

The Charter School of
SAN DIEGO

CHARTER RENEWAL PETITION

Submitted to the San Diego Unified School District Board of Education
August 11, 2017

Charter Term: July 1, 2018 – June 30, 2023

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Affirmations and Declaration

I, Tim Tuter, hereby certify that the information submitted in this petition for the renewal of a California public charter school named The Charter School of San Diego (“CSSD” or the “Charter School”), authorized by the San Diego Unified School District (“SDUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Student Success Programs declares that it shall be deemed the exclusive public school employer of the employees of The Charter School of San Diego for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Sections 47605(d)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- 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 a transcript of grades or report card and health information. [Ref. Education Code Section 47605(d)(3)]
- 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(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to 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 meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Tim Tuter
Executive Director/Lead Petitioner
The Charter School of San Diego

Date

Introduction and History

The Charter School of San Diego (CSSD) is an independent study, academic intervention program currently authorized to serve grades 7-12 and will expand to serve grades 6-12 beginning July 1, 2018. Every CSSD student benefits from a custom-built course plan, one-on-one attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. CSSD teachers are committed to partnering with parents to provide a personalized and rigorous academic experience for each student.

CSSD serves a unique student population. Many students choose to enroll at CSSD because they have not been successful in a traditional school setting. Approximately 64.2 percent of CSSD students are credit deficient upon enrollment ([Figure 1](#)), 75.3 percent are socio-economically disadvantaged and 79.2 percent represent a minority student population. Additionally, approximately 19.5 percent have been identified as Students with Disabilities, 14.4 percent are English Learners, 5.7 percent are homeless, and 0.2 percent are Foster Youth.

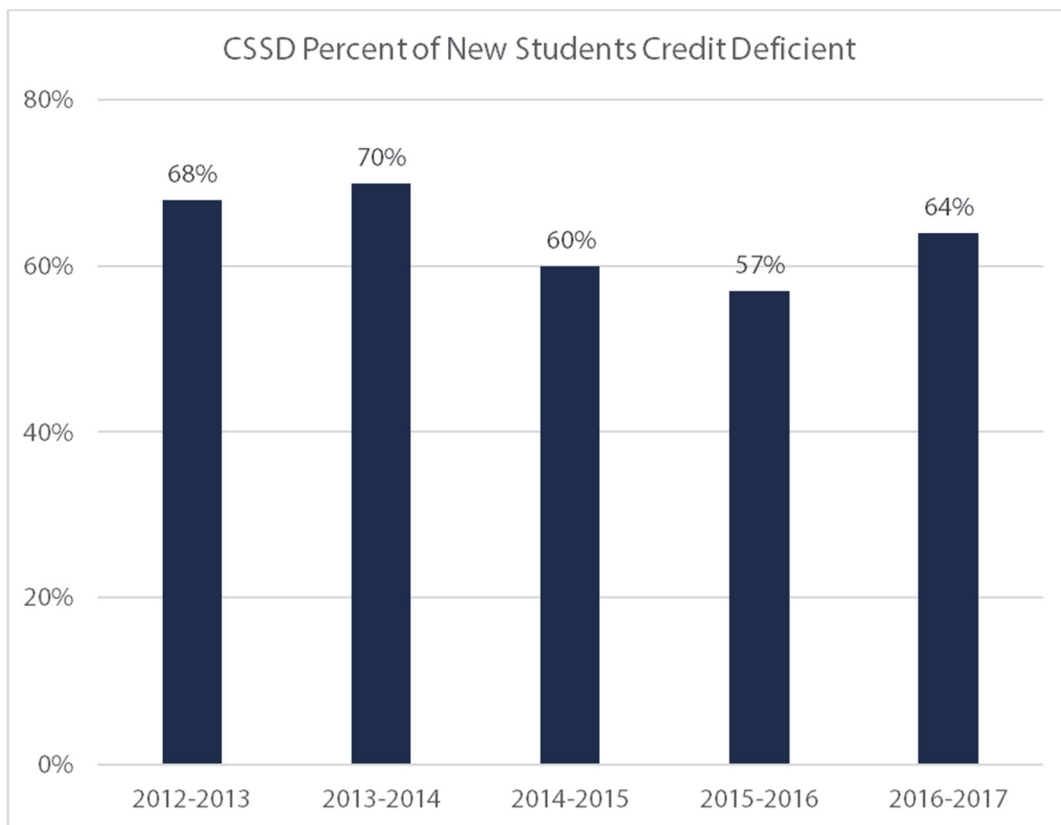


Figure 1. CSSD Percentage of New Students Credit Deficient

The focus of CSSD is to improve student learning, offer a safe learning environment, and provide high quality faculty and staff to a majority high-risk student population. CSSD students are offered access to specially trained teachers who are held directly accountable for their students' progress. This infuses high expectations for each student and helps teachers become partners in the process of transforming the lives of students.

Since 2009, The Charter School of San Diego has been approved to participate in the Alternative School Accountability Model (ASAM). Schools are eligible to participate in ASAM if at least 70% of student enrollment is comprised of high risk groups. High risk groups include the following:

- Expelled students
- Students suspended more than 10 days in one school year
- Wards of the Court or dependents of the court
- Pregnant and/or parenting students
- Recovered drop-outs
- Habitual truants
- Habitually insubordinate or disorderly students
- Students retained more than once during grades K-8

In July 2017 the State Board of Education adopted new criteria that define alternative schools in the new California School Dashboard (Dashboard Alternative Schools Status (DASS)). In addition to the previous defined high risk groups, the CDE now includes the following additional criteria for alternative schools:

- Credit deficient (students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Gap in enrollment (students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- High level transiency (students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth
- Homeless Youth
- Emotionally disturbed students

The School's vision is to educate students in new ways and to serve as a prototype for reform in public education. It is designed to avoid many of the problems students face in traditional schools. It retains the storefront one-room schoolhouse model, known as Resource Centers, which allows teachers to personalize each student's education and to develop a collaborative relationship with students and their families.

The School fulfills its mission "to implement personalized educational programs to facilitate student achievement and demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future" through the innovative implementation of a research-based blended learning model - always keeping the School's basic values in mind. The basic values are:

- Kids come first.
- Education at CSSD is personalized, individualized, and high quality.

- CSSD is made up of a community of highly professional people. These committed individuals are independent, self-motivated, high energy people who speak for themselves. They work to create a positive, challenging environment that is centered on teaching and learning.
- CSSD is committed to the creation of educational reform models centered on how effective educational organizations run, how teachers teach, and how students learn.
- CSSD employees are accountable for their work.
- People-centered teams focus on supporting quality teaching and learning. Performance is measured on a variety of indicators that include productivity, credit ratio, auditability, quality, performances and commitment to the vision of CSSD.
- CSSD is committed to improving the quality of life for students, their families, and the community at large.
- CSSD is fiscally and operationally responsible.

The Charter School of San Diego was initially developed from a San Diego Unified School District (SDUSD) program called the Educational Clinic Alternatives. This program was originally funded by SB 65 to curb the dropout rate by recovering students who had been absent from school for more than 45 days. In 1991, the Educational Clinic Alternatives were storefront classrooms with the mission to re-engage students in their education. From 1991 to 1993, these non-traditional “mini schools” changed radically. A system of community partnerships and relationships supported a rapid expansion. In response to requests from the community, Educational Clinic Alternatives locations were conveniently located citywide. A non-traditional calendar was adopted, and flexible scheduling for students was incorporated to strengthen academic and career options.

In April 1993, the San Diego Unified School District Board of Education approved a proposal for the development of a charter school sponsored by The Greater San Diego Chamber of Commerce, Business Roundtable for Education. This approval granted the Chamber one year to locate a program consistent with their concept for change and that would commit to becoming a charter school. After research and study, the Chamber of Commerce invited the staff of Educational Clinic Alternatives to consider a charter option. After many months of work on a program description, the transition of the Educational Clinic Alternatives to The Charter School of San Diego (CSSD) was submitted to the San Diego Unified School District Board of Education and approved. This historic approval marked the first time a charter school was granted in the San Diego Unified School District and in San Diego County. The Charter School of San Diego was the 28th charter school opened in California, making it one of the oldest charter schools in the nation.

To best serve its students, CSSD implements progressive strategies that are supported by current educational research. Initially, the School focused on skills to prepare students for the real world. As technology became available, staff began to integrate technology-based activities throughout the curriculum. The majority of the instructional staff is now iNACOL Leading Edge Certified in blended learning. Since the adoption of California Common Core State Standards (CCSS), CSSD updated its

curriculum and course options to ensure students master state standards and become college and career ready. CSSD has fully implemented CCSS and uses College and Career Readiness indicators as measures of student success. CSSD is currently updating science curriculum to reflect the state's recent adoption of Next Generation Science Standards (NGSS) and the alignment of curriculum and instructional materials. CSSD's focus on accountability, continuous improvement and organizational excellence allows the School to continue to re-engage students in their education and to transform lives through positive outcomes for students.

CSSD's impact on the communities it serves earned national recognition. In 2015, CSSD received the highly coveted Malcolm Baldrige National Quality Award, the nation's highest Presidential honor for performance excellence through innovation, improvement and visionary leadership. This is the first time that the award has been presented to a single secondary school – most importantly, a charter school – in its 29-year history.

In 2017, the Western Association of Schools and Colleges (WASC) awarded CSSD the highest accreditation term possible, a 6-year “clear” term of accreditation. This extraordinary achievement marks the fourth consecutive time the School has received a 6-year term of accreditation.

CSSD's commitment to continuous improvement and excellence to benefit students has garnered support from the San Diego Unified School District Board of Education over the past 25 years as both a SDUSD program and now a charter school. The SDUSD Board of Education has unanimously renewed the charter every five years since 1993 and in 2003 amended the CSSD charter to allow it to become a 501(c)(3) non-profit public benefit corporation.

ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM

- **In 2017, the Western Association of Schools and Colleges (WASC) awarded CSSD the highest accreditation term possible, a 6-year “clear” term of accreditation.** This extraordinary achievement marks the fourth consecutive time the School has received a 6-year term of accreditation ([Appendix A](#)).
- **In 2015, CSSD received national recognition for performance excellence when it won the highly coveted Malcolm Baldrige National Quality Award, the nation's highest Presidential honor for performance excellence through innovation, improvement and visionary leadership.** This is the first time that the award has been presented to a single secondary school – most importantly, a charter school – in its 29-year history. The rigorous Baldrige criteria are recognized internationally as the hallmark for performance excellence and are used to select award winners to serve as role model organizations. The Malcolm Baldrige National Quality Program recognizes organizations that demonstrate superior performance in seven key areas that include leadership, strategic planning, customer focus, measurement and knowledge management, workforce focus, operations, and results ([Appendix B](#)).
- **In 2015, CSSD was recognized by The California Council for Excellence (CCE) with the California Award for Performance Excellence (CAPE) Eureka Award in 2015 with the Gold Level Award.** The award program, which emulates the Malcolm Baldrige National Quality Program, recognizes organizations that demonstrate superior performance in seven key areas ([Appendix C](#)).

- In 2013, CSSD was one of the most successful schools qualifying under the Alternative Schools Accountability Model (ASAM) in the state of California. Out of the approximately 846 ASAM schools in the state, CSSD had the 23rd highest API score (top 3%).
- CSSD increased its overall API score by a combined total of 38 points in the last three years of API published results, including for each significant group published by the state (See Figure 2).
- Despite having students enter CSSD on average two grade levels behind in reading and three grade levels behind in math (See Figure 3),
 - an overall increased number of CSSD students over the past four years have been meeting their Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) growth targets (See Figures 4-6)
 - in the last five years, nearly 3,000 CSSD students (majority not on track to graduate) have completed their high school requirements by receiving a diploma (2442), passing the High School Equivalency Test (HiSET) or the General Education Development (GED) test (450) or passing the CHSPE (99) (See Figure 48)
 - from 2013-2016 CSSD decreased its overall dropout rate from 3.3% to 2.5%. This includes low dropout rates for student groups in 2015-2016 such as; Hispanic (2.3%), African American (3.0%), and White (2.9%) (See Figures 43-46)
 - from 2013-2015, approximately 80% of CSSD 10th graders passed both the ELA and Math portions of the California High School Exit Exam (See Figures 27-28)
- CSSD continues to provide a safe and supportive learning environment for all the students it serves. CSSD's educational setting allows students to focus on academics and learn positive behaviors (See Figures 49 & 54).
- CSSD's suspension and expulsion rates remain very low (See Figure 47).
- CSSD annually surveys its parents and students as one of many ways to gather feedback on their experience at CSSD. Overwhelmingly, CSSD students and parents continue to indicate their satisfaction (See Figures 52-53 & 57-58).
- CSSD students are indicating a dramatic increase in self-confidence after just 90 days of enrollment. For the last four years, students have yielded an average of a 30% increase in their confidence in their ability to succeed in school (See Figures 59-65).
- The University of California (UC) has approved 180 CSSD courses (Appendix D).
- The National Collegiate Athletic Association (NCAA) has approved 98 courses (Appendix E).
- CSSD earned the FCMAT/CALPADS Data Management Recognition the last three years straight from 2013-2014 through 2015-2016 for quality of data management (Appendix F).
- In spring 2015, CSSD's Work Experience program was approved by the California Department of Education (Appendix G).
- CSSD's 2017-18 Local Control Accountability Plan (LCAP) was developed with meaningful stakeholder engagement and unanimously approved by its Board of Directors (Appendix H).
- CSSD has achieved student success without sacrificing fiscal responsibility. Resources and processes are utilized in ways that directly support teaching and learning. In May 2014 CSSD was granted 100 percent state funding by the State Board of Education for four years for exceeding the criteria prescribed by the SB 740 Funding Determination. Four years is the greatest number of years granted for ASAM schools (Appendix I).

CHARTER RENEWAL CRITERIA

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

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) 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.
- (5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

Appendix J shall serve as documentation confirming that The Charter School of San Diego meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(5). The Charter School of San Diego has met the criterion listed in Education Code Section 47607(b)(5), having qualified for an alternative accountability system pursuant to Education Code Section 52052(h)¹.

Additional Justification for Charter Renewal

Assembly Bill 484 amended Education Code sections 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

Furthermore, Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of

¹ Education Code Section 52052(h) is now reflected in Education Code Section 52052(g).

Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

The Charter School of San Diego has also met the additional justification for charter renewal determination in two ways. The first is by the increases in pupil academic achievement through the most recent API calculation and the second by alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups pursuant to Education Code Section 52052.

1. Pupil academic achievement through the most recent API calculation

In the last three years that an API measure was issued, CSSD’s API increased overall and by significant groups as indicated in the following chart. Significant groups include Hispanic, White, African American, Socioeconomically Disadvantaged (SEDA), English Learners (EL), and Students with Disabilities (SWD).

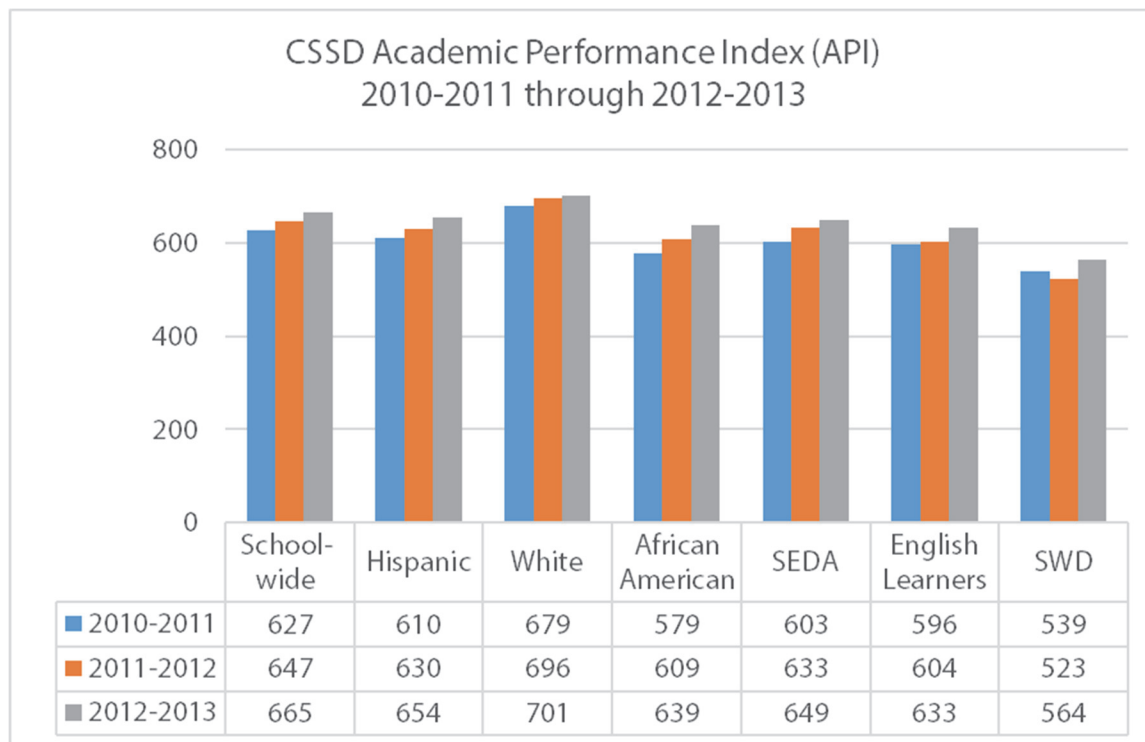


Figure 2. CSSD Academic Performance Index (API) – Schoolwide and Student Groups 2010-2011 through 2012-2013

CSSD’s API saw tremendous growth the last three years a measure was issued. CSSD’s 2013 Growth API was a 665. Its schoolwide growth increased by 38 points from 2010-2011 to 2012-2013. Additionally, CSSD has successfully increased its API Growth for several of its significant groups:

- CSSD’s 2013 Growth API for the Hispanic student group was 654, an increase of 44 points from 2011.
- CSSD’s 2013 Growth API for its White student group was 701, an increase of 22 points from 2011.

- CSSD's 2013 Growth API for its African American student group was 639, an increase of 60 points from 2011.
- CSSD's 2013 Growth API for its Socioeconomically Disadvantaged student group was 649, an increase of 46 points from 2011.
- CSSD's 2013 Growth API for its English Learners was 633, an increase of 37 points from 2011.
- CSSD's 2013 Growth API for its Students with Disabilities was 564, an increase of 25 points from 2011.

2. Alternative Measures that Show Increases in Pupil Academic Achievement

CSSD NWEA MAP Intake Survey Results					
Average Grade Levels Behind When Starting CSSD					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading	2	2	2	2	2
Math	3	3	3	3	2

Figure 3. CSSD NWEA MAP Intake Survey Results

In addition to required state assessments, CSSD utilizes the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) as an internal tool to assess student's grade level growth in reading and mathematics. Once enrolled, students take the MAP Survey assessment. This assessment identifies student's grade level equivalencies upon enrollment. Over the last five years, on average, 64% of students enter CSSD one or more semesters behind in credits (**Figure 1**) and two grade levels below in Reading and three grade levels below in Math (**Figure 3**).

CSSD has demonstrated tremendous success at engaging students who need something different. Each year CSSD administers the MAP Pre- and Post- Assessments in the Fall and Spring to measure students' growth throughout the academic year. Despite its students' academic deficiencies, CSSD continues to see increasing gains in the percentage of students meeting their growth targets from Fall to Spring over the last five years in both schoolwide and student groups (**Figures 4-6**). These growth targets guide remediation efforts for the students in reaching their age and grade appropriate academic levels.

In 2013-2014 with the development of the Local Control Funding Format (LCFF), CSSD began collecting data on Foster Youth and Homeless students. Foster Youth* results were based on a small number of students (10 or less in each year), therefore, trends should be carefully interpreted.

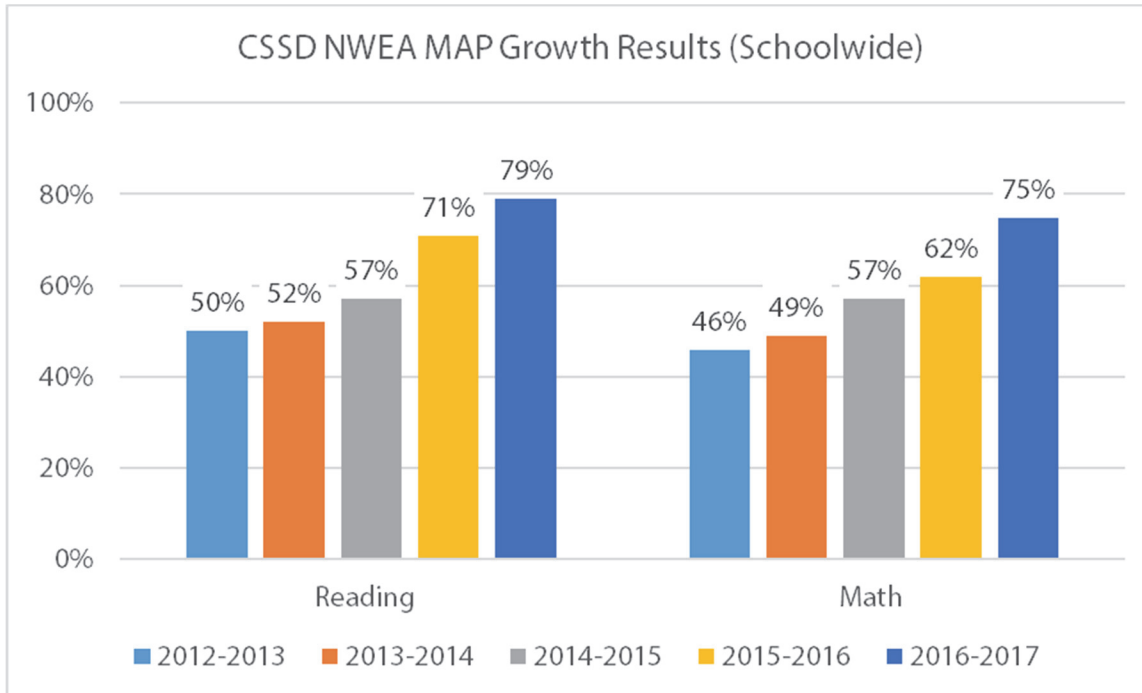


Figure 4. CSSD NWEA MAP Growth Results (Schoolwide) 2012-2013 through 2016-2017

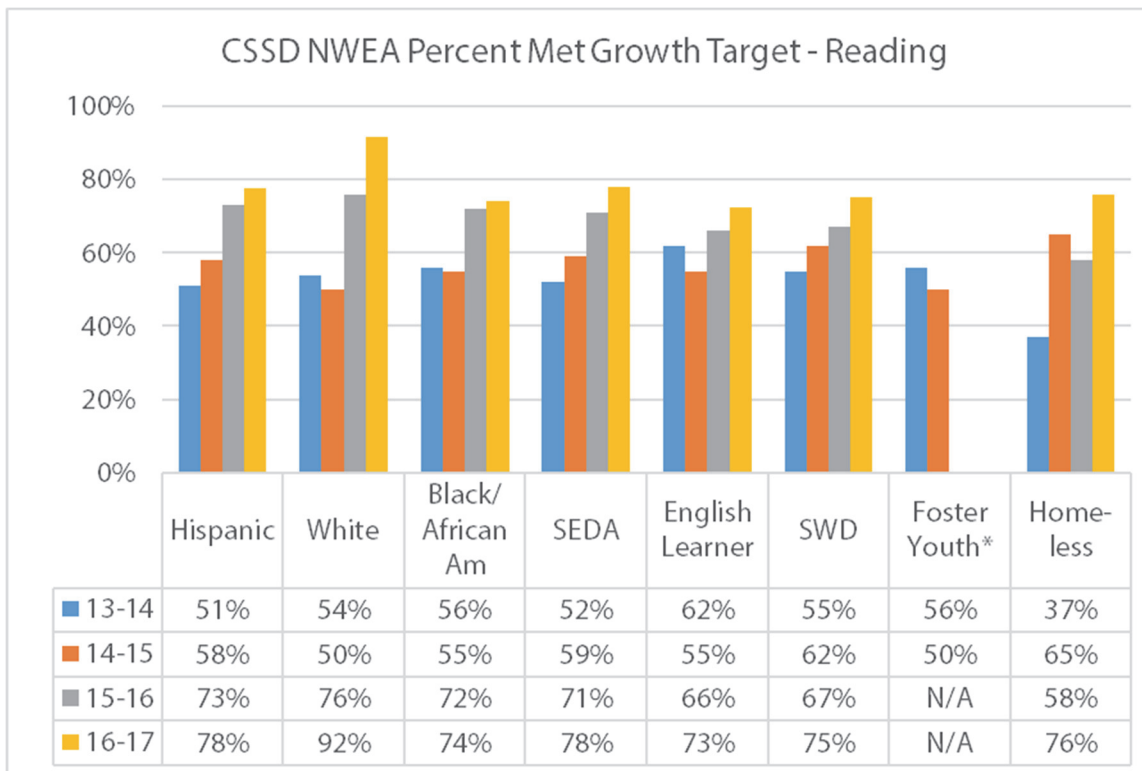


Figure 5. CSSD NWEA Percent Met Growth Target – Reading (Student Groups)

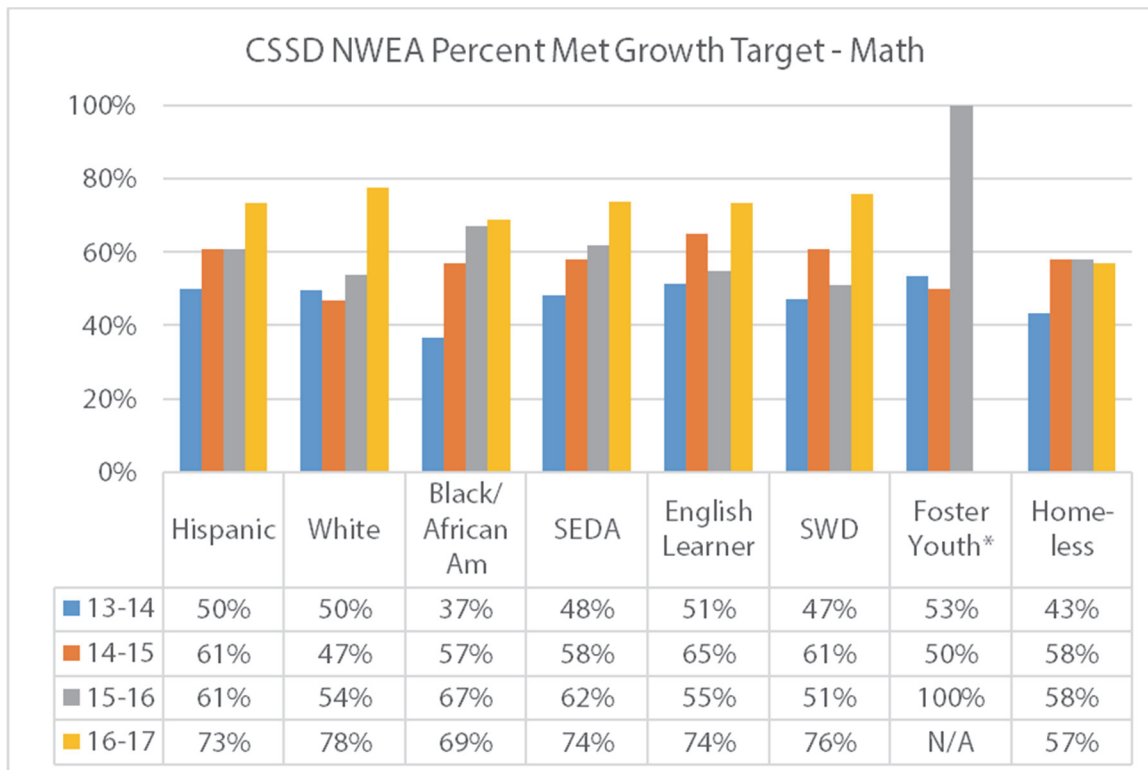


Figure 6. CSSD NWEA Percent Met Growth Target – Mathematics (Student Groups)

Additional Academic Achievement Data

The following section includes student achievement data during the current charter term. As an ASAM school, CSSD compares itself to schools that serve a demographically similar population. Those demographics include, but not limited to, ethnicity, socioeconomic status, grade level enrollment, and academic deficiencies. Given CSSD's instructional design and target population, it is most appropriate to compare CSSD with SDUSD alternative schools Garfield High School and Mark Twain High School.

