keep hands visible!
3. Counter - Counter is an absolute last resort! Move, make noise, and throw objects to distract the shooter. Use body weight and gravity to gain control.

4. After law enforcement or school administration has directly instructed you that the immediate danger is over: AVOID parked private vehicles and trash cans until all have been cleared by law enforcement, DO NOT TOUCH or allow students to touch Weapons, guns, knives, club, or shell casings, or any area possibly touched by the intruder, or Notes or other written materials left by intruder

In preparation for an Armed Intruder/Shooting incident

- a All staff should develop the habit of being aware of their surroundings – constantly vigilant for potential threats
- b All staff should have their Lock Down Drill (Bright Orange color) posted next to their door.
- c. All school staff should know the location of the off campus evacuation center
- d All school staff should be trained in how to make a general announcement on the school's intercom phones
- e School staff should evaluate all classrooms and determine if, during a lock down that classroom can provide cover and concealment for students, or if they should be moved to a nearby location providing better cover and concealment
- f Trauma training and trauma first aid kits should be provided to school staff
- g Post-incident student release procedures should be established
- h Parents should be informed of site response plans for Armed Intruder/Shooting

Biological or Chemical Release

Hazardous material spills may occur inside a building, such as a spill in a chemistry lab. Incidents of disaster magnitude may occur outside, such as a tank truck accident involving large quantities of toxic material

Procedures:

- 1) If a spill is minor and inside, notify buildings and grounds personnel immediately for cleanup. Open windows for ventilation
- 2) If a more serious spill occurs inside or outside.
- 3) Call 911. Notify Fire Department, Emergency Response Unit, and/ or Public Health Department
- 4) Provide the following:
 - School name
 - Building address, including nearest cross street(s)
 - Your name and phone number.
 - Location of the spill and/or materials released
 - Characteristics of spill (colors, smells, visible gases).
 - Name of substance, if known
 - Injuries, if any
- 5) Notify buildings and grounds personnel
- 6) Close all windows and doors if the spill is outside
- 7) Request that buildings personnel shut off mechanical ventilating systems if it might spread toxic material
- 8) Remain inside building unless ordered to evacuate by the Fire Department.
- 9) Fire Department will advise of further actions to be taken
- 10) Do not eat or drink anything or apply cosmetics
- 11) If there appears to be imminent danger, a fire drill may be called while approval for student release or site evacuation is sought

12) The Principal or his/her designee, if necessary, will give approval for student release or site evacuation

Bomb Threat/ Threat Of violence

The person receiving the bomb threat will:

- * Attempt to gain as much information as possible when the threat is received Do not hang up on the caller
- * Keep the caller on the phone as long as possible If the threat is received by phone, attempt to gain more information
- * The most important information is When will the bomb explode and where is the bomb located?
- * Immediately after receiving the bomb threat, verbally notify the Incident Commander of the threat received
- * Turn off cellular phones and/or walkie-talkie radios (transmits radio waves could trigger a bomb)

Incident Commander, in conjunction with other staff, will (if necessary)

- * Call 9-1-1 and give the following information your name, call-back phone number, exact street location with the nearest cross street, nature of incident and number and location of people involved and/or injured
- * Notify superintendent's office
- * Evacuate involved buildings using fire drill procedures Principal must have superintendent's permission to evacuate the entire site
- * Implement a systematic inspection of the facilities to determine if everyone is out.
- * Secure all exits to prevent re-entry to buildings during the search period
- * Be certain people stay clear of all buildings, a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building
- * Re-occupy buildings only when proper authorities give clearance

Fire department or police officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed

Bus Disaster

Not applicable to Cottonwood Creek Charter School

Disorderly Conduct

Unlawful Demonstration or Walkout

EMERGENCY PROCEDURES IN CASE OF RIOT

A riot may be defined as a large group of out of control individuals resulting in chaos and a complete breakdown of order Adults are far outnumbered by students on campus at any given time and could not control such a situation without outside help If there is large civil unrest incident on campus

- 1 Contact law enforcement immediately and notify them of the approximate number of participants and the presence of weapons
- 2 Try to isolate the disorderly group away from other students by locking doors and windows or assembling order students in a secure area
3. Initiate "Shelter-in-Place" procedures for classroom

Earthquake

- * Indication of an earthquake may be a gentle to moderate shaking Items may wobble upon a shelf
- * A fire/evacuation alarm MAY or MAY NOT sound
- * Students and teachers DUCK, COVER and HOLD until the shaking stops
- * Teachers evacuate the classroom when he/she deems it is safe
- * Teacher props the door open.
- * Students and staff walk to the assembly area
- * Teachers take attendance and complete Emergency Attendance Report Runners deliver the report to Incident Command Center