API Results

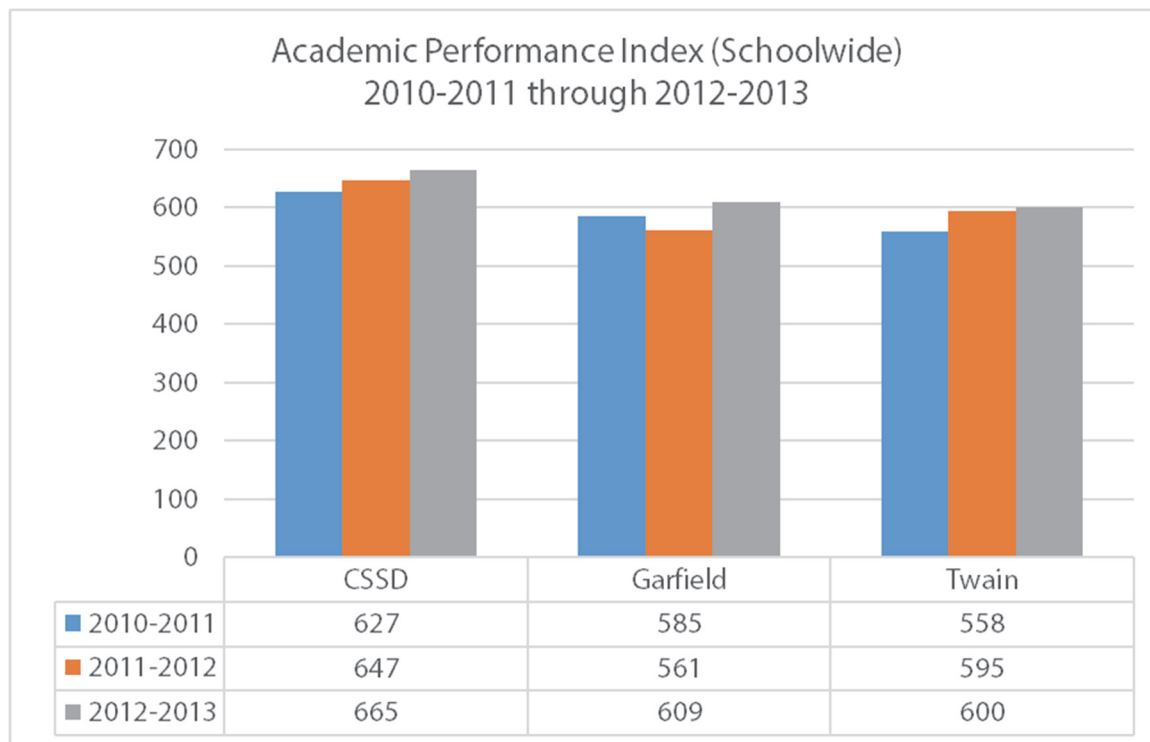


Figure 7. Academic Performance Index Comparisons (Schoolwide)
2010-2011 through 2012-2013

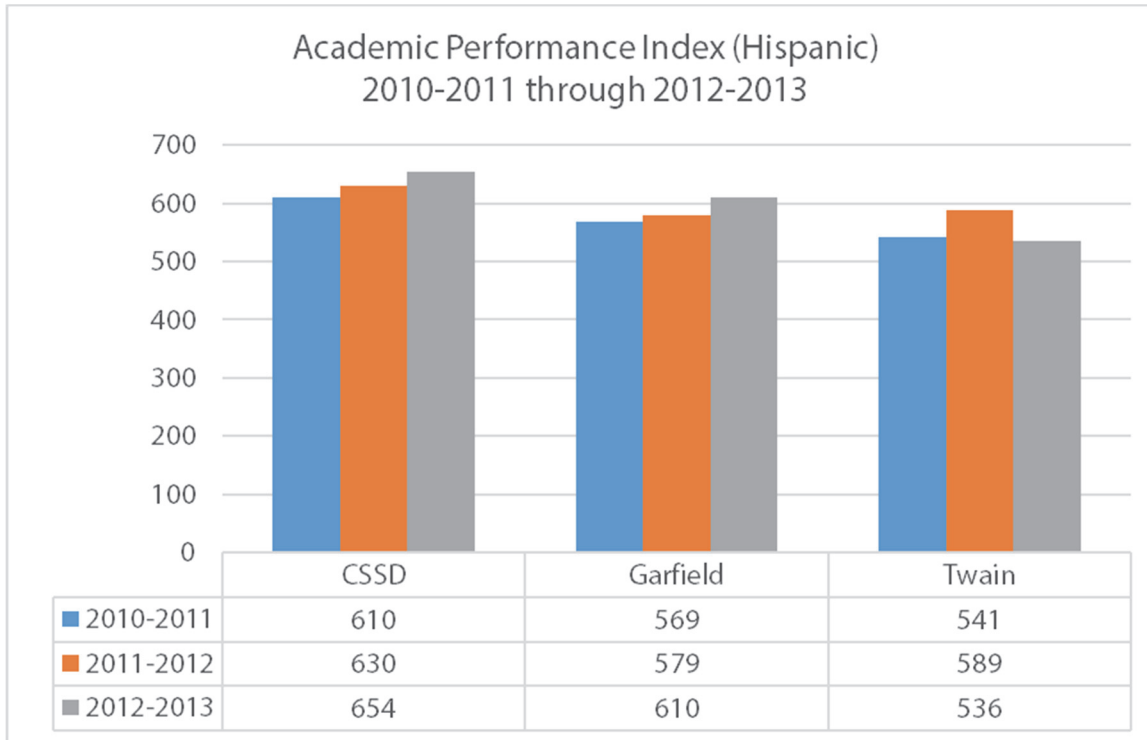


Figure 8. Academic Performance Index Comparisons (Hispanic)
2010-2011 through 2012-2013

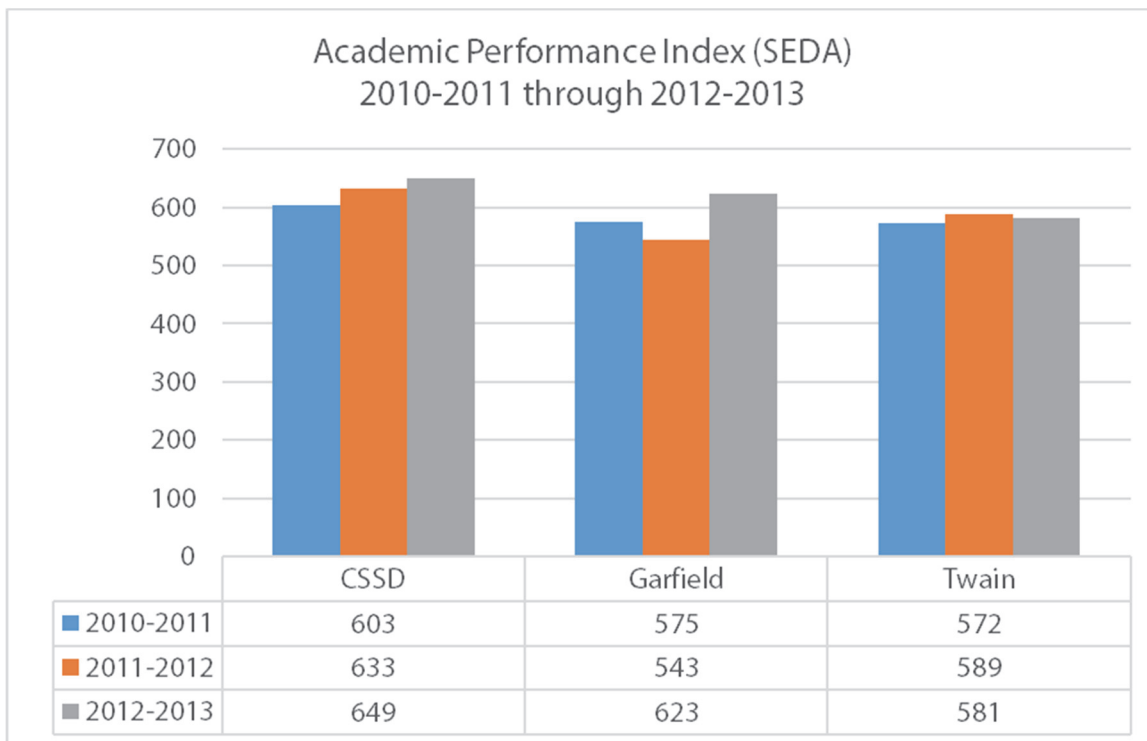
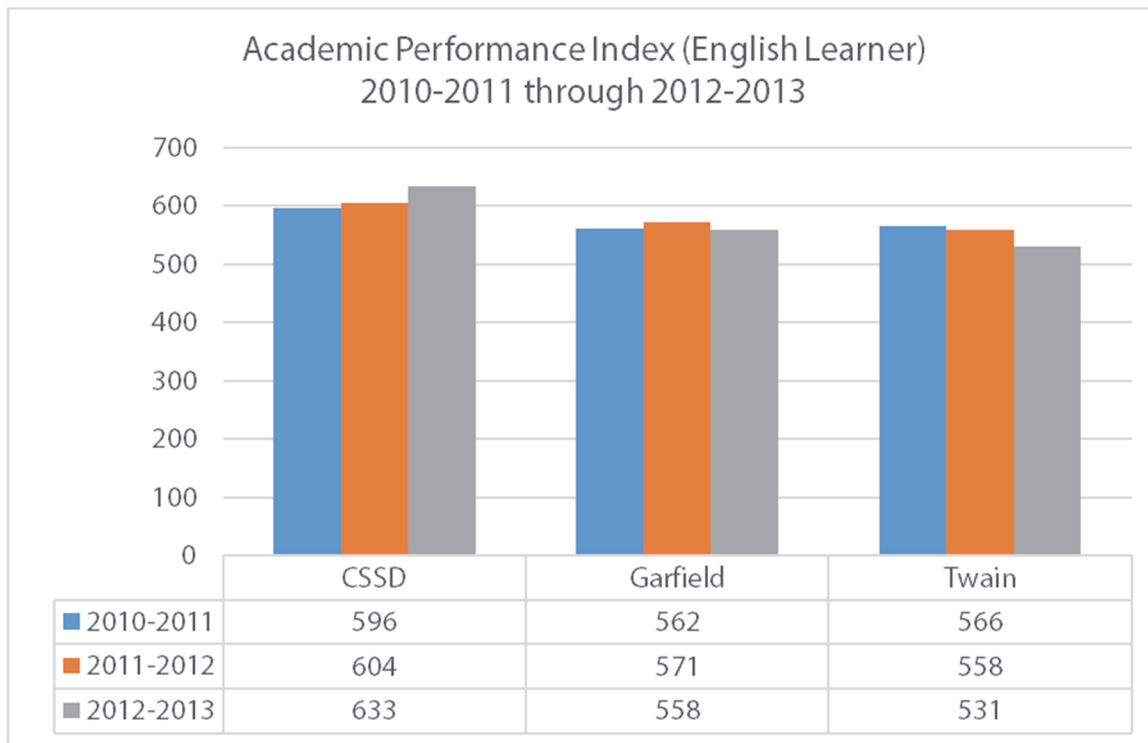


Figure 9. Academic Performance Index Comparisons (Socioeconomically Disadvantaged)
2010-2011 through 2012-2013



***Figure 10. Academic Performance Index Comparisons (English Learner)
2010-2011 through 2012-2013***

As referenced in **Figure 2**, CSSD increased its API schoolwide and for significant groups. CSSD outperforms both comparisons in API schoolwide and for significant groups (**Figures 7-10**).

Smarter Balanced Assessment Results

CSSD has implemented several instructional strategies to help its students achieve the California Common Core State Standards in English Language Arts and Literacy (ELA) and Mathematics. CSSD students participated in the 2014-2015 and 2015-2016 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessments (SBA). Due to CSSD's open enrollment throughout the year, some students enrolled just prior to the CAASPP administration windows. Results for 2016-2017 will be published in Fall 2017.

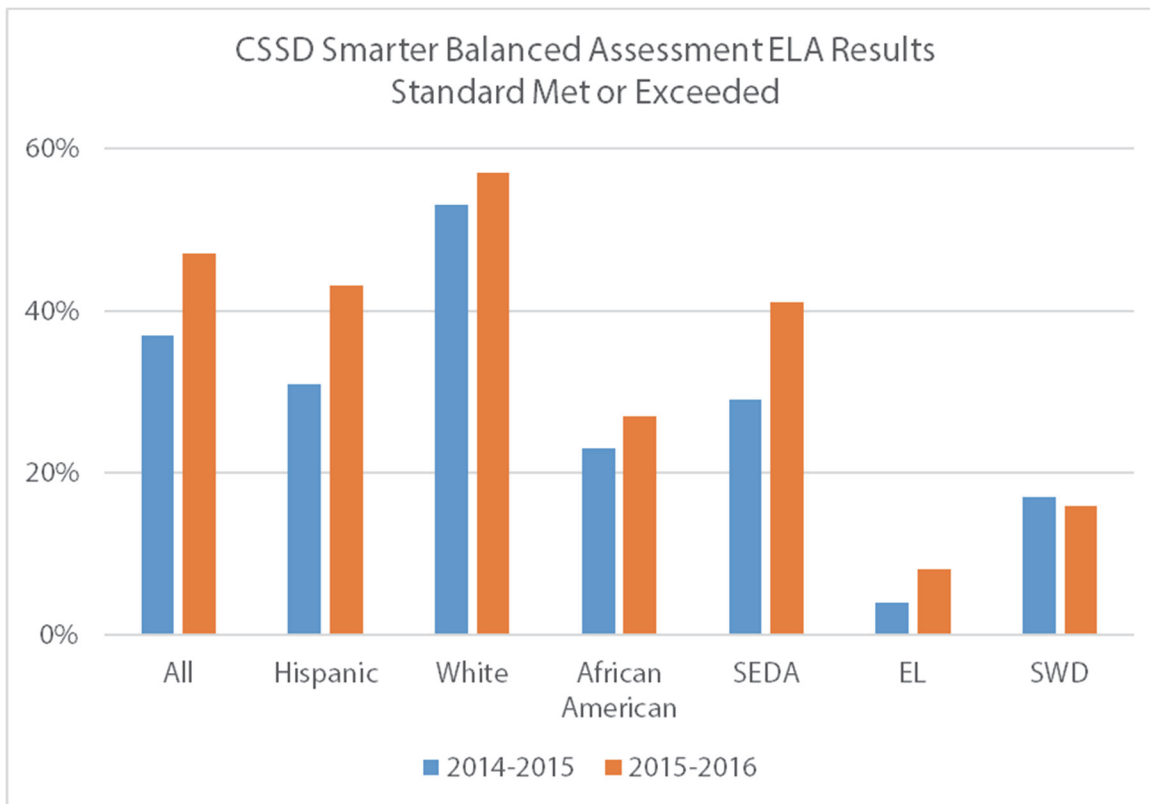


Figure 11. CSSD Smarter Balanced Assessment ELA Results Standard Met or Exceeded (Schoolwide and Student Groups)

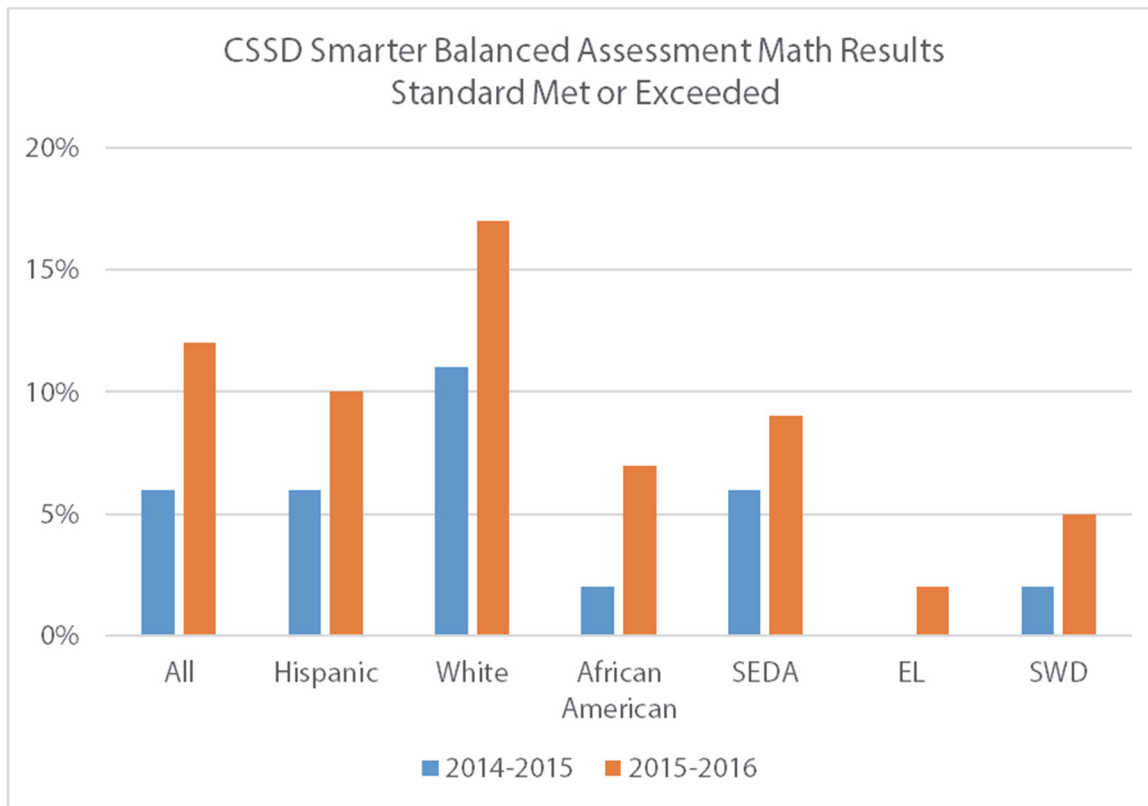


Figure 12. CSSD Smarter Balanced Assessment Math Results Standard Met or Exceeded (Schoolwide and Student Groups)

Overall, CSSD has increased the percentage of students meeting or exceeding the standards in ELA and Mathematics over the last two years (**Figures 11 and 12**).

In the following figures, CSSD outperforms comparison schools in schoolwide results and with student groups in ELA and Mathematics (**Figures 13-26**).

Smarter Balanced Assessment English Language Arts/Literacy Comparisons Results

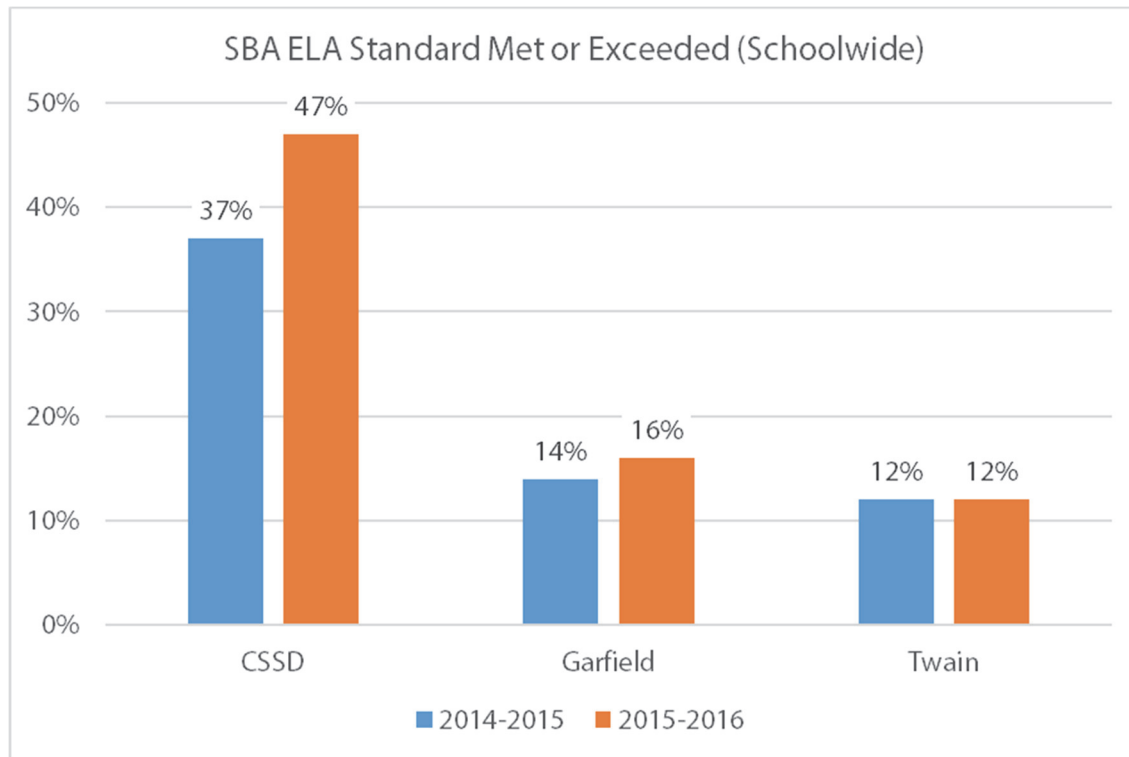


Figure 13. Smarter Balanced Assessment ELA Results Comparisons Standard Met or Exceeded (Schoolwide)

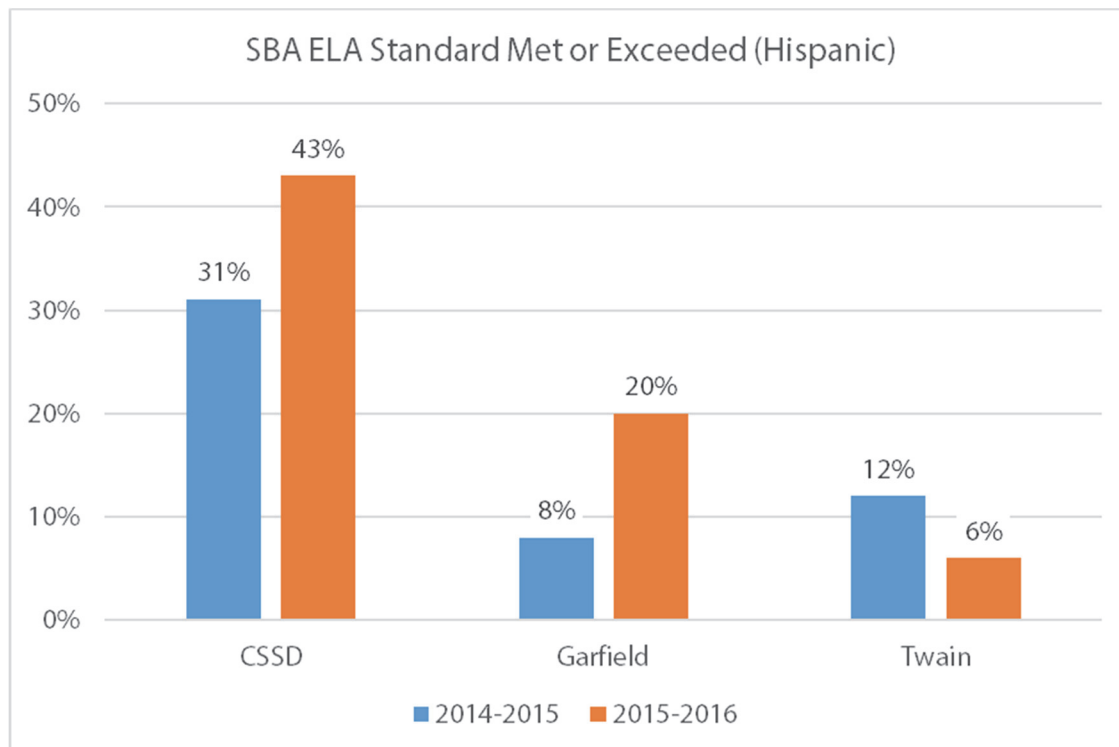


Figure 14. Smarter Balanced Assessment ELA Results Comparisons Standard Met or Exceeded (Hispanic)

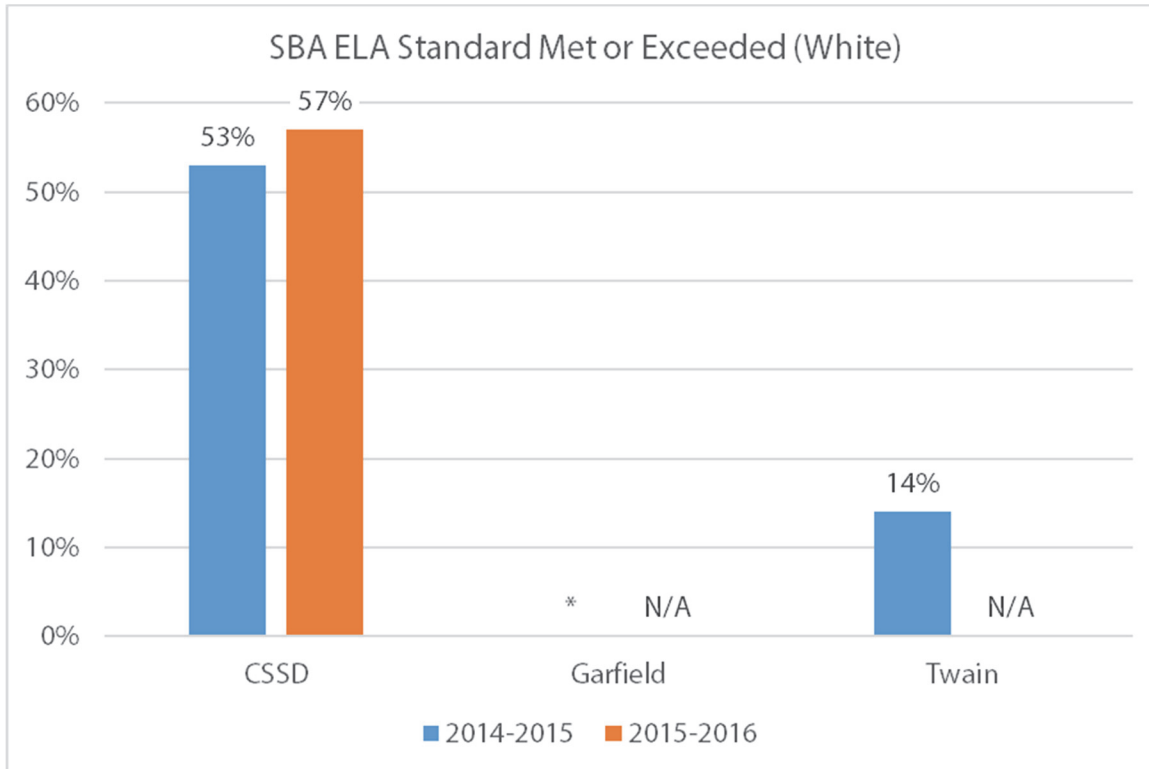


Figure 15. Smarter Balanced Assessment ELA Results Comparisons Standard Met or Exceeded (White)

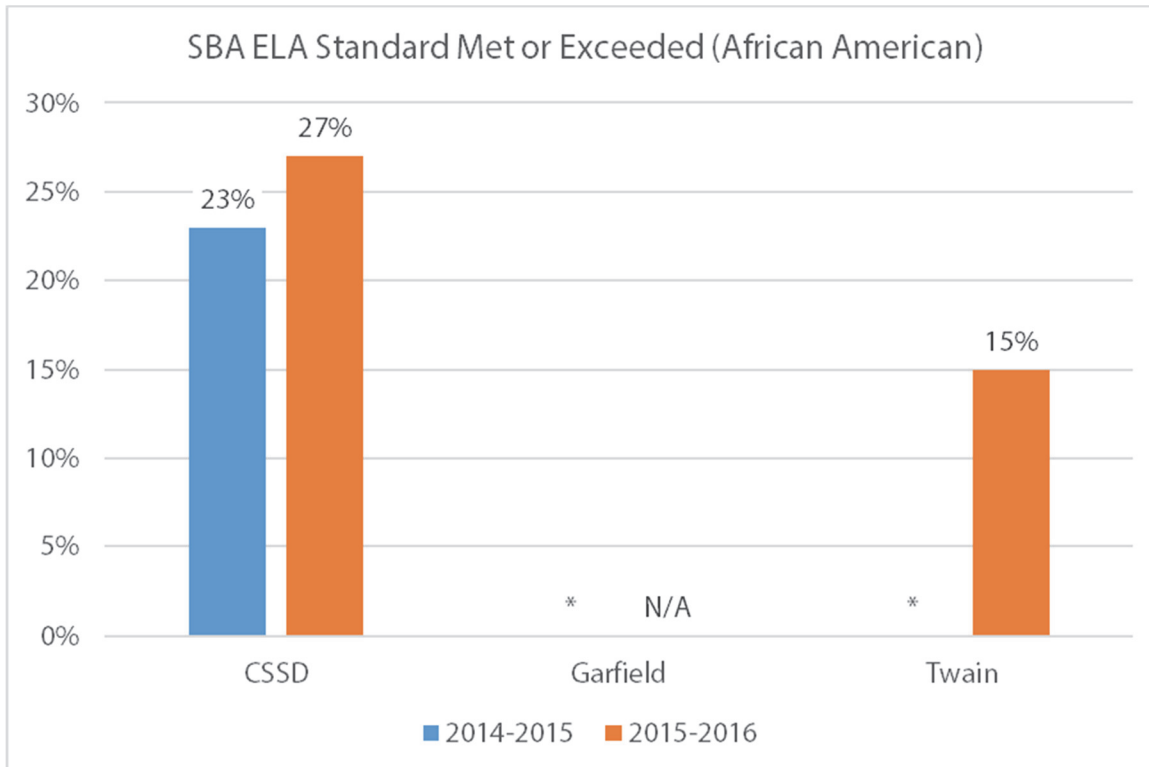


Figure 16. Smarter Balanced Assessment ELA Results Comparisons Standard Met or Exceeded (African American)

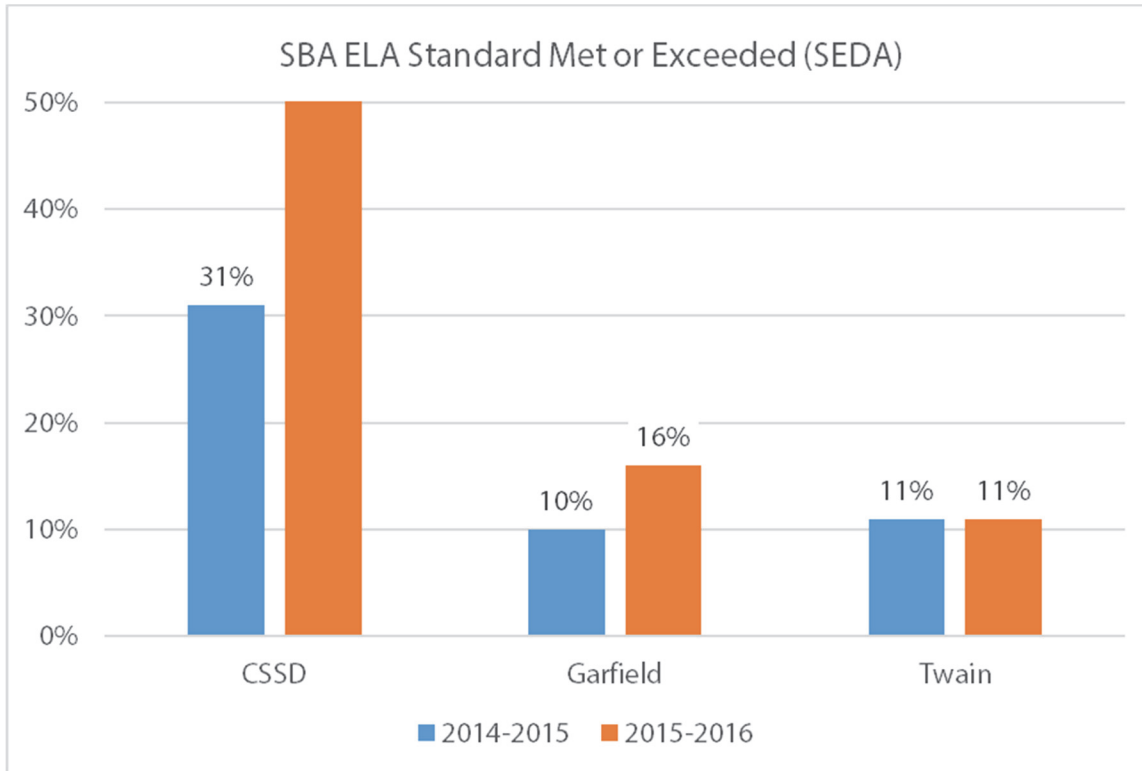


Figure 17. Smarter Balanced Assessment ELA Results Comparisons Standard Met or Exceeded (Socioeconomically Disadvantaged)

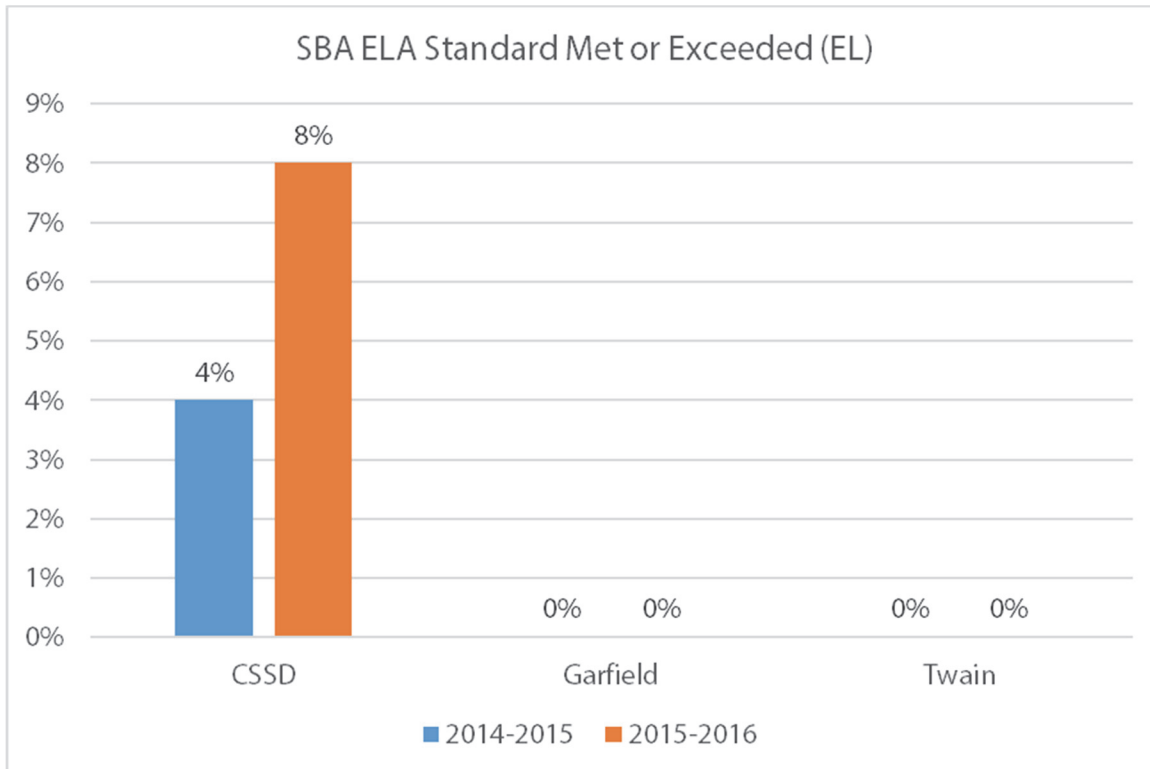


Figure 18. Smarter Balanced Assessment ELA Results Comparisons Standard Met or Exceeded (English Learners)

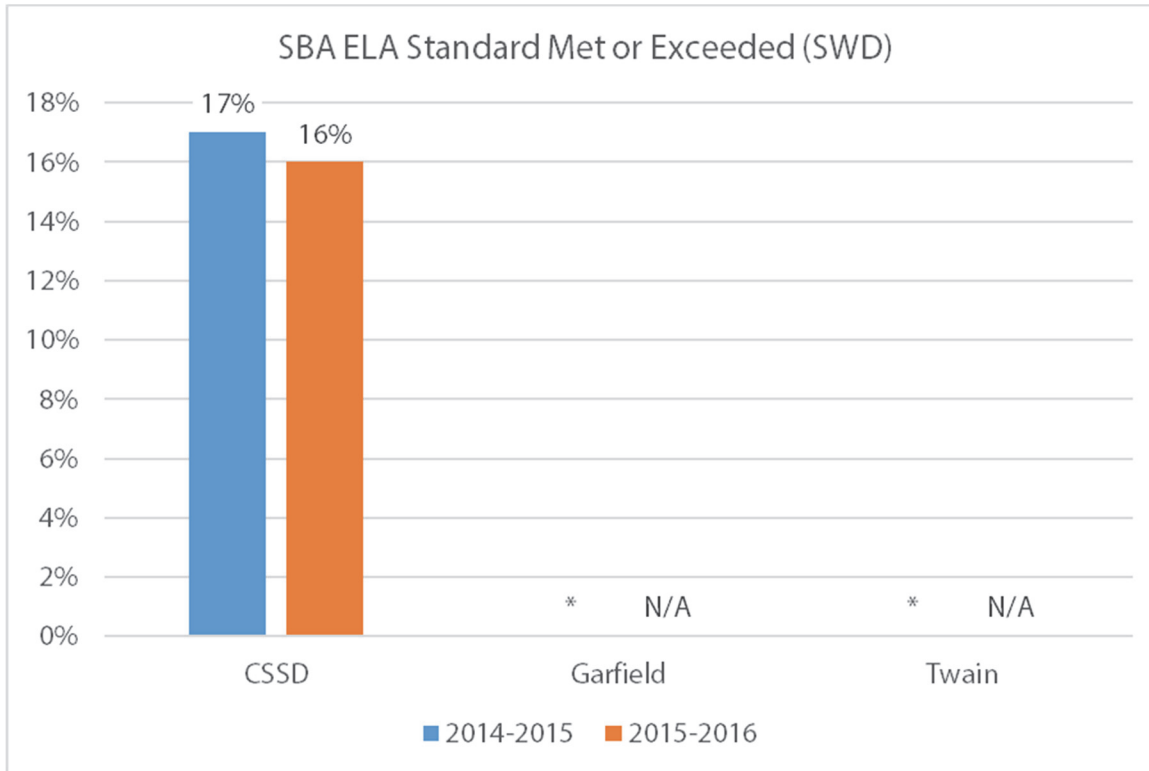


Figure 19. Smarter Balanced Assessment ELA Results Comparisons Standard Met or Exceeded (Students with Disabilities)

Smarter Balanced Assessment Mathematics Comparisons Results

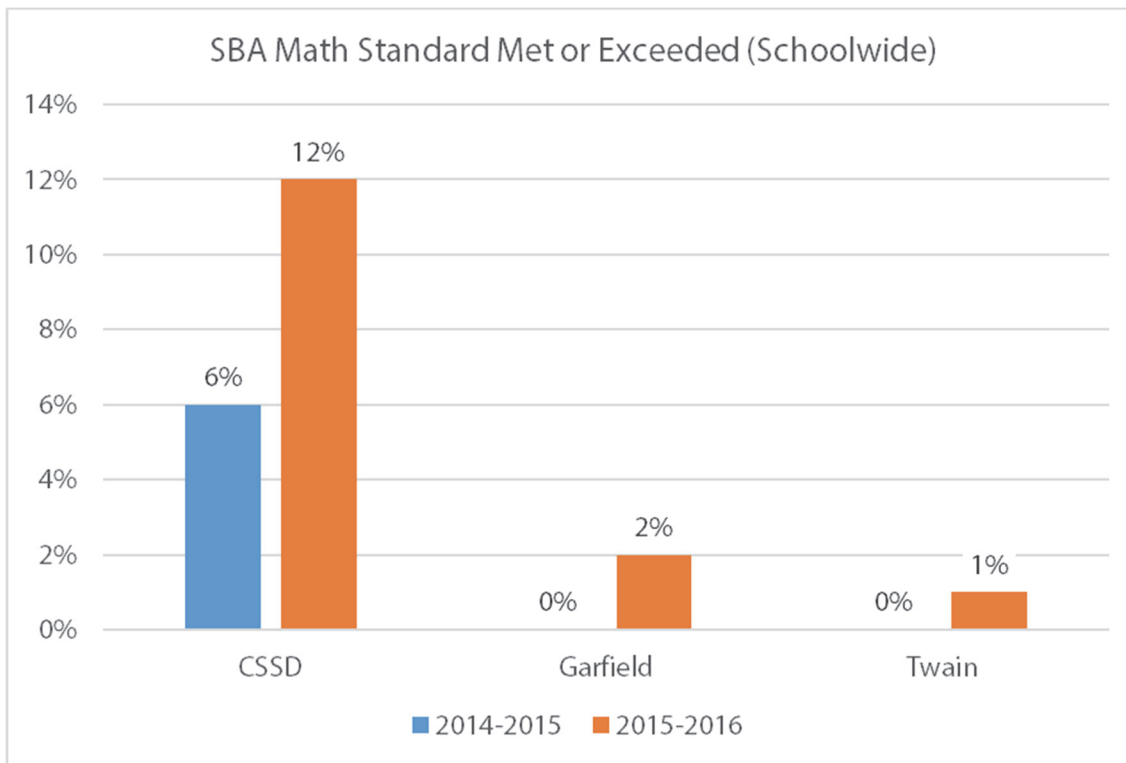


Figure 20. Smarter Balanced Assessment Mathematics Results Comparisons Standard Met or Exceeded (Schoolwide)

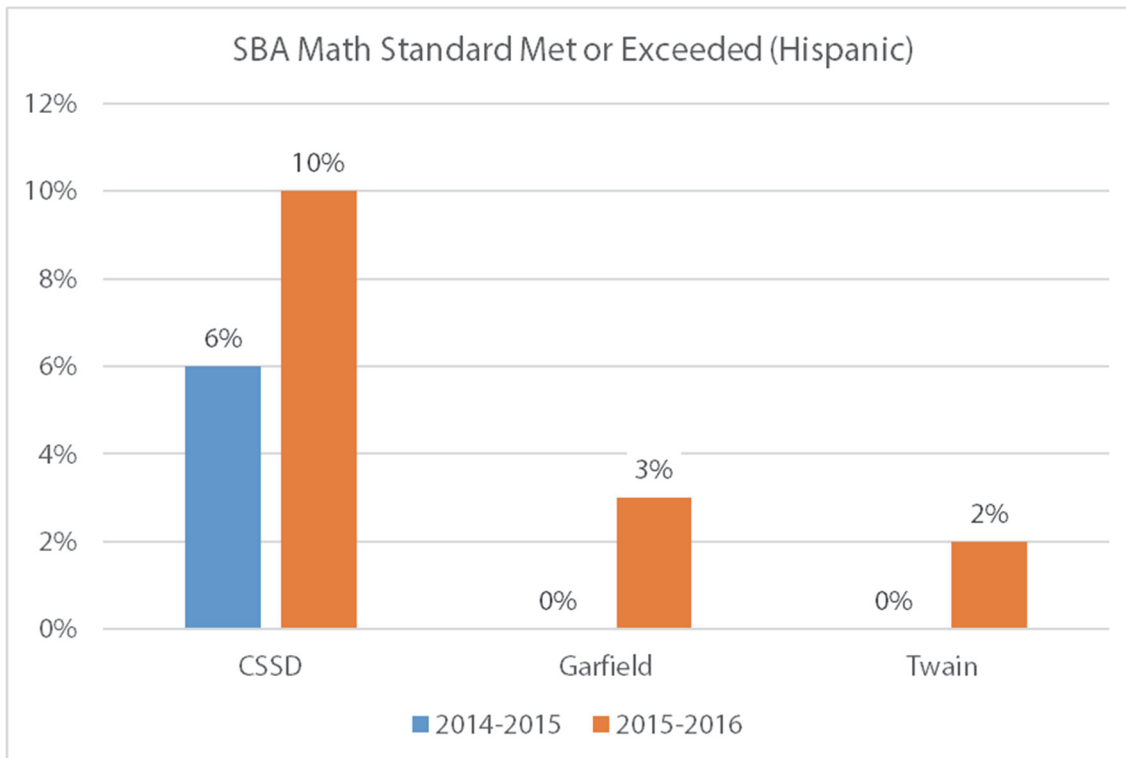


Figure 21. Smarter Balanced Assessment Mathematics Results Comparisons Standard Met or Exceeded (Hispanic)

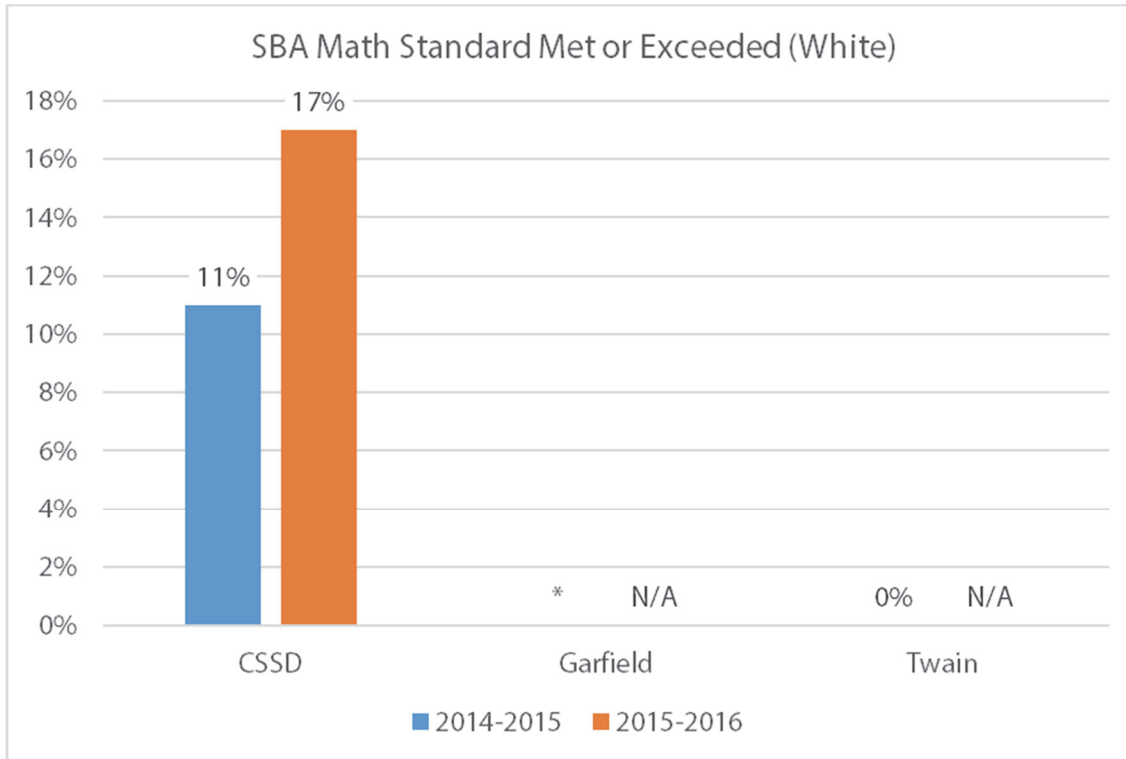


Figure 22. Smarter Balanced Assessment Mathematics Results Comparisons Standard Met or Exceeded (White)

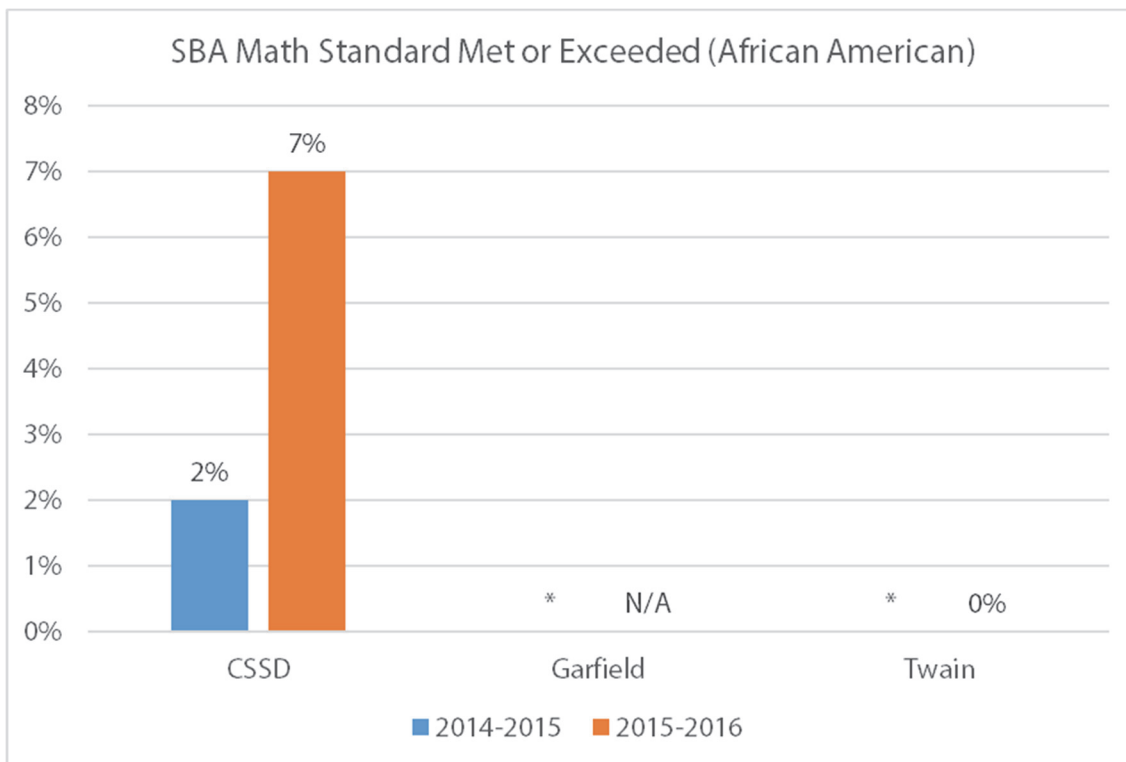


Figure 23. Smarter Balanced Assessment Mathematics Results Comparisons Standard Met or Exceeded (African American)