- * Teachers pass their class to the buddy teacher and report to predetermined team location.
- * Wait for instructions

Directions for Duck, Cover and Hold

Classroom

- 1) Drop to knees with back to the windows
- 2) Get under solid furniture (desk, table, chair, etc)
- 3) Grasp leg of furniture with one hand while covering the back of the neck with the other Be certain head and necks are covered by furniture.
- 4) Wait for further instructions

Playground

- 1) Move away from any buildings, light poles, utilities and playground equipment
- 2) Drop to ground and wait for instructions

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc) and proximity to the school All students should be kept away from the explosion and under supervision

PRINCIPAL/SITE ADMINISTRATOR

- 1) Determine whether site evacuation should be implemented If so, sound fire alarm This will automatically implement action to EVACUATE the building EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE
- 2) Notify Fire Department (call 911) Provide school name, address, exact location within the building, your name and phone number and nature of the emergency
- 3) Secure area to prevent unauthorized access until the Fire Department arrives
- 4) Advise the District Superintendent of school status
- 5) Notify emergency response personnel of any missing students
- 6) Notify utility company of breaks or suspected breaks in utility lines or pipes Provide school name, address, location within building, your name and phone.
- 7) Direct a systematic, rapid and thorough approach to search the building and surrounding areas Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels)
- 8) Determine if Student Release should be implemented. If so, notify staff, students and parents
- 9) If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction Do not return to the school building until it has been inspected and determined safe by proper authorities

STAFF ACTIONS

- 1) Initiate DROP, COVER AND HOLD ON
- 2) If explosion occurred inside the school building, EVACUATE to outdoor assembly area Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment
- 3) Check to be sure all students have left the school site. Remain with students throughout evacuation process
- 4) Upon arrival at assembly area, check attendance Report status to site administrator immediately
- 5) Render first aid as necessary.
- 6) Do not return to the building until the emergency response personnel determine it is safe to do so
- 7) If explosion occurred in the surrounding area, initiate SHELTER IN PLACE Keep students at a safe distance from site of the explosion

Fire in Surrounding Area

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS.

- 1) Determine if EVACUATION of school site is necessary
- 2) Contact local fire department (call 911) to determine the correct action for your school site
- 3) If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION
- 4) Direct inspection of premises to assure that all students and personnel have left the building
- 5) Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location
- 6) Monitor radio station for information
- 7) Do not return to the building until it has been inspected and determined safe by proper authorities

STAFF ACTIONS

- 1) If students are to be evacuated, take attendance to be sure all students are present before leaving the building site
- 2) Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment
- 3) Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- 4) Remain with students until the building has been inspected and it has been determined safe to return

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS.

- 1) Sound the fire alarm to implement EVACUATION of the building
- 2) Immediately EVACUATE the school using the primary or alternate fire routes.
- 3) Notify the Fire Department (call 911)
- 4) Direct search and rescue team to be sure all students and personnel have left the building
- 5) Ensure that access roads are kept open for emergency vehicles
- 6) Notify District Office of situation
- 7) Notify appropriate utility company of suspected breaks in utility lines or pipes
- 8) If needed, notify bus dispatch for OFF-SITE EVACUATION
- 9) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

STAFF ACTIONS.

- 1) EVACUATE students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment
- 2) Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- 3) Maintain supervision of students until the Fire Department determines it is safe to return to the school building

Flooding

EMERGENCY PROCEDURES IN CASE OF FLOOD

The major concern during flooding is drowning or injury from floating debris. Water is the most powerful force on earth. No humans or machinery can operate successfully against a raging body of water. The only defense is to assess where the flood waters will go and get out of the way by moving to higher ground. In the event someone gets caught in a powerful current follow these rescue steps.

- 1 Reach out to the person with an object they can grab
- 2 Throw a buoyant object out to them that will help them stay on the water surface. Try to ensure that the object is tied onto a line that is anchored to something sturdy on shore so the power of the water doesn't pull you in
- 3 Attempting to swim to the individual is very dangerous. Many would-be rescuers drown unless they are wearing flotation equipment, and even then have lost their life if the equipment fails.
- 4 Do not enter or attempt to cross bodies of water

EMERGENCY PROCEDURES IN CASE OF SEVERE WINTER STORM

Blizzard conditions with heavy accumulations of ice and snow, high winds and zero visibility pose an extreme danger when outside in the weather. Individuals often become exhausted quickly by the severe cold. Disorientation and loss of sense of direction can cause people to become lost within a few feet of familiar surroundings. Falling snow from buildings can bury children and even adults easily.