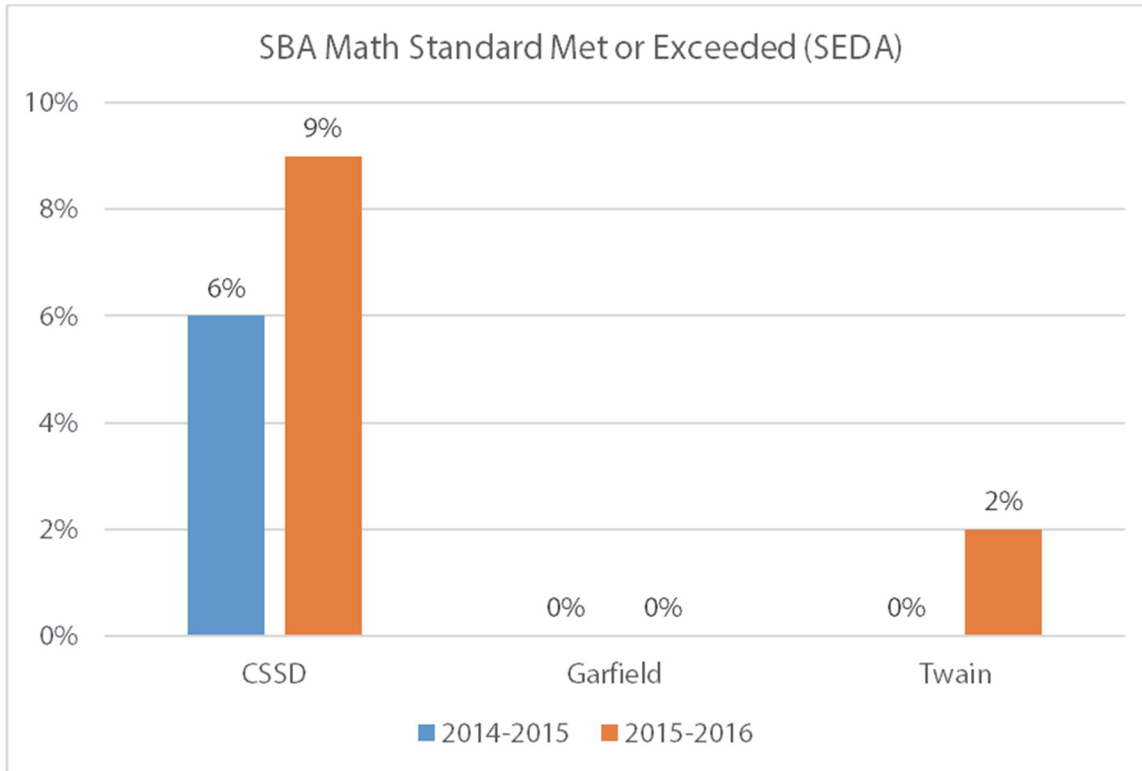


Figure 24. Smarter Balanced Assessment Mathematics Results Comparisons Standard Met or Exceeded (Socioeconomically Disadvantaged)

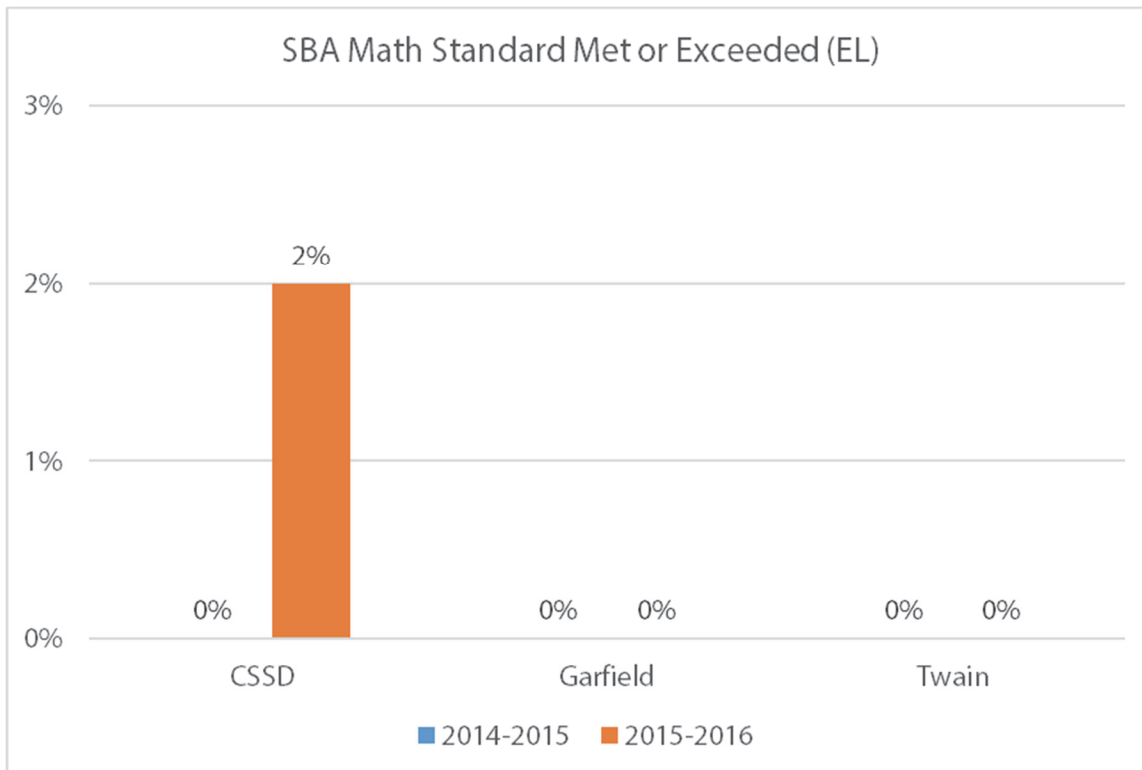


Figure 25. Smarter Balanced Assessment Mathematics Results Comparisons Standard Met or Exceeded (English Learners)

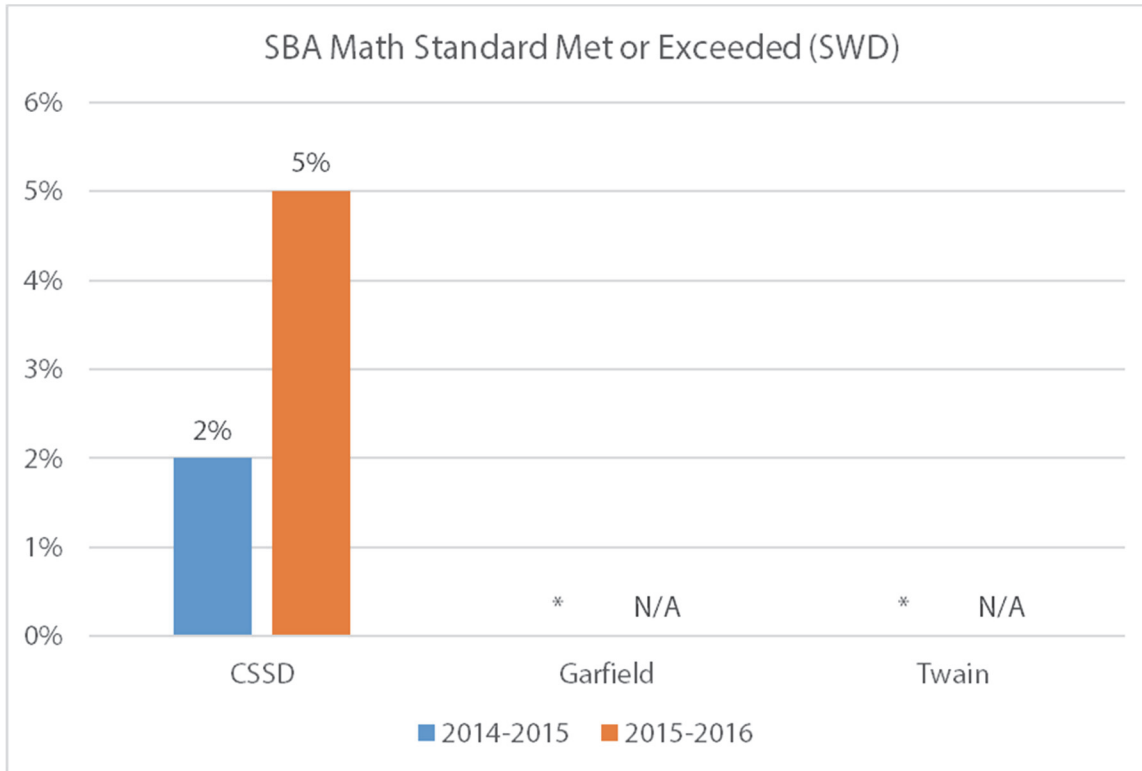


Figure 26. Smarter Balanced Assessment Mathematics Results Comparisons Standard Met or Exceeded (Students with Disabilities)

California High School Exit Exam (CAHSEE) Results

CAHSEE English Language Arts (ELA) and Mathematics results and comparisons are given below for the last 3 years it was administered and are segmented by significant groups. As stated in **Figure 3**, students are entering CSSD on average two grade levels behind in reading and three grade levels behind in mathematics. On average, CSSD students are enrolled 16 months – therefore, a 10th grader who is testing one year, may not have been enrolled at CSSD the previous year. Even with these unique circumstances, CSSD’s CAHSEE ELA and Math passing rates have trended upwards, both schoolwide and in significant student groups.

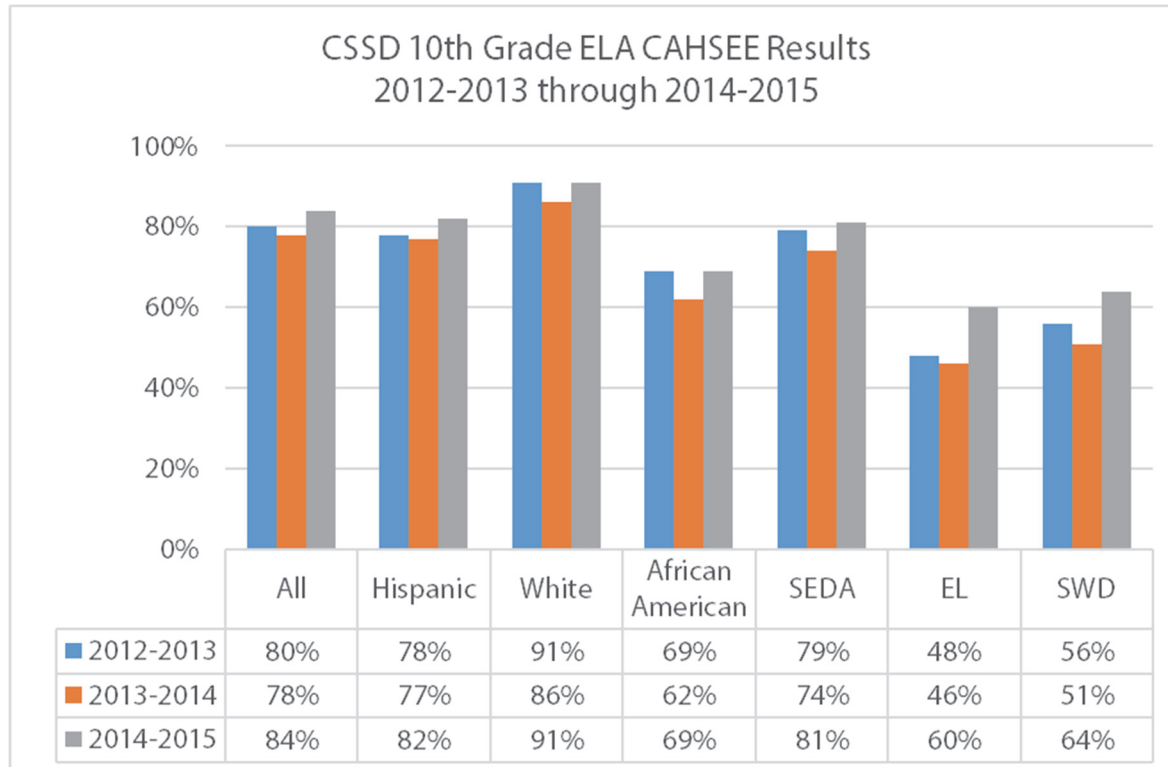


Figure 27. CSSD 10th Grade ELA CAHSEE Results (Schoolwide and Student Groups)

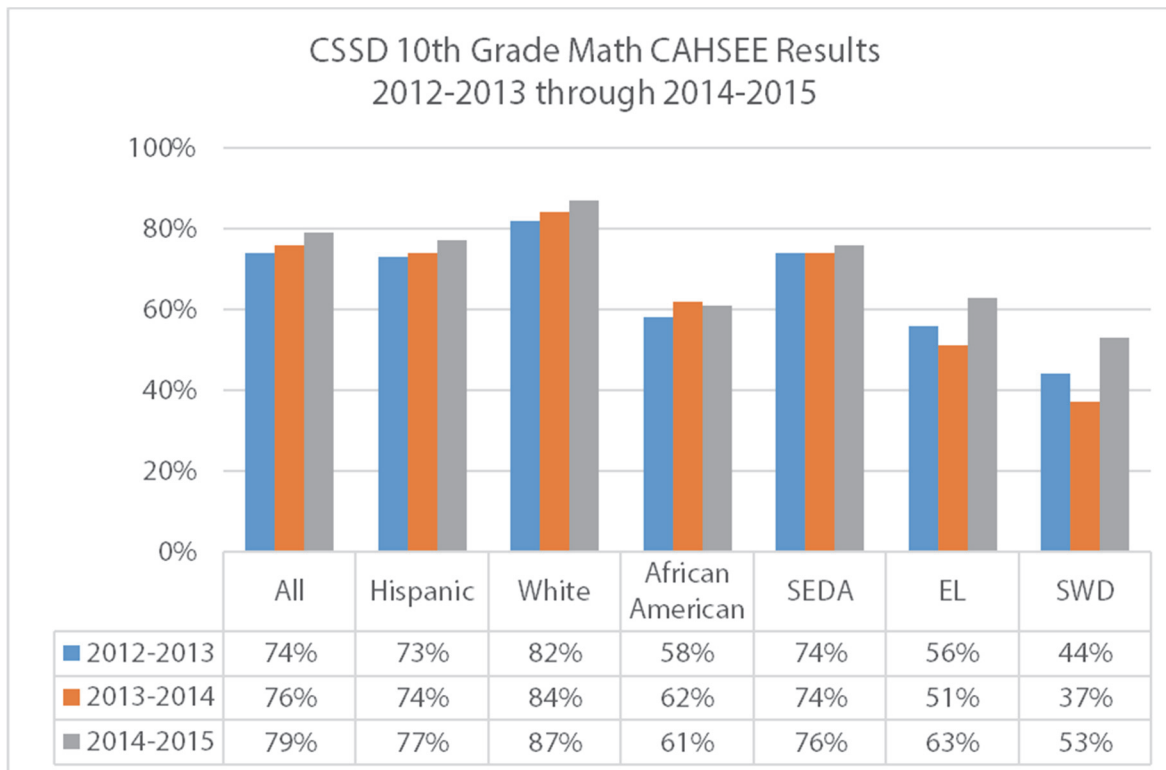
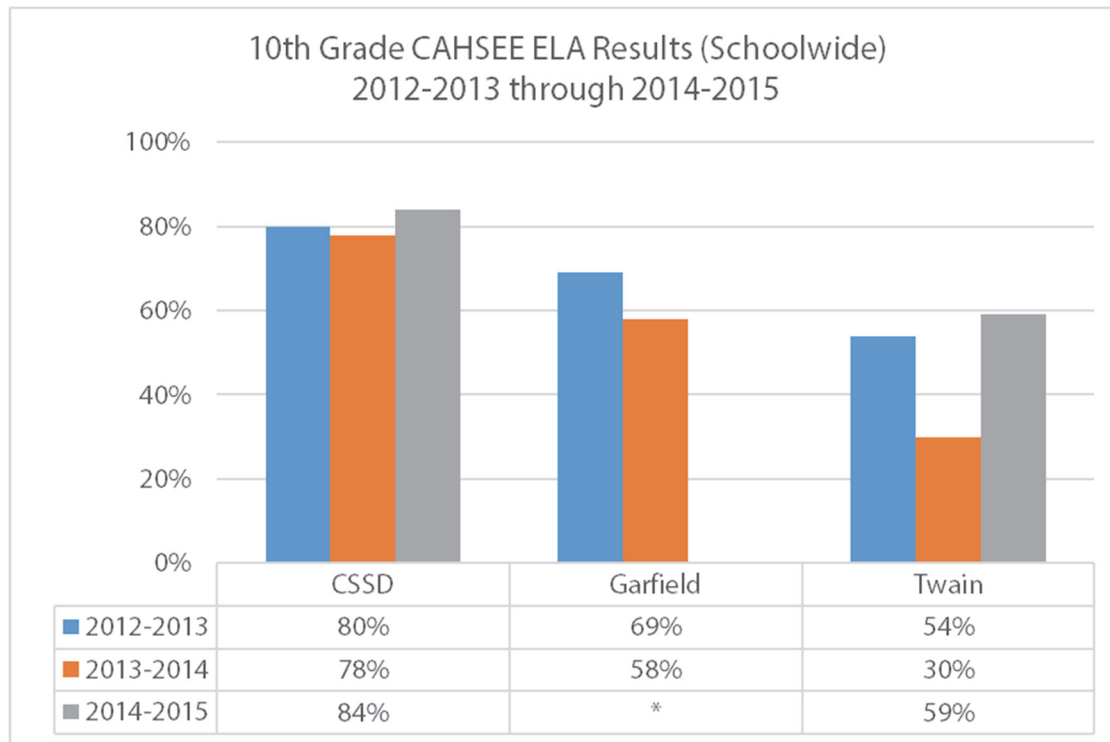


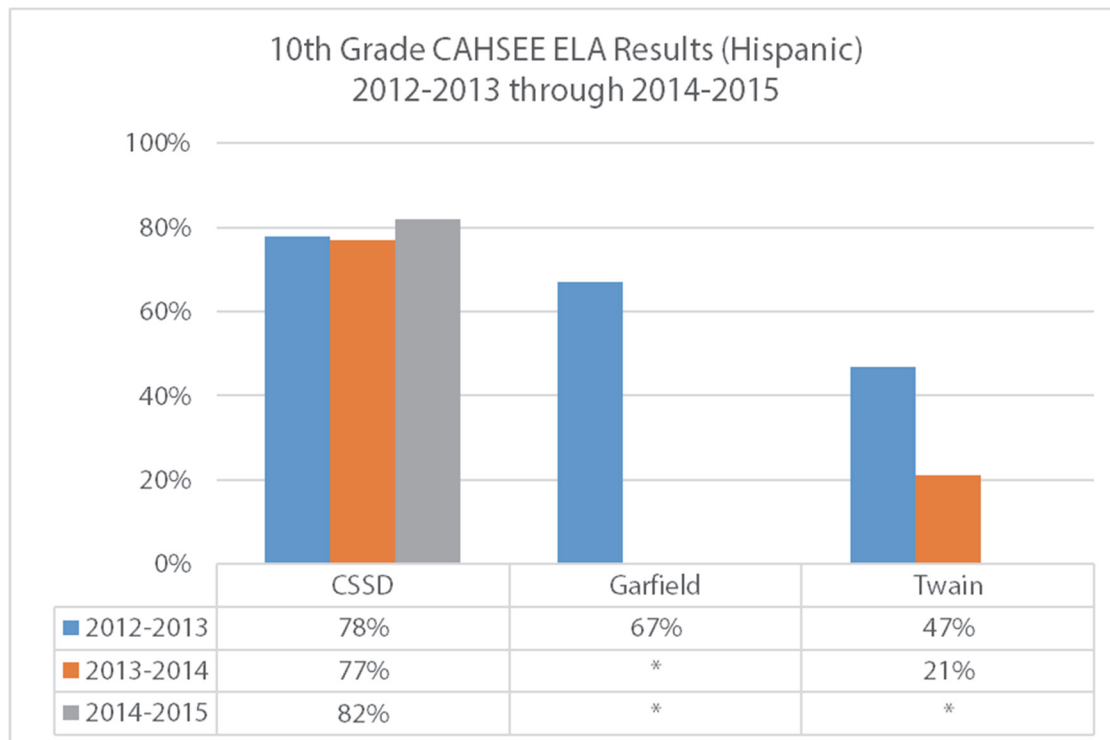
Figure 28. CSSD 10th Grade Mathematics CAHSEE Results (Schoolwide and Student Groups)

The School has also outperformed comparable schools within the district. CSSD's capacity to support these challenged demographics with such a high pass rate demonstrates the strength of our program. In the following figures, CSSD outperforms comparison schools in schoolwide results and with student groups in ELA and Mathematics (**Figures 29-42**). An “*” indicates the number of pupils in that group is too small for statistical accuracy or privacy protection (DataQuest).

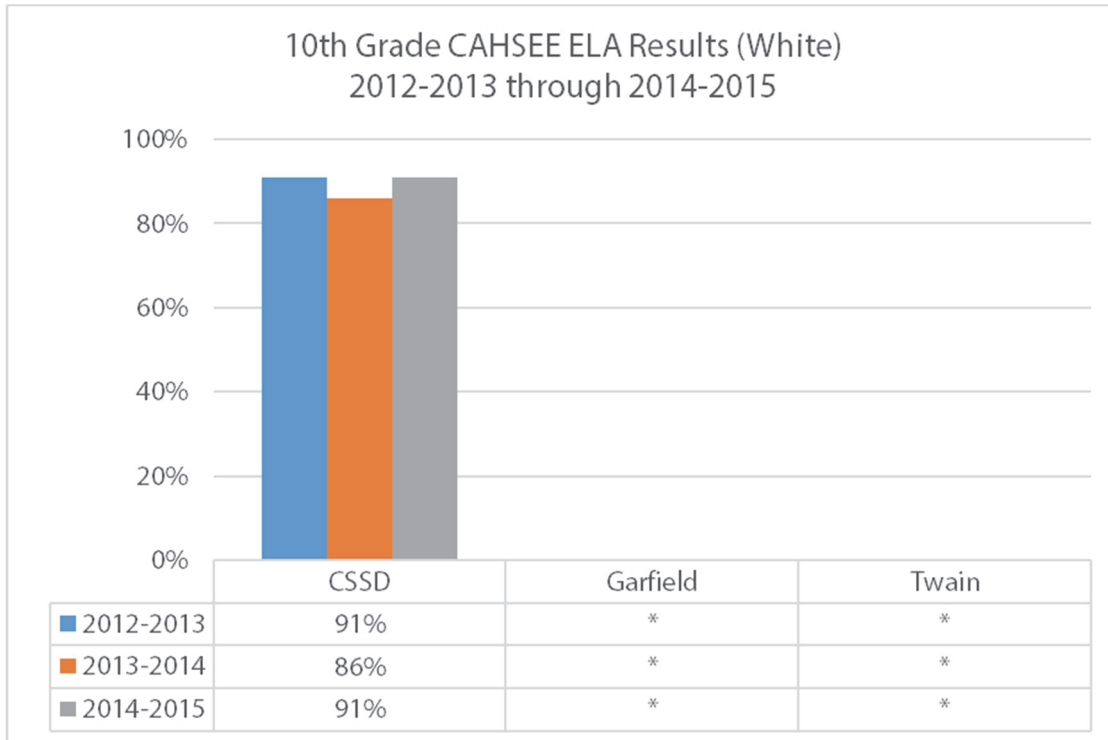
CAHSEE ELA Results Comparisons



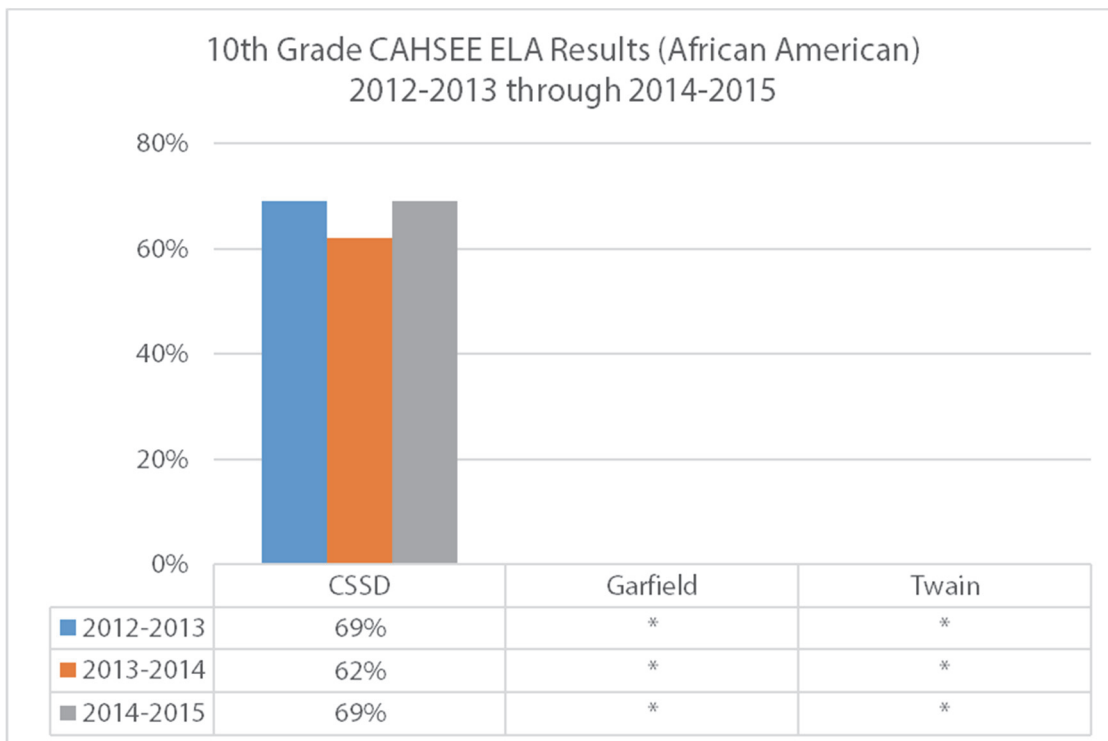
**Figure 29. 10th Grade CAHSEE ELA Results Comparisons
Standard Met or Exceeded (Schoolwide)**



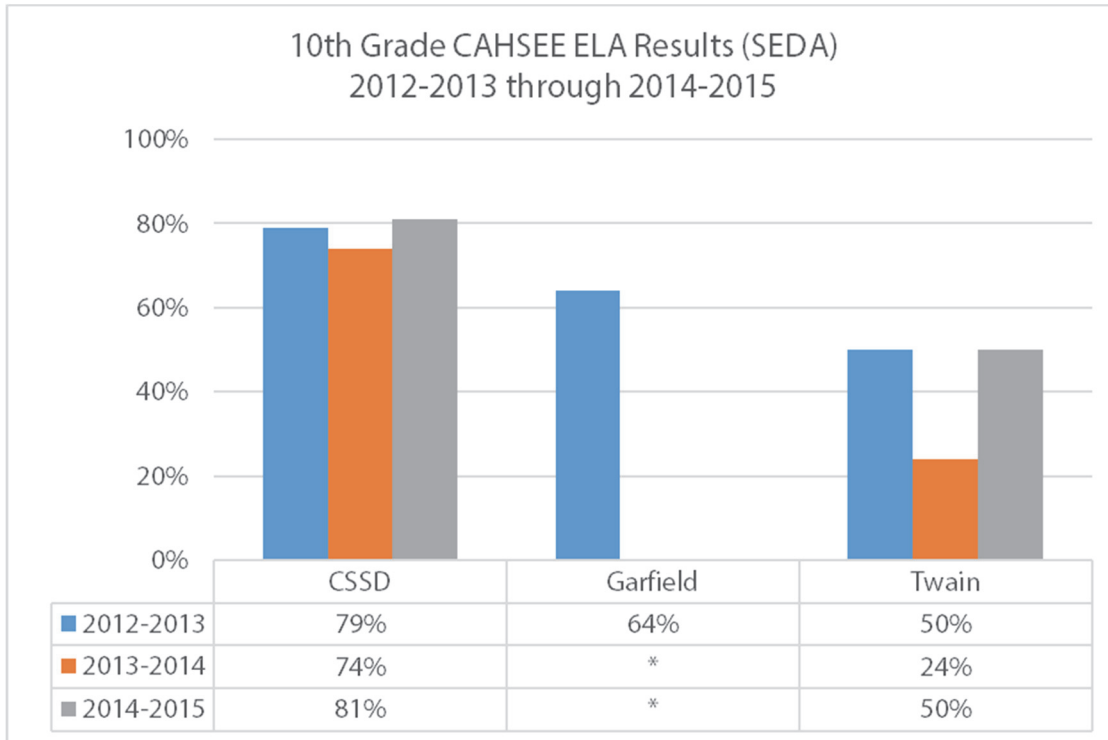
**Figure 30. 10th Grade CAHSEE ELA Results Comparisons
Standard Met or Exceeded (Hispanic)**



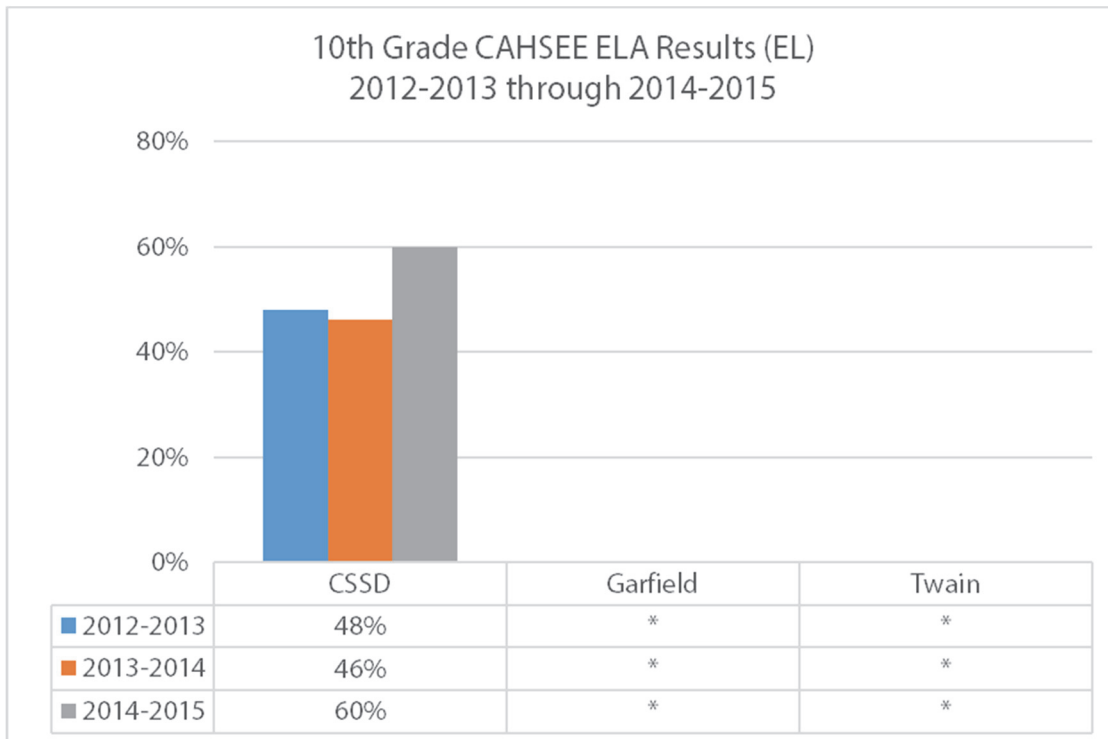
***Figure 31. 10th Grade CAHSEE ELA Results Comparisons
Standard Met or Exceeded (White)***



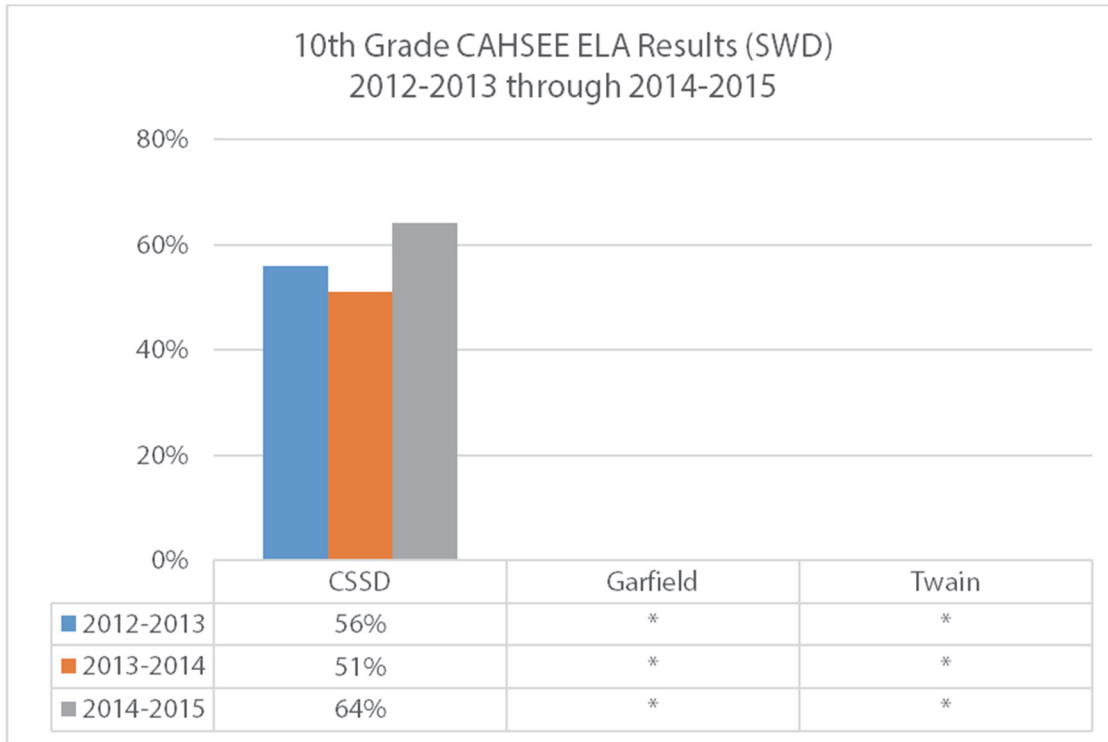
***Figure 32. 10th Grade CAHSEE ELA Results Comparisons
Standard Met or Exceeded (African American)***



**Figure 33. 10th Grade CAHSEE ELA Results Comparisons
Standard Met or Exceeded (Socioeconomically Disadvantaged)**

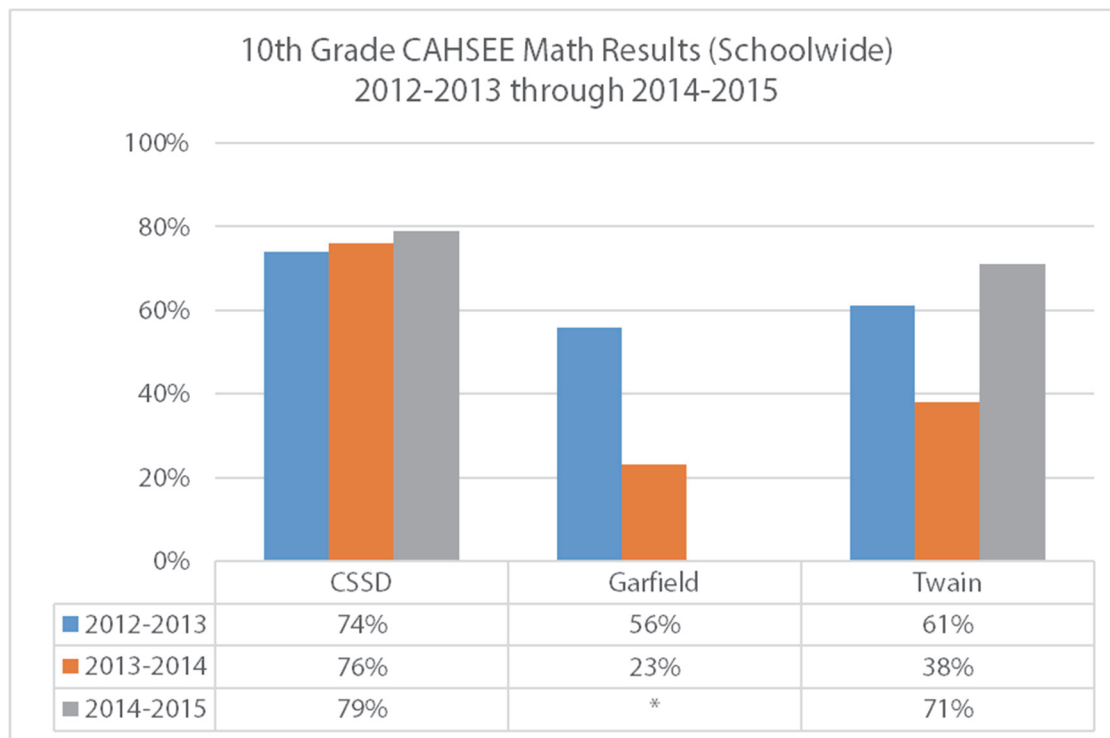


**Figure 34. 10th Grade CAHSEE ELA Results Comparisons
Standard Met or Exceeded (English Learners)**

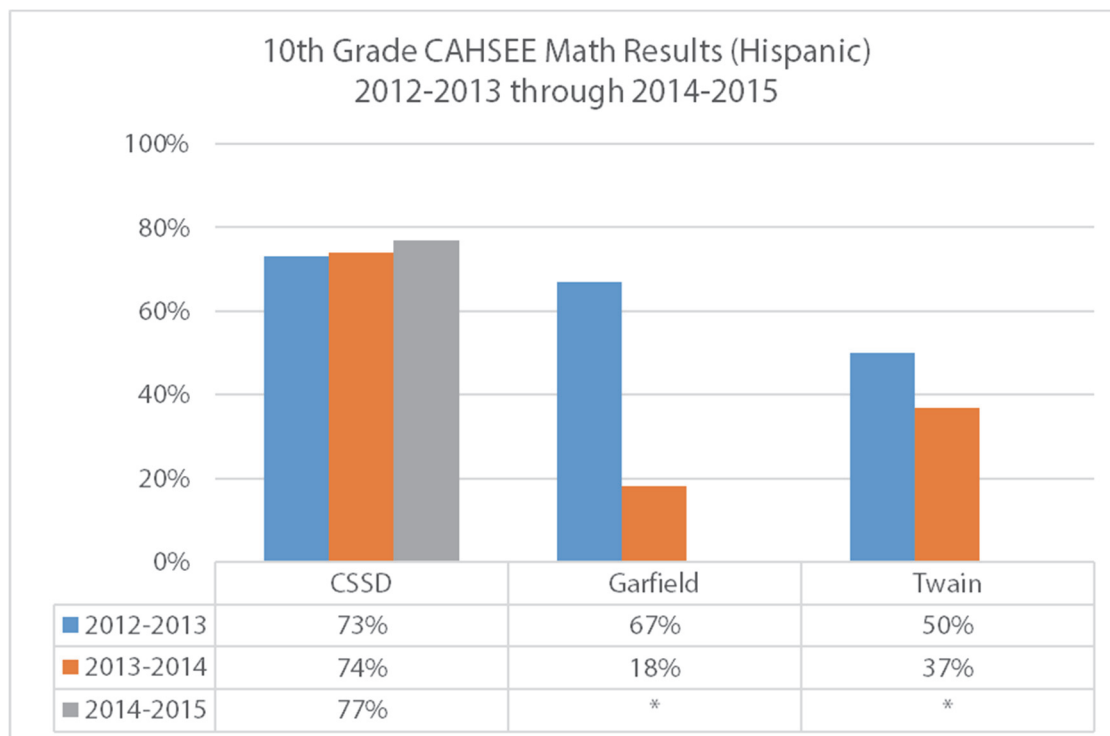


***Figure 35. 10th Grade CAHSEE ELA Results Comparisons
Standard Met or Exceeded (Students with Disabilities)***

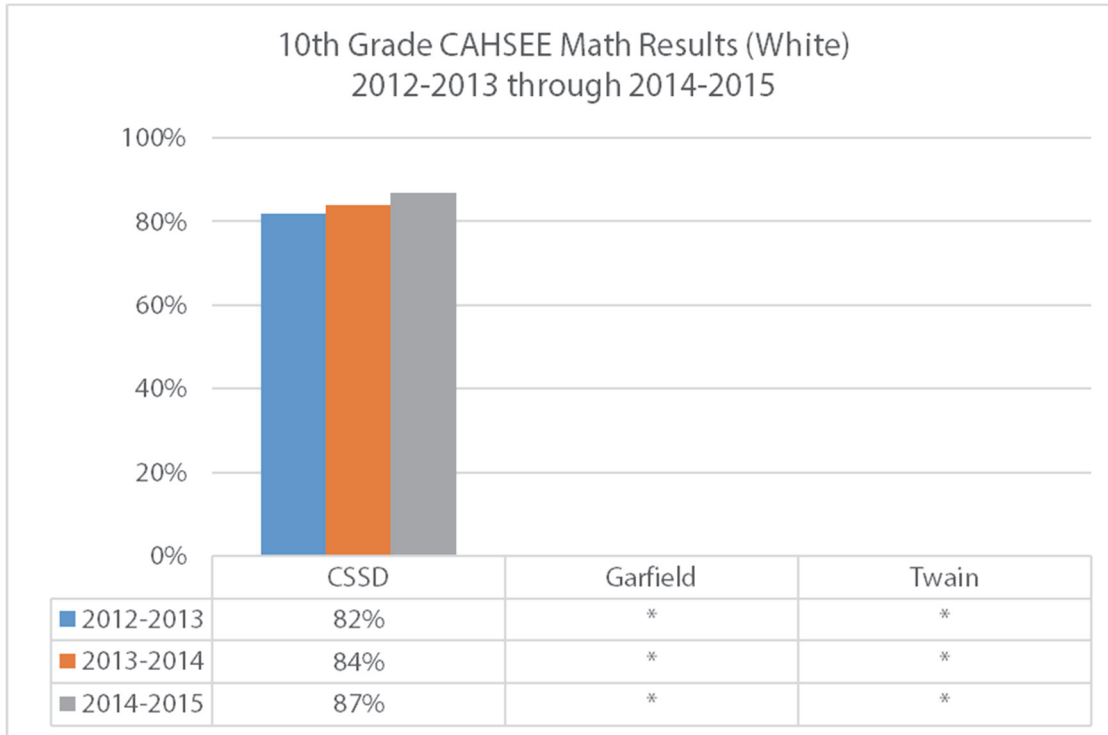
CAHSEE Mathematics Results Comparisons



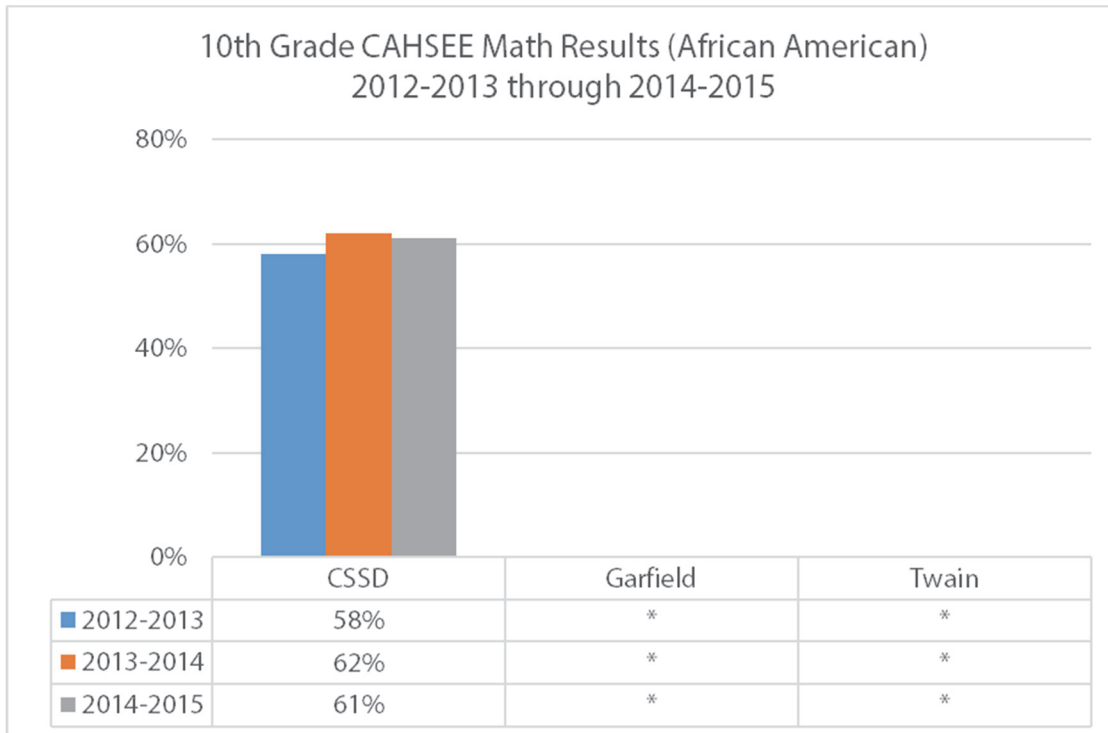
**Figure 36. 10th Grade CAHSEE Mathematics Results Comparisons
Standard Met or Exceeded (Schoolwide)**



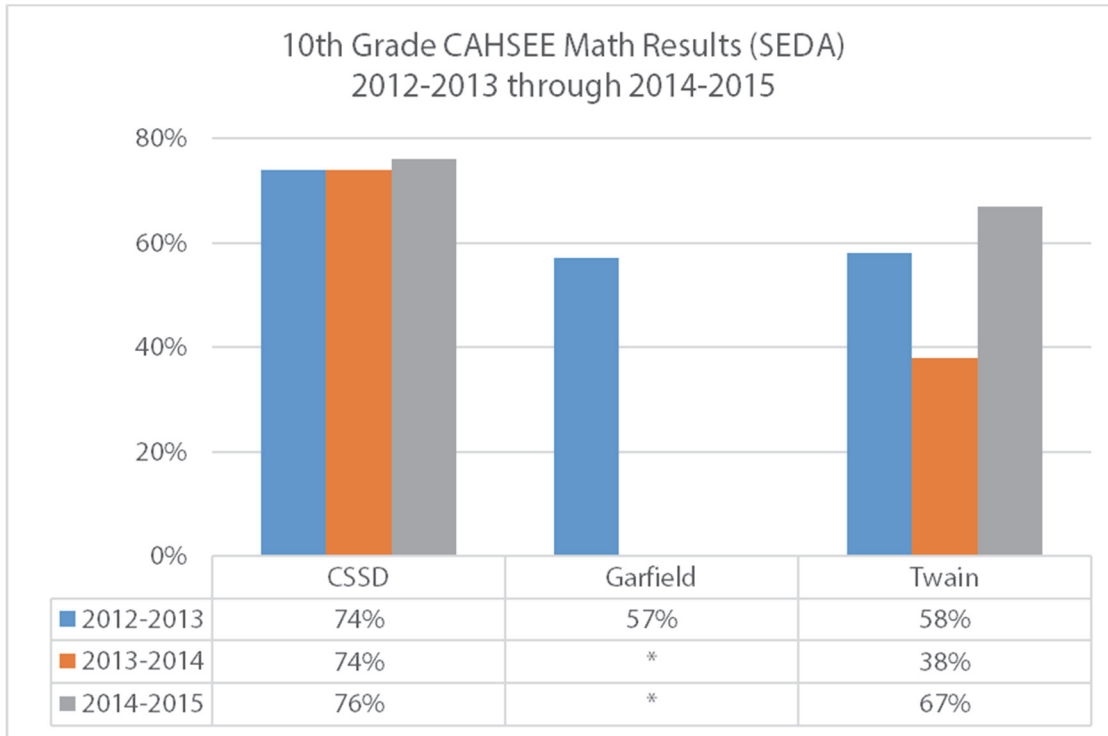
**Figure 37. 10th Grade CAHSEE Mathematics Results Comparisons
Standard Met or Exceeded (Hispanic)**



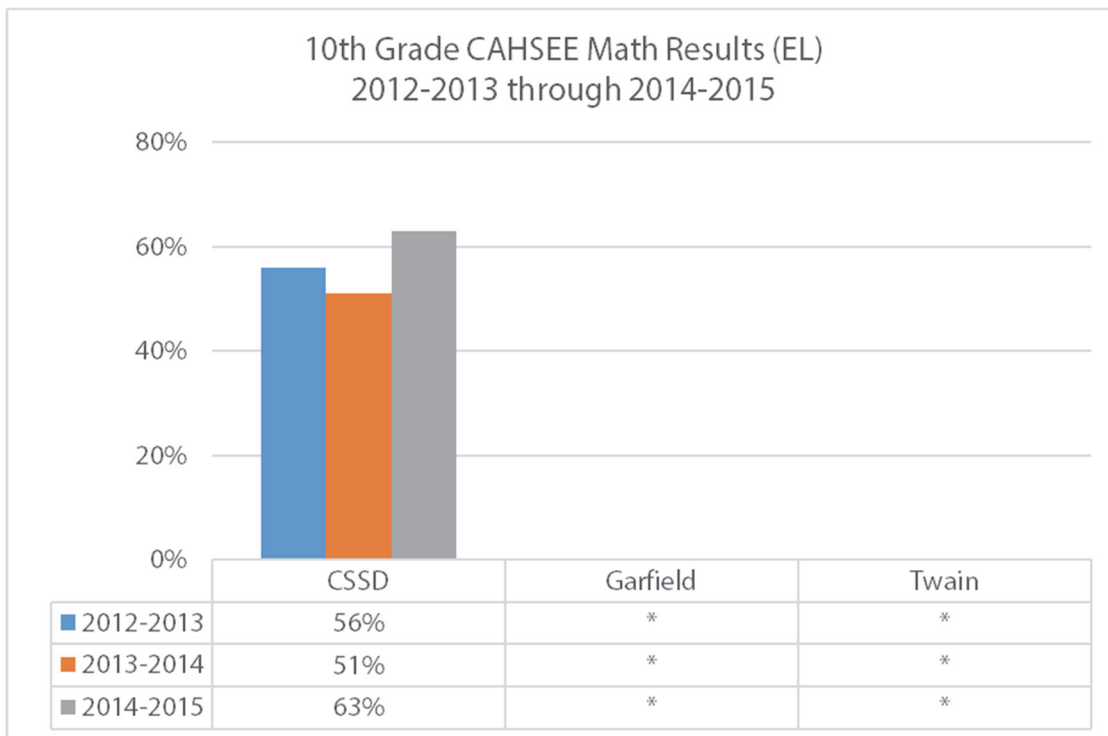
***Figure 38. 10th Grade CAHSEE Mathematics Results Comparisons
Standard Met or Exceeded (White)***