1. Staying indoors during severe weather, you are much safer inside than out even if the building has no heat, light, telephone or water.
- 2 When the storm subsides, remove snow from around windows and off roofs if there is a concern that the load bearing capacity of the structure is being approached. Schools are built to the most stringent design standards of any public building in California.
- 3 If the weather is severe, schools will be closed following the procedures outlined in the Emergency Action Plan and the phone tree will be started.
- 4 Phone numbers for weather updates on school closures are located in the "School Closure Notice" provided to parents at the beginning of the year.

Loss or Failure Of Utilities

EMERGENCY PROCEDURES IN CASE OF POWER FAILURE

Power failures may result in loss of telephone, heat, water and light causing potential emergency situations. Use of portable generators to restore power can be dangerous to utility workers trying to restore the power on transmission lines.

- 1 Retain room heat by keeping doors and windows closed or wear outdoor clothing to keep warm
- 2 Minimize water use so water pump expansion tanks water supplies last
- 3 Use available outside light or battery power flashlights
- 4 Use portable handheld radios for communication in place of telephones
- 5 Make cell phone calls brief. Do not tie-up communication access

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- 1) Notify police and fire department (call 911).

- 2) Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION which may include the use of busses or alternate transportation
- 3) Arrange for first aid treatment and removal of injured occupants from building
- 4) Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive
- 5) Ensure that students and staff remain at a safe distance from the crash
- 6) Account for all building occupants and determine extent of injuries
- 7) Notify District Superintendent.

STAFF ACTIONS

- 1) Notify Principal.
- 2) Move students away from immediate vicinity of the crash
- 3) EVACUATE students to a safe assembly area away from the crash scene Take class roster and emergency backpack
- 4) Check school site to assure that all students have evacuated
- 5) Take attendance at the assembly area
- 6) Report missing students to the principal /designee and emergency response personnel
- 7) Maintain control of the students a safe distance from the crash site
- 8) Care for the injured, if any.
- 9) Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

DEATH OF STAFF MEMBER/STUDENT

Administrative Action.

- (1) Assess the situation
- (2) Call 911, if necessary
- (3) Director or designated staff member to personally contact the deceased's family and offer support.

Gather Information

- (1) Student's schedule and emergency contact card.
- (2) Names of student's closes friends, siblings and school they attend
- (3) Names of witnesses, if any
- (4) Class schedule
- (5) Designate rooms to be used for grief counseling. Location(s) : Library or Front offices
- (6) Adjust scheduled activities
- (7) Keep school personnel updated on events and circumstances.
- (8) Anticipate absences on the day of a funeral and consider alternative scheduling
- (9) Stop any disciplinary or special notifications that may inadvertently be sent to the deceased's family.
- (10) Procure personal items of the deceased
- (11) Identify and communicate with other affected schools

NOTE. DO NOT immediately rearrange class seating, this may be accomplished later.

Administrative Action

- (1) Notify school personnel before the start of the student school day
- (2) Have Teachers privately send distressed students for counseling
- (3) Announce the loss to the entire school providing facts that will reduce rumors. Provide moment of silence.
- (4) The administrator will visit selected classes, as needed, and speak directly, personally to students and staff
- (5) Be visible on campus

(6) Follow up the student day with a short faculty meeting to review the facts on the incident and the role of faculty in further solving problems with the loss. Allow the staff the opportunity to share experiences and suggestions.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS.

- 1) Call 911
- 2) Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- 3) Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- 4) Provide list of potentially affected students and staff to responding authorities.
- 5) Provide staff with information on possible poisonous materials in the building.
- 6) Notify District Superintendent of situation and number of students and staff affected.
- 7) Confer with Department of Health and Human Services before the resumption of normal school activities.
- 8) Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS

- 1) Notify principal/site administrator
- 2) Call the Poison Center Hotline 1-800-222-1222
- 3) Administer first aid as directed by poison information center
- 4) Seek additional medical attention as needed

PREVENTATIVE MEASURES

- 1) Keep poisonous materials in a locked and secure location
- 2) Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside
- 3) Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training

Tactical Responses to Criminal Incidents

Cottonwood Creek Charter School has an EMERGENCY RESPONSE PLAN developed in conjunction with Law Enforcement

Unlawful Demonstration or Walkout

EMERGENCY PROCEDURES IN CASE OF RIOT

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1. Contact law enforcement immediately and notify them of the approximate number of participants and the presence of weapons
2. Try to isolate the disorderly group away from other students by locking doors and windows or assembling order students in a secure area
3. Initiate "Shelter-in-Place" procedures for classroom

Emergency Evacuation Map