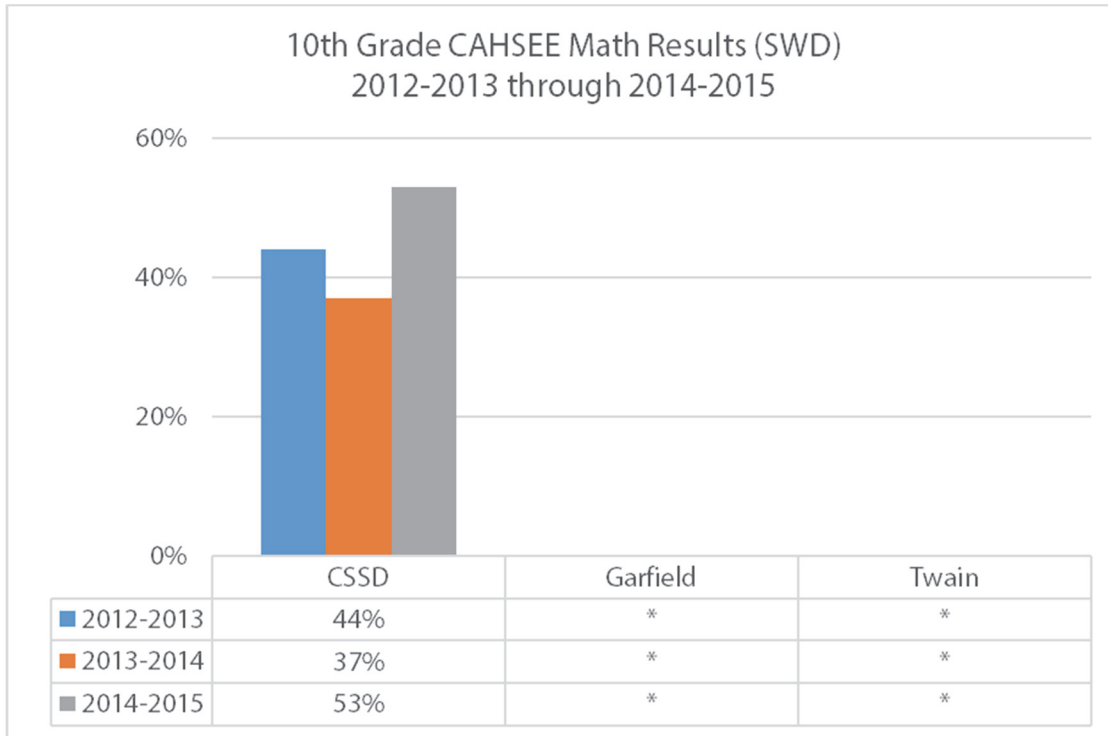
***Figure 39. 10th Grade CAHSEE Mathematics Results Comparisons
Standard Met or Exceeded (African American)***



**Figure 40. 10th Grade CAHSEE Mathematics Results Comparisons
Standard Met or Exceeded (Socioeconomically Disadvantaged)**



**Figure 41. 10th Grade CAHSEE Mathematics Results Comparisons
Standard Met or Exceeded (English Learners)**



***Figure 42. 10th Grade CAHSEE Mathematics Results Comparisons
Standard Met or Exceeded (Students with Disabilities)***

Dropout Rate

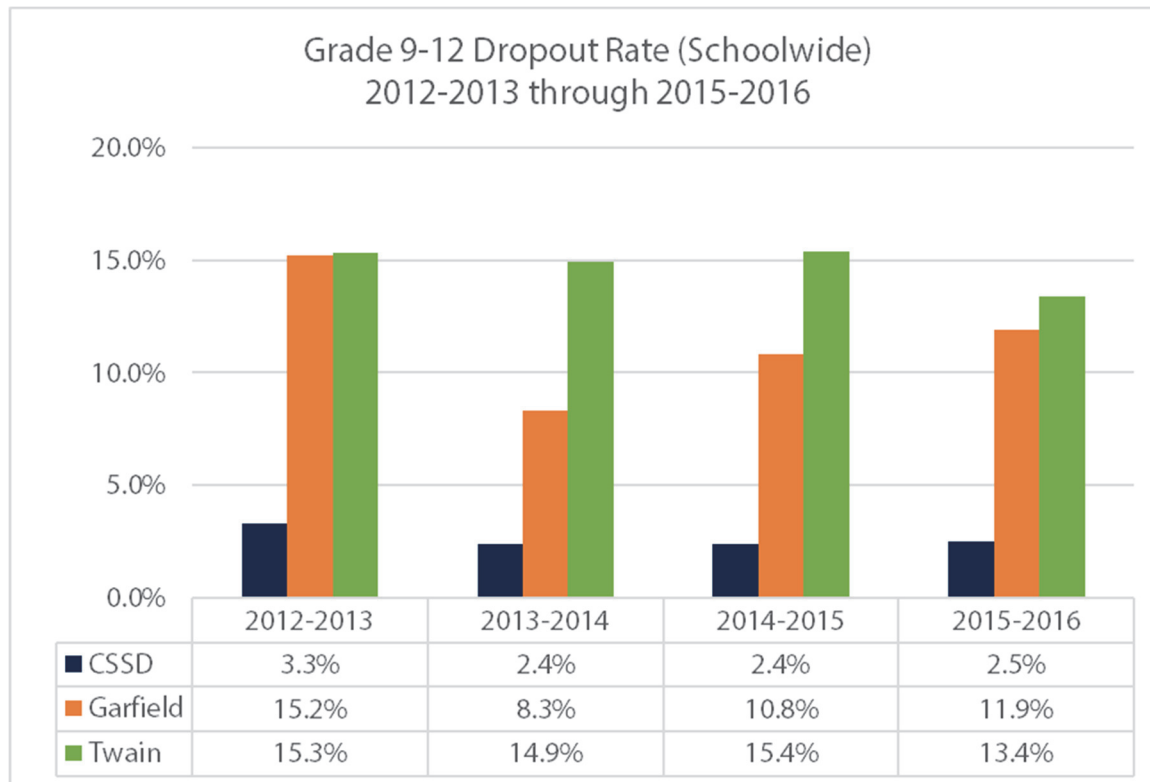


Figure 43. Grade 9-12 Dropout Rate (Schoolwide) 2012-2013 through 2015-2016

As depicted in [Figure 3](#), many students enter CSSD two grade levels behind in reading and three grade levels behind in math. In addition, on average 78% of CSSD students are 16 years or older. Many incoming students are also credit deficient. On average, 64% of students are entering CSSD one or more semesters behind in credits ([Figure 1](#)).

CSSD's overall schoolwide dropout rate has trended downward over the past four years. The most recent schoolwide dropout rate compares favorably to comparable schools within San Diego Unified School District. This is significant considering the population we serve. CSSD's dropout rates for significant groups continue to remain low. They compare favorably to comparable schools and are lower than the LCAP target percentage.

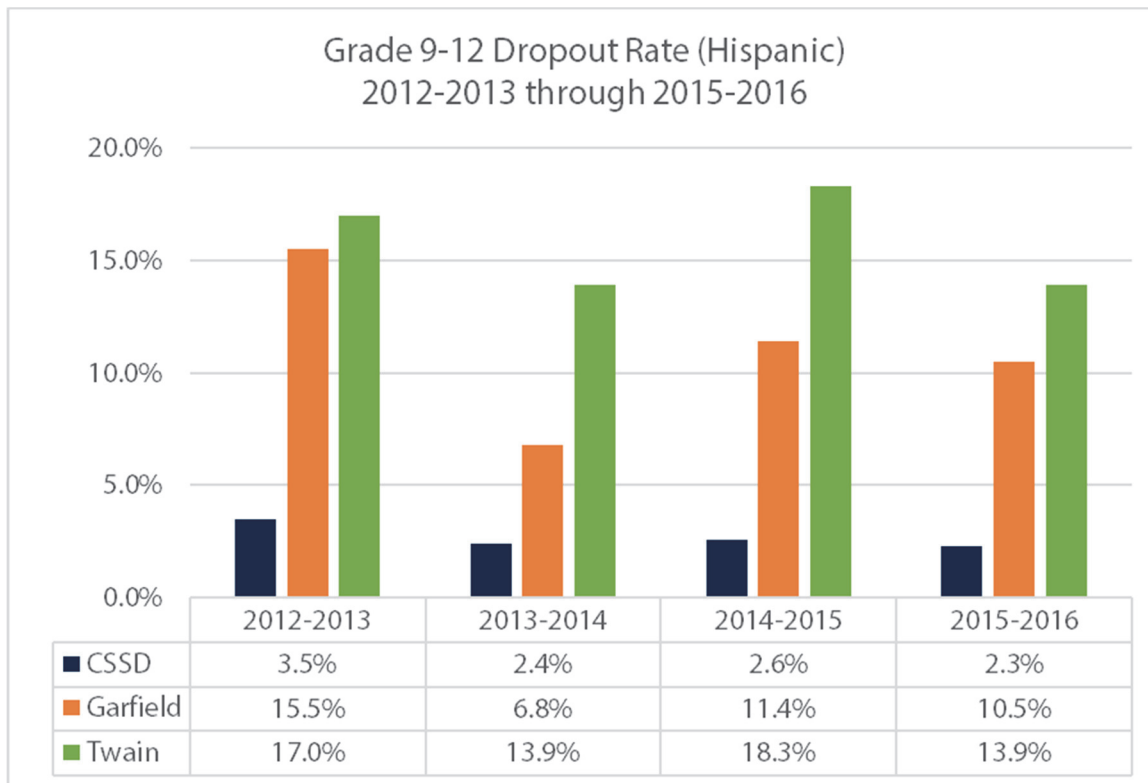


Figure 44. Grade 9-12 Dropout Rate (Hispanic) 2012-2013 through 2015-2016

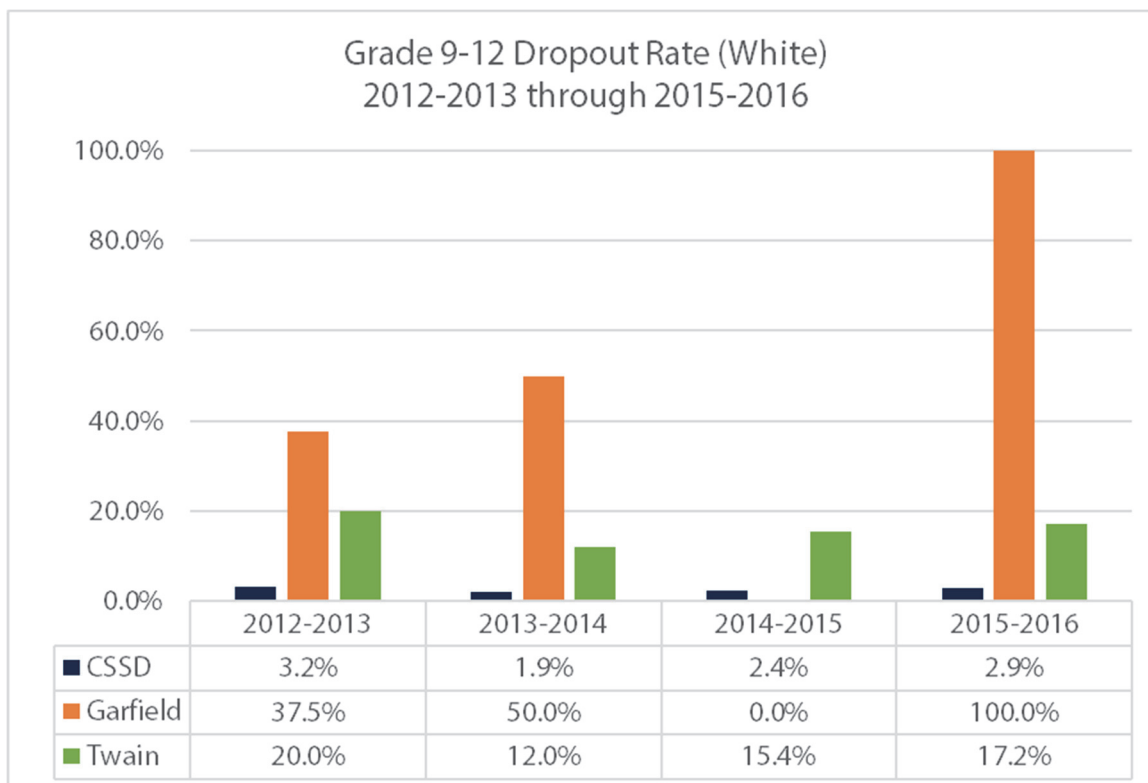


Figure 45. Grade 9-12 Dropout Rate (White) 2012-2013 through 2015-2016

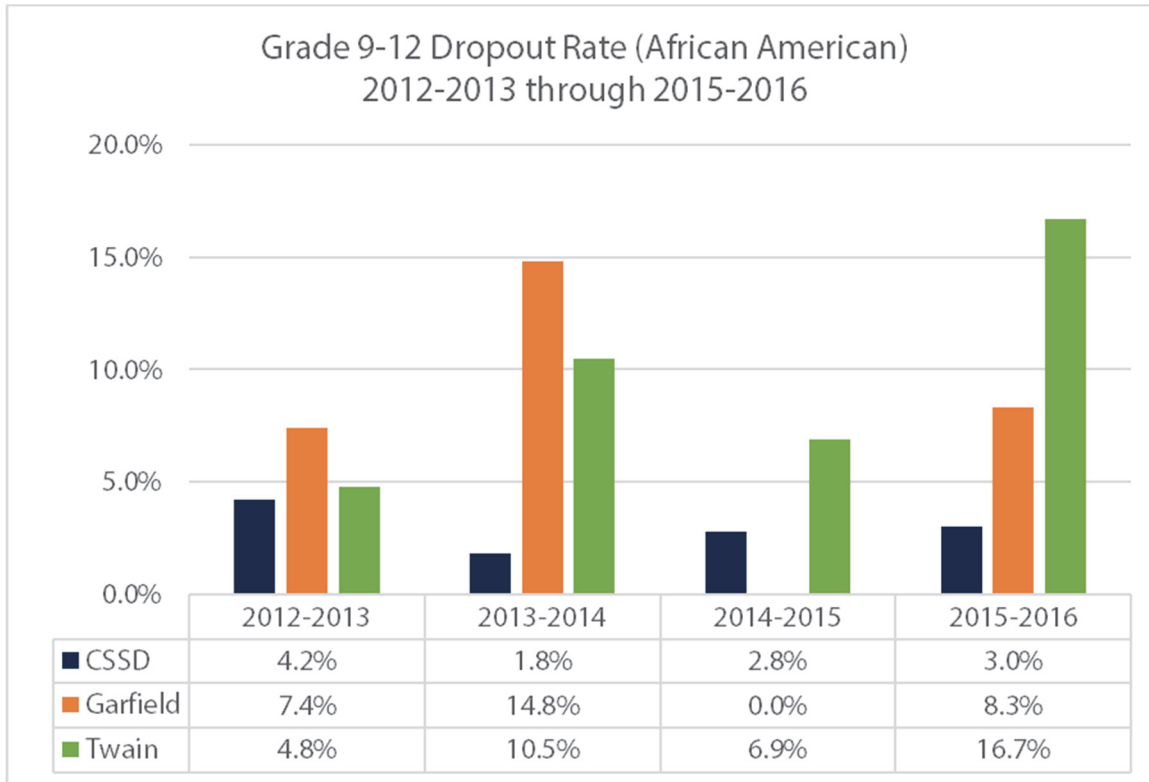


Figure 46. Grade 9-12 Dropout Rate (African American) 2012-2013 through 2015-2016

Suspension and Expulsion Rates

Suspension Rates			
	2012-2013	2013-2014	2014-2015
CSSD	0.1%	0.0%	0.0%
Garfield	6.0%	5.4%	3.5%
Twain	14.3%	14.2%	13.3%
Expulsion Rates			
	2012-2013	2013-2014	2014-2015
CSSD	0.0%	0.0%	0.0%
Garfield	0.0%	0.0%	0.0%
Twain	0.2%	0.0%	0.0%

Figure 47. Suspension and Expulsion Rates 2012-2013 through 2014-2015

As an independent study school, CSSD provides an alternative educational setting for students who are not successful in a traditional environment. CSSD's educational setting allows students to focus on academics and deters students from distractions that may occur in a larger environment. Over the last three years, CSSD had 1 suspension and 0 expulsions. This compares favorably among similar schools.

Completers

CSSD Completers by Diploma, CHSPE, HiSET/GED				
	Diploma	CHSPE	HiSET/GED	Completers
2012-2013	534	17	114	665
2013-2014	454	10	30	494
2014-2015	434	29	29	492
2015-2016	569	15	151	735
2016-2017*	451	28	126	605

Figure 48. CSSD Completers by Diploma, CHSPE, HiSET/GED

Many students come to CSSD one or more semesters behind in credits and not on track to graduate. Despite these deficiencies, over the past five years, CSSD has graduated nearly 3,000 students. ***Data for 2016-2017 may increase based on summer graduates.**

LCAP Parent Survey Results

CSSD's Local Control Accountability Plan development seeks to engage its parents through multiple methods to ensure that the school is meeting their needs and requirements. One of these methods is through our Parent Engagement Survey. This survey is administered multiple times throughout the year in order to provide opportunities for meaningful feedback. CSSD's goal is to reach a 90% rating on questions aligned to LCAP actions and services. Over the last four years, parents have been overwhelmingly satisfied with the services that CSSD provides and have met or exceeded the 90% target.

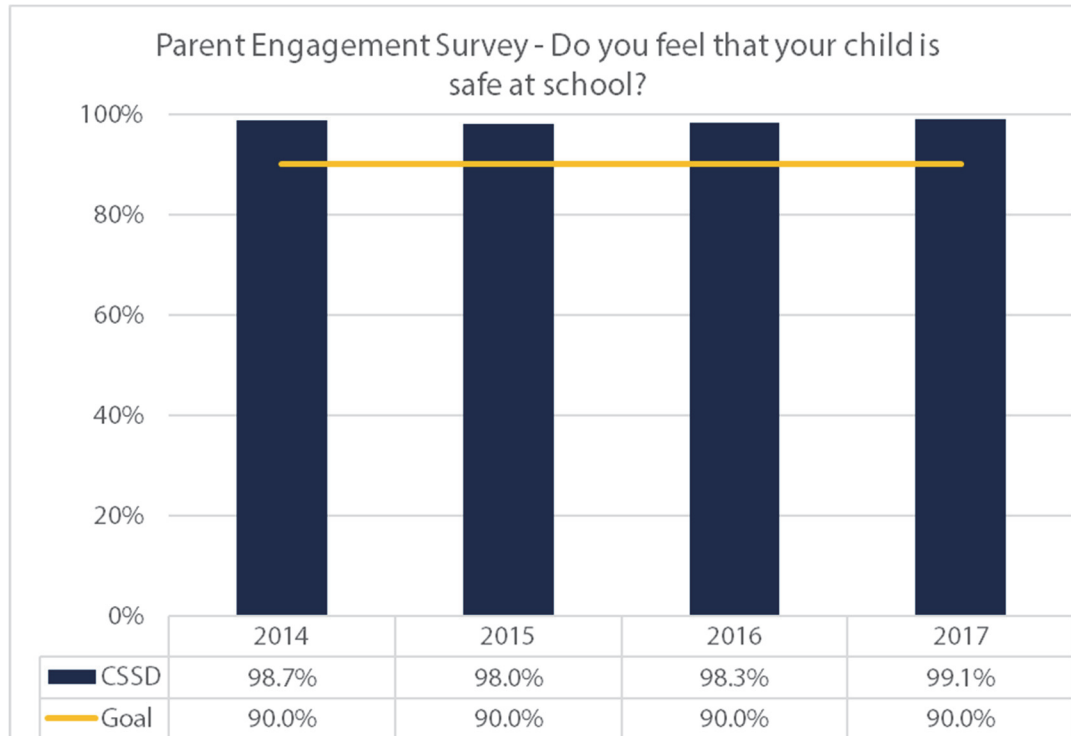


Figure 49. Parent Engagement Survey – Safety

Providing a safe environment and supportive school culture is a key requirement for parents as indicated by LCAP Goal #4. Over the last 4 years, over 98% of parents feel that their child is safe at CSSD.

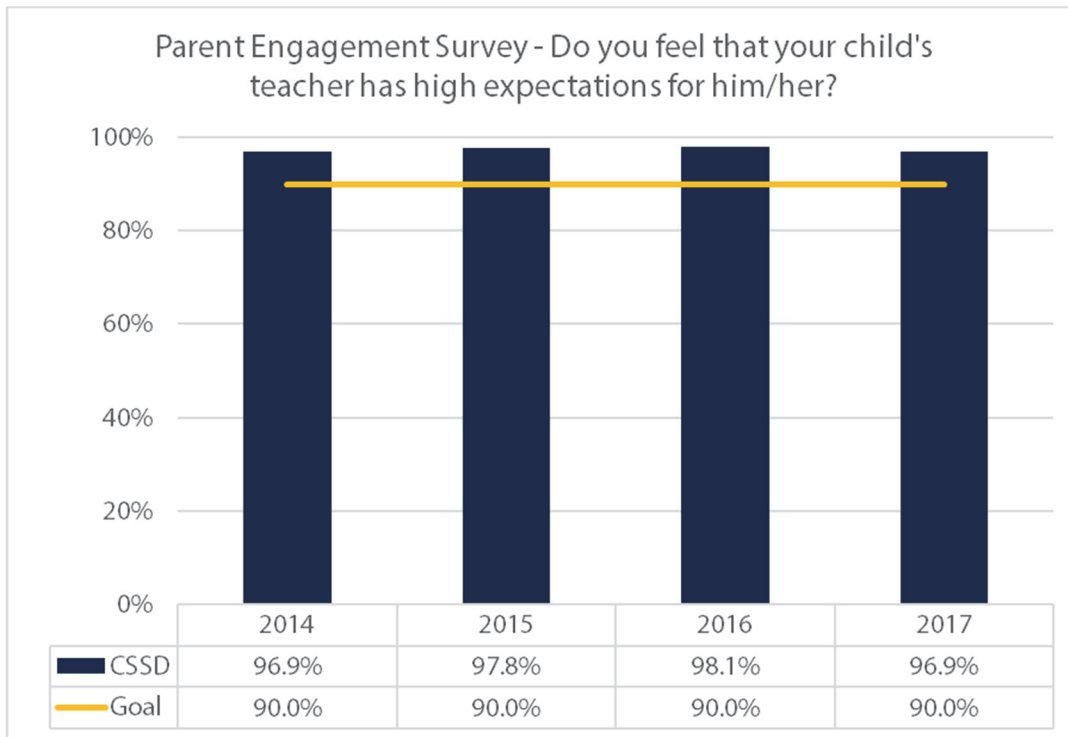


Figure 50. Parent Engagement Survey – Teacher Expectation

Teachers at CSSD are committed to student achievement and hold students to high expectations. On average 97.4% of parents feel that their child’s teacher at CSSD has high expectations for their student.

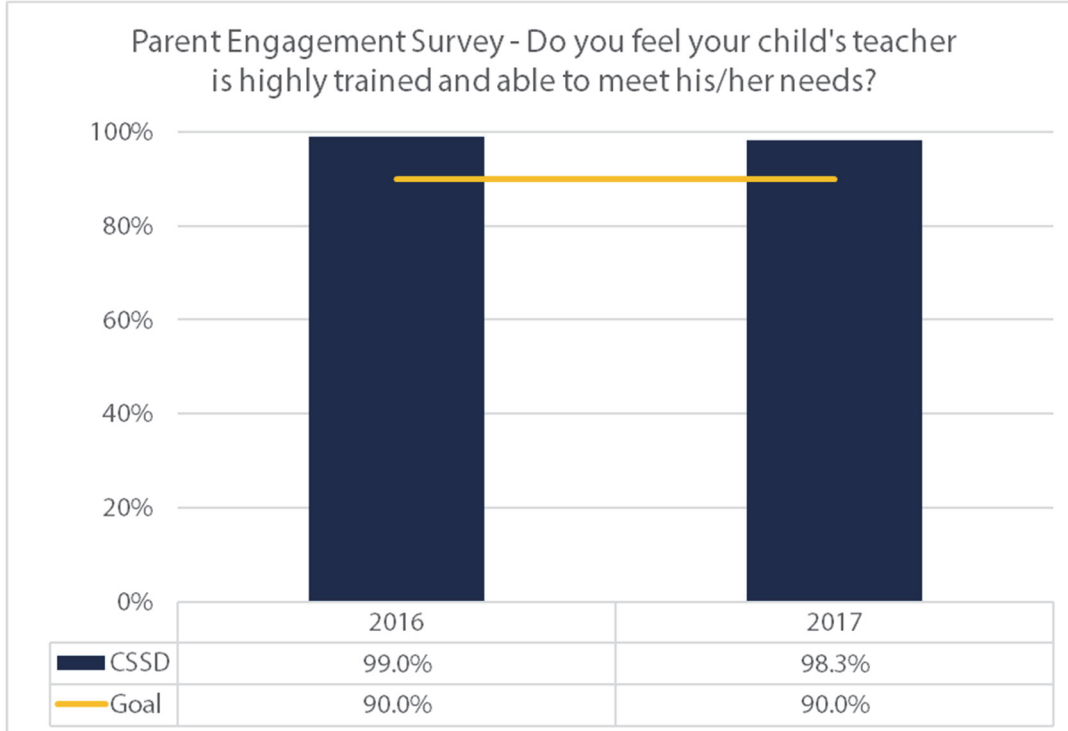


Figure 51. Parent Engagement Survey – Teacher Satisfaction

Based on feedback, CSSD began asking parents if they felt their child’s teacher was highly trained and able to meet his/her needs on the 2015-2016 Engagement Survey. For the last two years, 98.6% agreed.

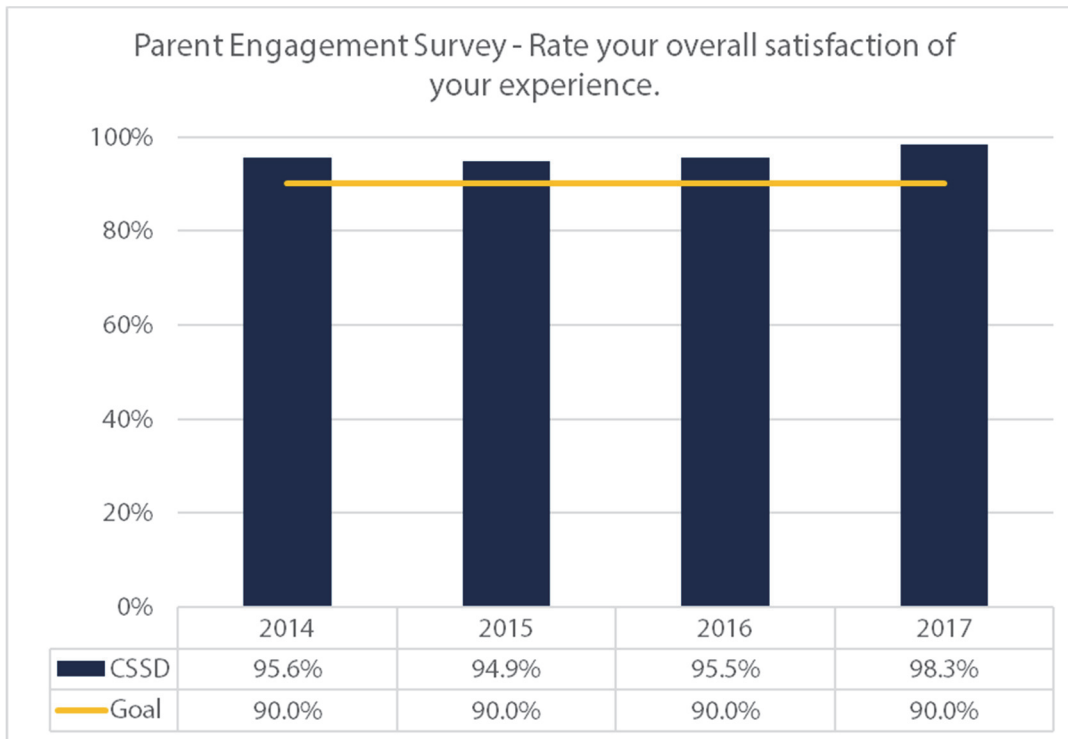


Figure 52. Parent Engagement Survey – Overall Satisfaction

Over the last four years, 96% of parents are satisfied or extremely satisfied with their experience.

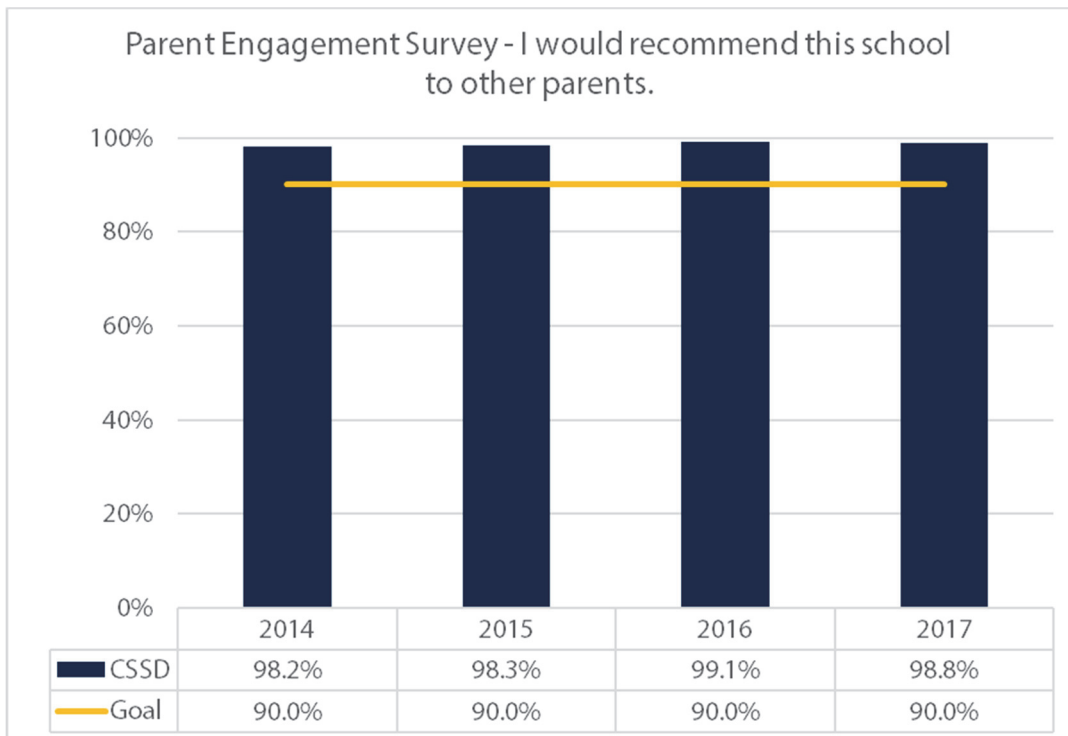


Figure 53. Parent Engagement Survey – Recommend to Others

On average, 98.6% of parents would recommend CSSD to other parents.

LCAP Student Survey Results

CSSD engages its students through multiple methods to ensure that the school is meeting their needs and requirements. One of these methods is through the Student Engagement Survey. This survey is administered multiple times throughout the year in order to provide opportunities for engagement. CSSD's goal is to reach a 90% rating on questions that are aligned to the LCAP. Over the last four years, students have been overwhelmingly satisfied with the services that CSSD provides and have met or exceeded the 90% target.

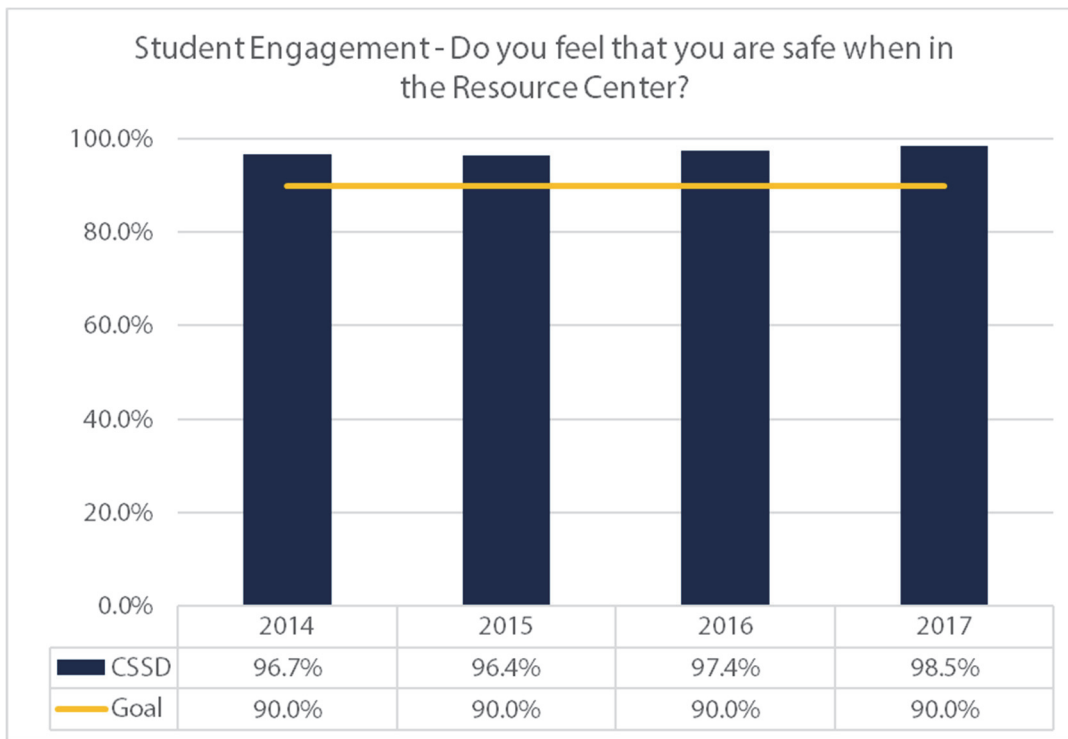


Figure 54. Student Engagement Survey – Safety

Students also seek a safe environment as indicated by LCAP Goal #4. Over the last 4 years, over 97.2% of students feel safe when in the Resource Center.

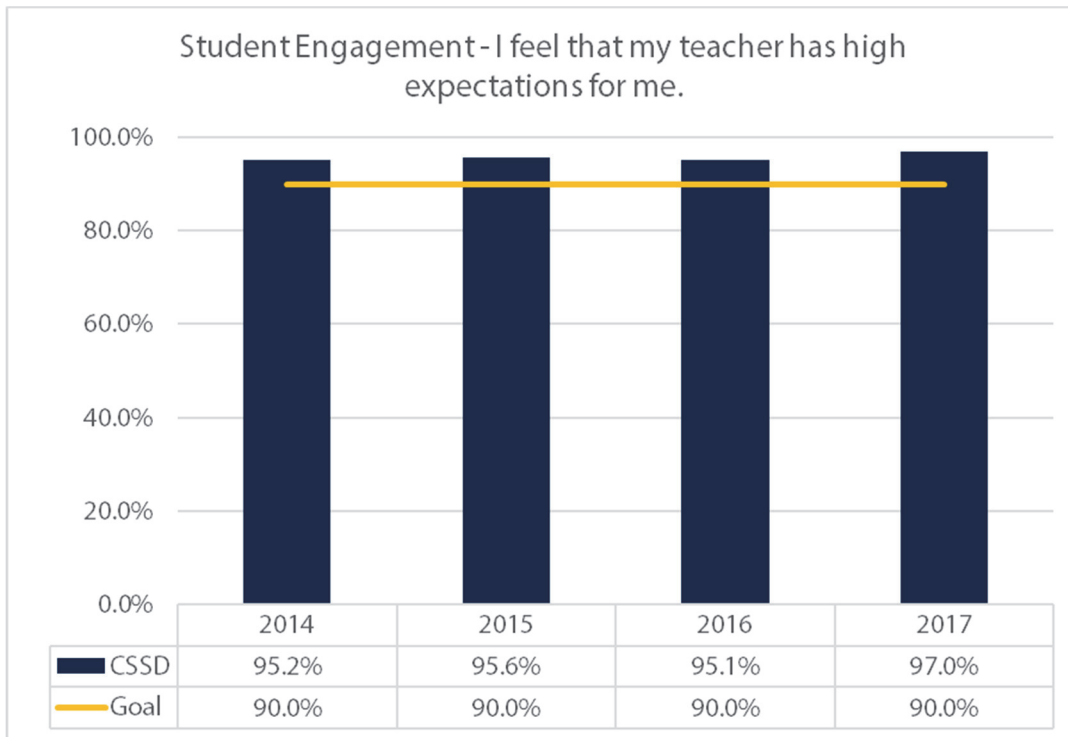


Figure 55. Student Engagement Survey – Teacher Expectation

On average 95.7% of students feel that their teacher at CSSD has high expectations for them.

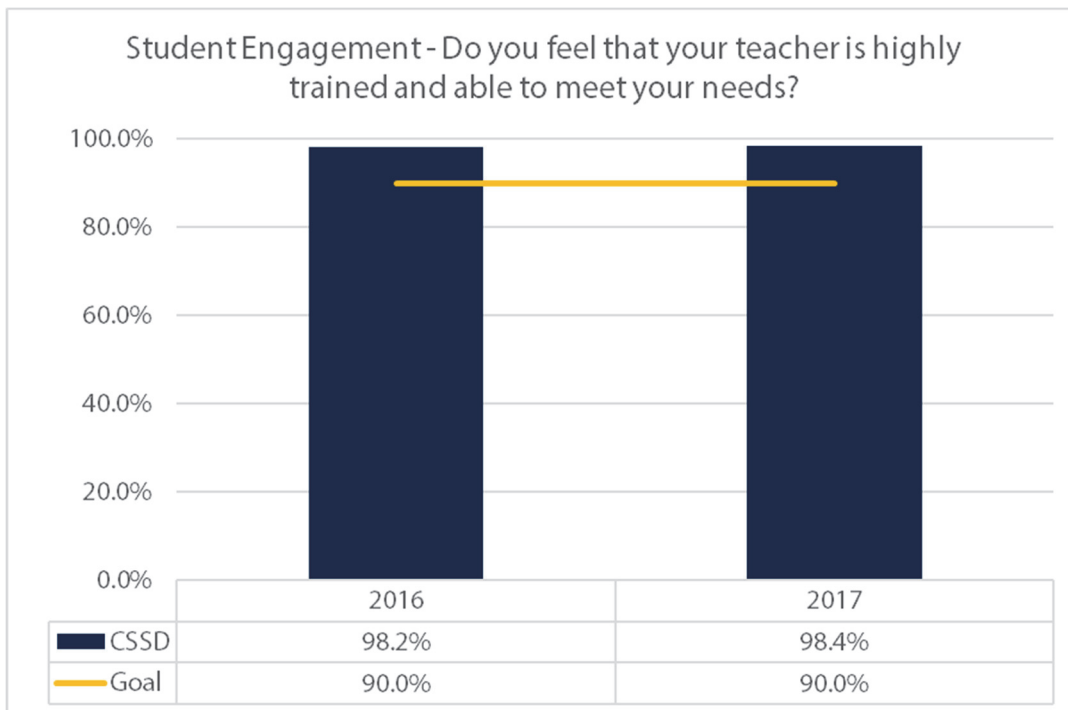


Figure 56. Student Engagement Survey – Teacher Satisfaction

To gauge student satisfaction of our teaching staff, students are also asked if their teacher is highly trained and able to meet their needs. 98.3% of students agreed.

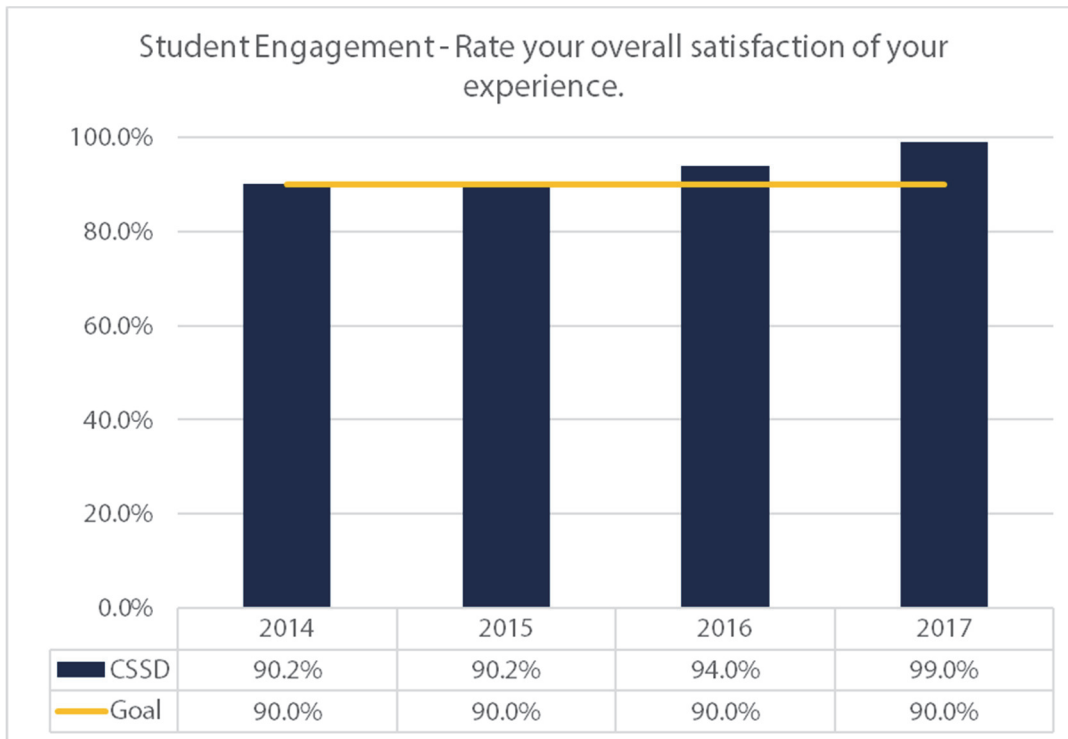


Figure 57. Student Engagement Survey – Overall Satisfaction

Over the last four years, 93.4% of students are satisfied or extremely satisfied with their experience at CSSD.

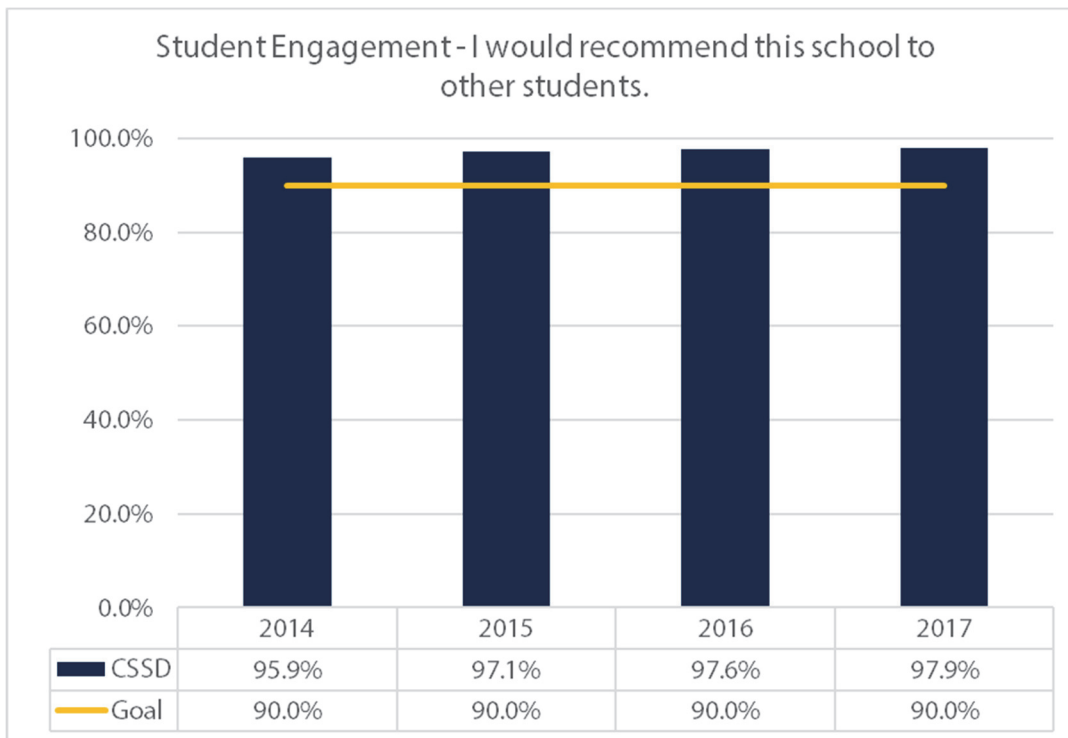


Figure 58. Student Engagement Survey – Recommend to Others

On average, 97.1% of students would recommend CSSD to other students.

Confidence Survey Results

High risk students often lack the academic confidence needed to successfully engage in school. CSSD is committed to monitoring its effectiveness at immediately engaging these high risk students. New students at CSSD take a Confidence Survey when they first enroll at CSSD to gauge their confidence levels in regards to their academic skills and abilities. After 90 days, these students are surveyed again to determine if their confidence levels have increased in order to be academically able to do well in school. Overall, the results in 90 days yield on average a 30% increase in confidence from when students first start at CSSD.

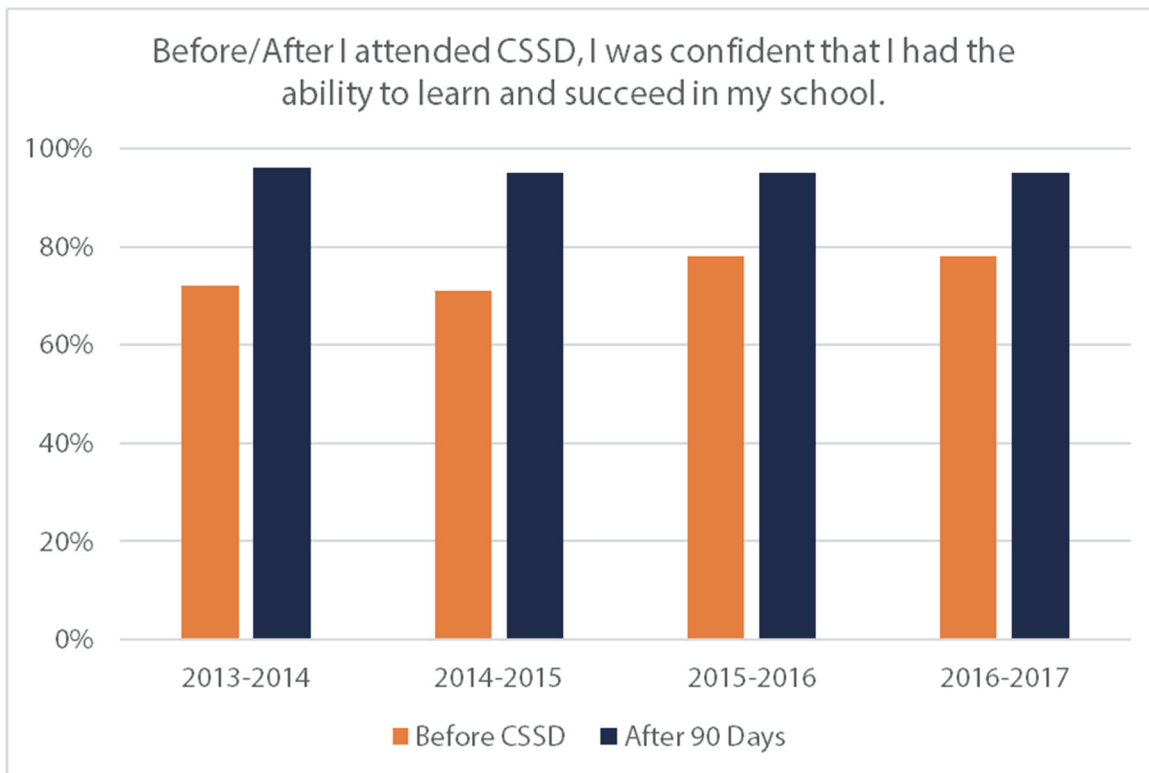


Figure 59. Confidence Survey – Ability to Learn and Succeed

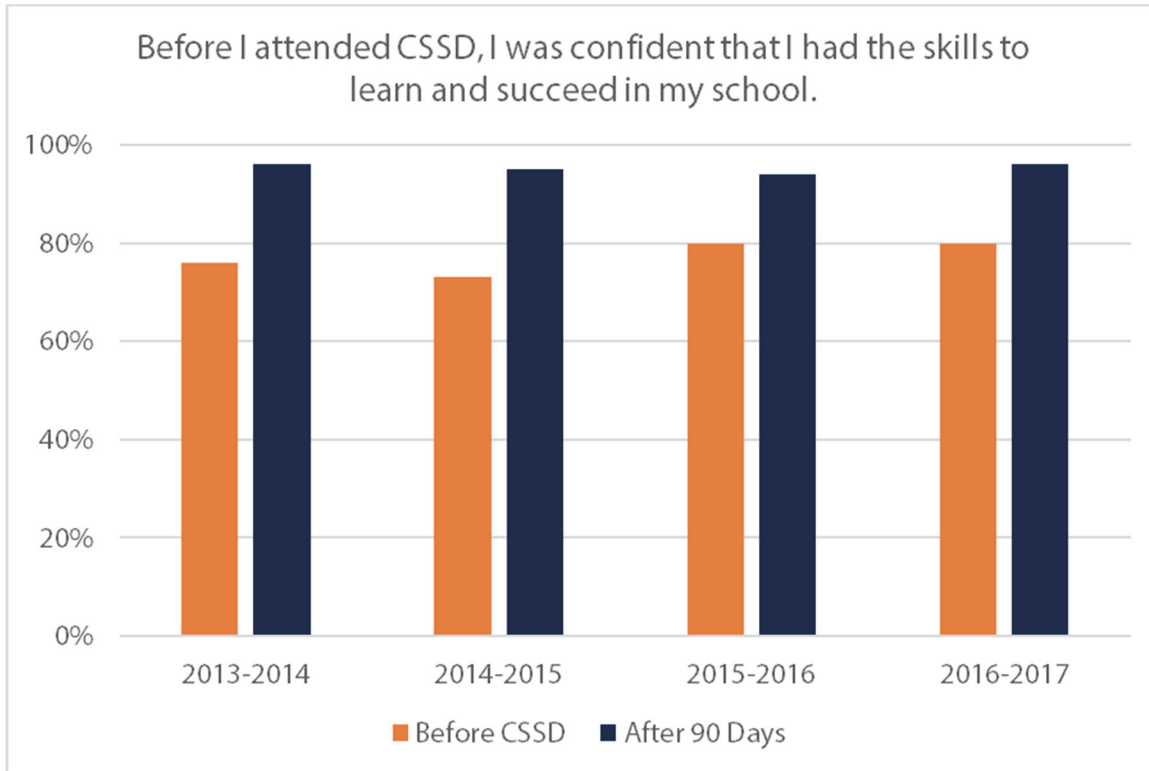


Figure 60. Confidence Survey – Skills to Learn and Succeed

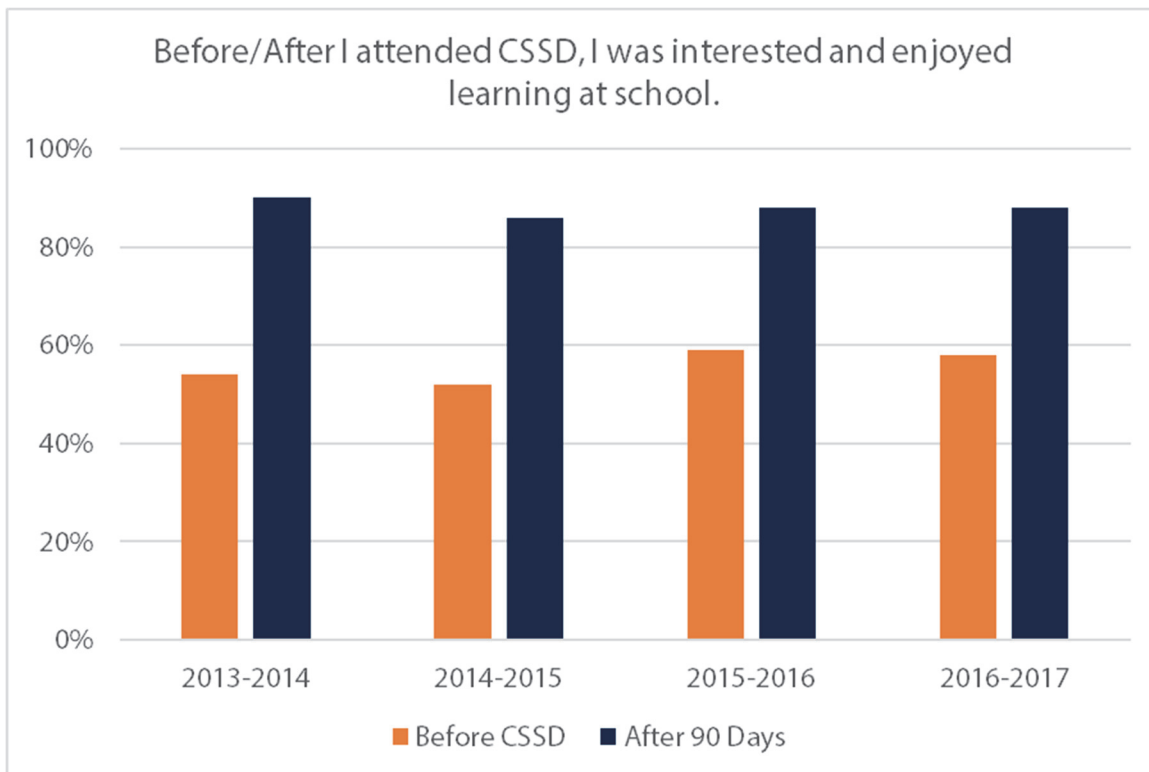


Figure 61. Confidence Survey – Learning at School

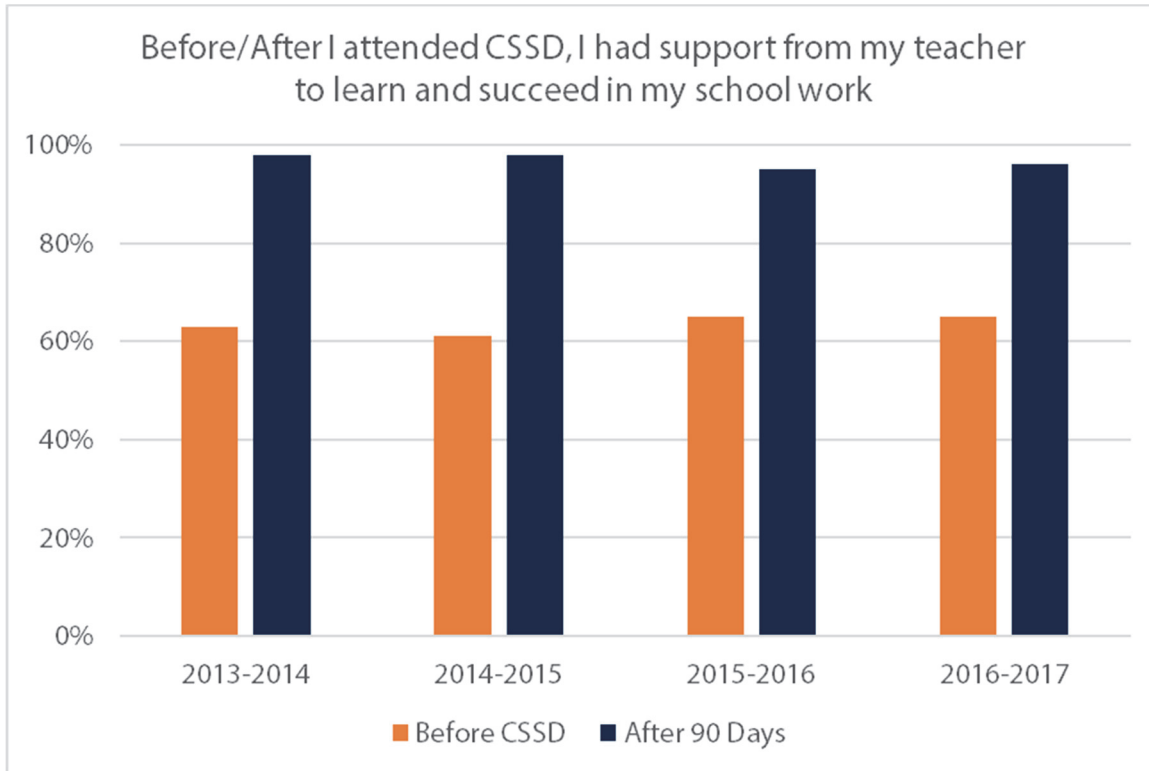


Figure 62. Confidence Survey – Support from Teacher

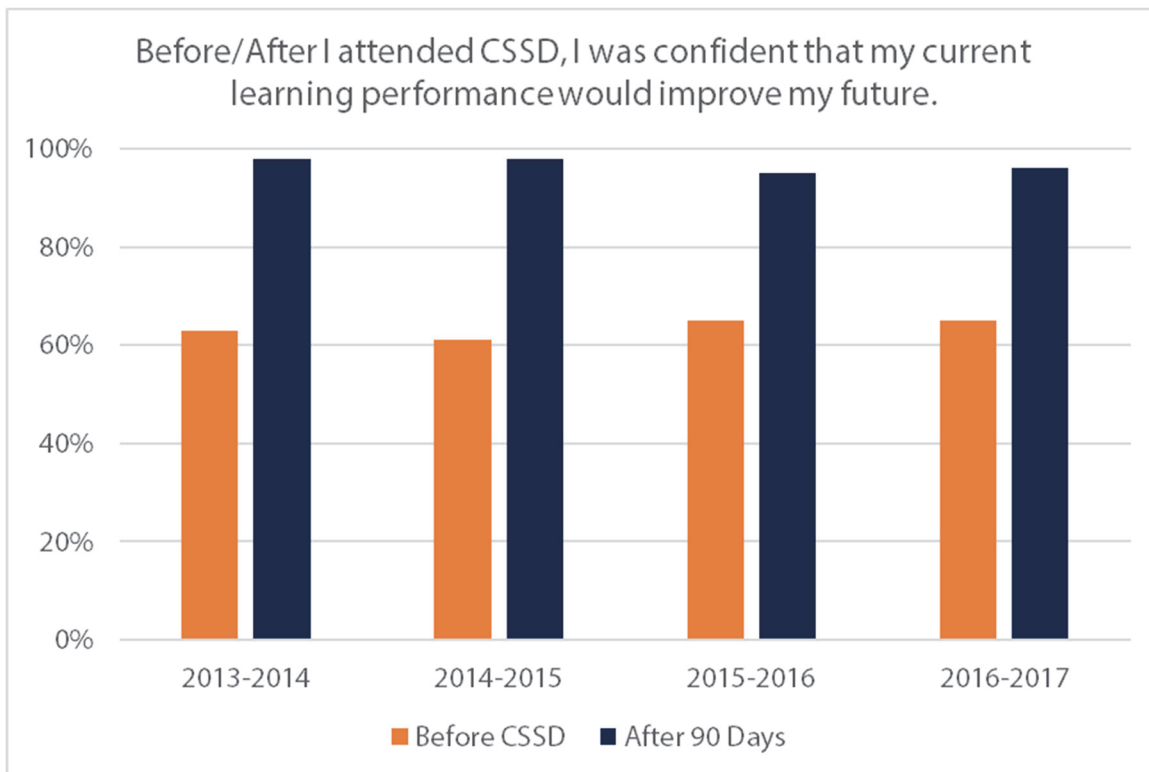


Figure 63. Confidence Survey – Learning Performance

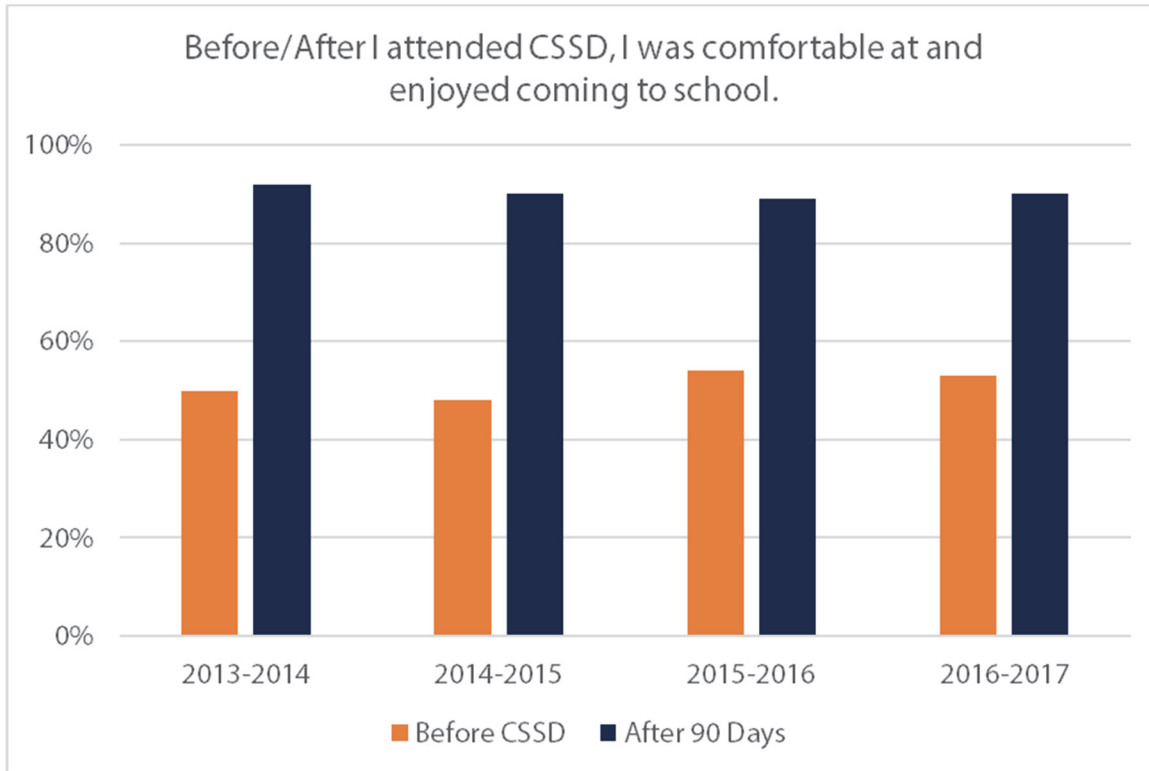


Figure 64. Confidence Survey –Comfortable and Enjoy School

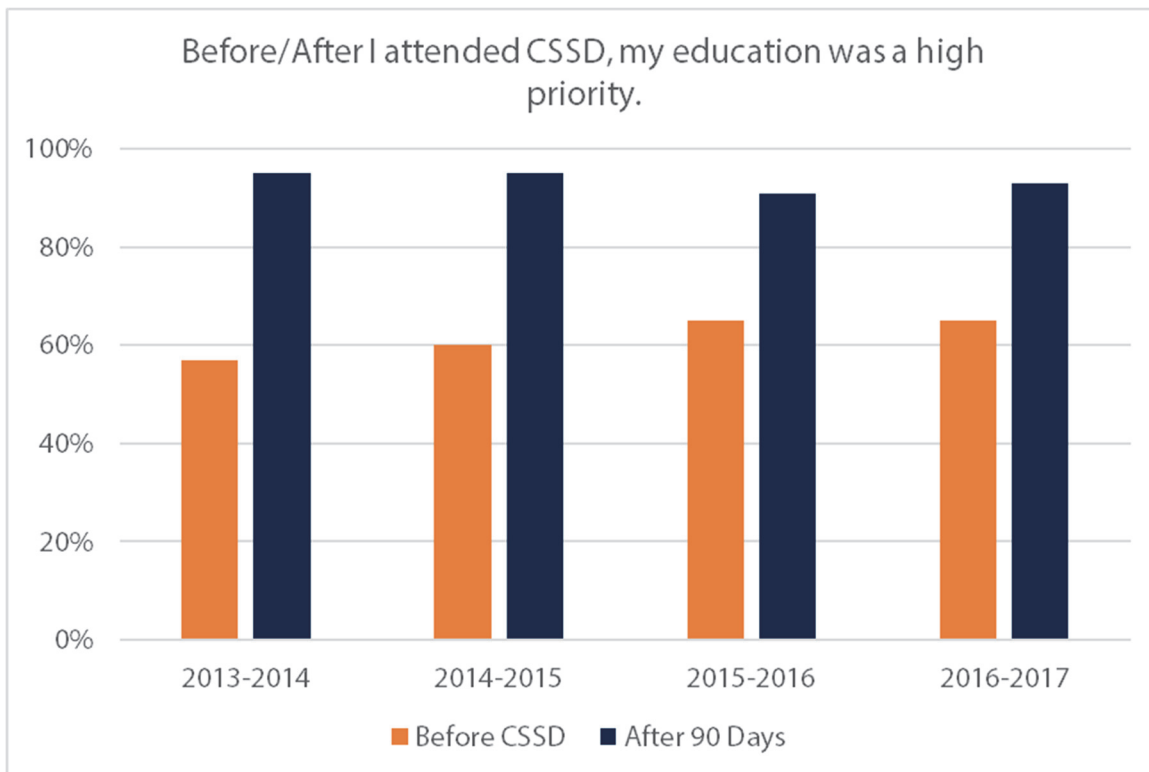


Figure 65. Confidence Survey – Education a High Priority

Local Control Accountability Plan (LCAP)

Furthermore, CSSD’s Local Control and Accountability Plan (“LCAP”) has been developed to identify goals and measure progress for student subgroups across multiple performance indicators [See [Appendix H](#)].

CSSD involves all stakeholders in the development of the LCAP. The design of the school allows for teachers, students, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of each individual student. Each student has a Pathways Personalized Education Plan (PPEP) to engage each student in their academic goals. In addition to the weekly and monthly PPEP meetings, stakeholders of the school had many opportunities, and were encouraged, to be involved and participate in the decision making process of the school and the development of the annual LCAP. Involvement opportunities included: surveys to all stakeholder groups, Open House events, Senior Orientation events, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, staff and community meetings, website and social media outlets.

Meaningful stakeholder engagement was critical to the design of the 2017-2018 LCAP. Stakeholder input contributed to the development of the LCAP in several important ways. Stakeholders influenced the identification and refinement of needs, goals and achievement targets, and activities and resource allocation. CSSD aligned stakeholder input to the state priorities and considered the basic instructional program in the creation of LCAP goals, actions, and expenditures.

Below is a chart that depicts CSSD’s progress monitoring of LCAP goals to date.

LCAP Goal 1. To Increase Student Achievement in Areas Appropriate for an Alternative Schools Accountability Model (ASAM) School.		
Addressing State Priorities 4, 5		
Metrics	Expected Outcomes	Progress Monitoring
Student participation rate	Rate will meet or exceed 84%	Exceeding Target
Student NWEA MAP achievement results	Rates of “Meeting” growth targets in Reading, and Math will meet or exceed 60%	Meeting Target [See Figures 4-6]
Student SBAC achievement results	Rates of “Meeting” and “Exceeding” will grow 5 points in ELA and math	Approaching Target
EL Reclassification Rate	Establish baseline	Approaching Target
Drop Out Rate	Rate maintenance 5% or less	Exceeding Target [See Figures 43-46]
Confidence Surveys- within 90 days of enrollment, students report confidence in their ability and skills to learn and succeed in school	Rate maintenance at 90% or higher	Meeting Target [See Figures 59-65]
LCAP Goal 2. Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.		
State Priorities 1, 2, 4, 7		
Metrics	Expected Outcomes	Progress Monitoring

Percentage of CCSS aligned courses	Rate maintains at 100%	Meeting Target
Percentage of NGSS aligned courses	Rate increase to 40%	On Track, Approaching Target
Percentage of ELD aligned ELA courses	Rate maintains at 100%	Meeting Target
Percentage of ELD aligned History/Social Science courses	Rate increase to 40%	On Track, Approaching Target
Work Experience Education Program	Maintain Program	Meeting Target [See Appendix G]
Number of advanced course offerings	Honors Courses offer maintain at 8, AP Courses offer maintain at 10, Accelerated courses offer maintain at 2	Meeting Target [See Appendix N]
Course supervision by credentialed, high quality teachers	Rate maintains at 100%	Meeting Target
Approval of core courses by UC a-g and NCAA	Rate maintains at 100%	Meeting Target
Career and Technical Education Pathways Program	Rate increase to 5 state approved CTE Pathways	On Track, Approaching Target
LCAP Goal 3. Provide Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and Highly Quality Instruction.		
Addressing State Priorities 1, 2, 8		
Metrics	Expected Outcomes	Progress Monitoring
High Quality Teachers and Subject Matter Competency	Rate maintains at 100% of teachers, employed 3+ years, have subject matter competency in English and Math	Meeting Target
High Quality Teachers and Student and Parent Satisfaction	Rate meets or exceeds 95% of students and parents reporting high teacher satisfaction rate	Exceeding Target
High Quality Teachers and Professional Development	Rate maintains at 100% of teachers will participate in 60 hours of professional development	On Track, Approaching Target
High Quality Professional Development	Rate maintains at 90% of staff reporting high levels of relevance on training evaluations	Exceeding Target
LCAP Goal 4. Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.		
Addressing State Priorities 1, 3, 6		
Metrics	Expected Outcomes	Progress Monitoring
Suspension rate	Rate maintenance at 1.5% or	Exceeding Target

	less	[See Figure 47]
Expulsion rate	Rate maintenance at 1% or less	Exceeding Target [See Figure 47]
Satisfaction rate from students on safety from Annual Surveys	Rate maintenance at 90% or higher	Exceeding Target [See Figure 54]
Satisfaction rate from parents on safety from Annual Surveys	Rate maintenance at 90% or higher	Exceeding Target [See Figure 49]
School Safety Plan	Maintenance of Compliant Status	Meeting Target
LCAP Goal 5. Provide Innovative, Engaging and Community-Based Resource Centers to Serve Students and Parents.		
Addressing State Priorities 1, 3, 5, 6		
Metrics	Expected Outcomes	Progress Monitoring
Parent and student engagement at Resource Centers	Rate increase to 90% or higher of parent reports on annual survey of high student engagement in innovative Resource Centers	On Track, Approaching Target
Increase formal partnerships with community based organizations to serve students and families	Rate increase of 10%	On Track, Approaching Target
High quality Resource Centers	Receive School Facility Good Repair Status of “good” or “exemplary”	Meeting Target
Formal opportunities for parent engagement	1 formal engagement event/opportunity each month = 12 for year	On Track, Approaching Target

Element A: Educational Program

Governing Law:

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 that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

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

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

1. MISSION and VISION, and PROGRAM OBJECTIVES

Mission Statement

CSSD will implement personalized educational programs to facilitate student achievement. These educational programs will demonstrate that standards-based educational reform can provide a prototype for changing the way teachers teach and students learn in the future.

Vision Statement

The educational community known as CSSD is committed to the development of a personalized instructional program that demonstrates positive outcomes for each student.

CSSD is dedicated to the creation of instructional, service, organizational, and governance models which can serve as prototypes for educational reform.

CSSD is committed to collaborative efforts to improve the quality of life for students, their families, employees, and the community-at-large.

Strategic Objectives

To respond to its stakeholders’ requirements and to ensure the organization’s long-term sustainability, CSSD will:

- provide a personalized and rigorous academic experience for its students.
- hire, develop and maintain a high quality faculty and staff.
- provide a supportive and safe environment.
- be a role model for reform.

Program Objectives

CSSD will achieve these program objectives:

- A. Improve student learning
- B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving
- C. Encourage the use of different and innovative teaching methods
- D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at CSSD
- E. Provide parents and students with expanded choices in the types of educational opportunities available within the publicly funded school system
- F. Hold CSSD accountable for meeting measurable student outcomes and provide CSSD with a method to employ a performance-based accountability system instead of a rule-based system
- G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools

2. OVERVIEW OF EDUCATION PROGRAM

The primary purpose of CSSD's instructional design centers on the need to motivate and inspire high risk students. CSSD's efforts focus on helping students to become re-engaged in an instructional setting or in completing their course of study. Students can meet high school completion requirements by earning a diploma, passing a high school equivalency exam such as the General Equivalency Diploma (GED) or High School Equivalency Test (HiSET), or passing the California High School Proficiency Exam (CHSPE).

As an intervention program, CSSD is challenged by environmental expectations that are generally applied to comprehensive school sites. CSSD holds its Vision and Mission as an over-arching mandate to put students first by implementing their personalized educational plan. The CSSD leadership shall continue to communicate this important commitment.

CSSD's education program was originally developed in collaboration with the San Diego Unified School District, where CSSD provides an educational option for the District. CSSD acts as an intervention for students at risk of not graduating. This intervention function strongly fulfills the

original intent of the California Charter Schools Act.

CSSD provides an instructional program for students in grades 6-12 through an individualized, independent study instructional model. CSSD is open to all students and enrolls students throughout the year (July-June).

Students study the core curriculum while earning credits toward their course of study. Once enrolled, professionals review student reading, writing, math skills, and school records. Each student receives a Pathways Personal Education Plan (PPEP) that includes one-on-one tutoring, small group tutoring, blended learning course options, field trips, supervised study, and assistance accessing community and government agency services.

CSSD issues its own diplomas based on a course of study consistent with California Common Core State Standards and requirements for graduation. The Student Success Programs Board of Directors is responsible for monitoring and approving both the course of study and graduation requirements. CSSD is fully accredited by the Western Association of Schools and Colleges (**Appendix A**), as well as has a comprehensive University of California a-g course list (**Appendix D**) and a National Collegiate Athletic Association course list (**Appendix E**).

3. EDUCATIONAL VISION

CSSD's vision is to move students forward by developing literate, educated thinkers and achievers who understand their political and social culture; can use mathematics and scientific methods to solve daily problems and contribute to society; and develop positive values.

CSSD's philosophy:

- Innovate: Seek change leading to positive outcomes.
- Maintain a professional staff.
- Encourage and promote academic competency.
- Model and support teamwork and cooperation.
- Provide student-based education tailored to the specific and unique needs of each student.
- Be accountable for outcomes.
- Provide on-going professional development.
- Maintain and develop partnerships with parents and community organizations.

To achieve CSSD's overarching objectives, it will:

- Promote students' leadership experiences and skill building opportunities.
- Increase awareness/scope of career opportunities.
- Encourage and promote opportunities to achieve academic success: mentoring, tutoring, field trips, and other forms of academic enrichment.
- Acknowledge and accommodate individual learning styles.
- Develop/encourage parental involvement.
- Introduce and strengthen digital literacy and skills.

Students at CSSD develop important skills that include the abilities to read, write, compute, speak, ask questions, listen, problem-solve, work independently and in teams, use technology, manage time, accept personal responsibility, stay healthy, and comfortably relate with others. CSSD promotes curiosity, integrity, social responsibility and self-esteem. Learning best occurs when parents or guardians take an active role in the education of their children, when teachers accommodate the individual learning speeds and modalities revealed by their students, when teachers give students reason to know that they genuinely care about them, when learning fuels personal interests, when rules, rewards and sanctions are clear-cut, when teachers engage their students in learning activities rather than lecture them, and when teachers see all their students as capable of high achievement and expect it of them. CSSD incorporates these maxims into its daily operations. In short, CSSD equips its students to become motivated and self-disciplined, productive and advancing, socially competent, academically competent, and self-sufficient/contributing citizens.

CSSD is committed to developing curriculum that is rigorous, relevant, and aligned to the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Curriculum is designed to foster career and college readiness skill development and citizenship in a global society.

A summary of CSSD's curriculum is provided below. See [Appendix K](#) for the sample scope and sequence of select grade levels.

CSSD's curriculum departments are led by high quality teachers and guided and directed by the Curriculum and Professional Development Coordinator. CSSD uses state adopted texts and other materials aligned to California Common Core State Standards (CCSS). Textbooks are specifically selected utilizing criteria developed from stakeholder input. Teachers use a variety of research-based instructional practices to teach diverse student populations, including technology based learning. Many of CSSD's students engage in blended learning opportunities. CSSD's instructional staff is iNACOL Leading Edge Certified. This national teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. This certification gives assurance that Leading Edge Certified Teachers will not only have the skills to effectively facilitate blended learning courses, but will also have a solid understanding of how to enhance learning opportunities for all students.

CSSD students demonstrate progress by producing daily work, which demonstrates learning consistent with the CCSS, successfully passing end of course exams, meeting growth targets set by Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) semester assessments, state assessments, and other formative assessments as developed by the teacher and/or the school.

As a result of the CSSD educational experience, successful students will be able, among other outcomes, to do the following commensurate with their age and grade level:

Read and Write

- Identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in their own words.

- Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice, and spelling.
- Identify, comprehend, and infer comparisons, contrasts, sequences and conclusions in written work.
- Select, organize, and relate ideas and develop them in coherent paragraphs.
- Make critical judgments about written work including separating fact from opinion.

Compute

- Add, subtract, multiply, and divide, using whole numbers, decimals, fractions and integers.
- Make and use measurements in traditional and metric units to compute lengths, areas, volumes, weights, temperatures, and times.
- Use ratios, proportions, percent, powers and roots.
- Understand spatial relationships and geometric concepts.
- Apply probability and statistics.
- Formulate and solve problems.

Speak, Question, and Listen

- Engage critically and constructively in the oral exchange of ideas.
- Understand spoken instructions and give clear spoken instructions to others.
- Deliver oral presentations, which demonstrate coherent sequence of thought, clarity of presentation, suitable vocabulary and nonverbal communications.

Problem-Solve

- Recognize and apply inductive and deductive reasoning to real-world situations.
- Recognize fallacies, and examine arguments from various points of view.
- Formulate and test predictions based on relevant data.
- Develop alternative solutions to problems, weigh relative risks and benefits, make logical decisions, and verify conclusions.

Work Independently and in Teams

- Perform measured tasks, which require the collaboration of others for successful completion and where the team as a whole is evaluated on its accomplishments.
- Perform tasks, which require independent initiative and measurement.

Achieve Digital Literacy

- Develop proficiency with all forms of digital tools (hardware, software, applications, Cloud Axis, etc.).
- Use digital tools in creative and innovative ways in critical thinking, real-world problem solving, and decision making.

Manage Time

- Set learning goals and priorities consistent with stated objectives and allocate the time necessary to achieve them.
- Follow a schedule that accounts for both long and short-term project accomplishment.

Accept Personal Responsibility

- In accomplishing a task, accurately identify those forces, which are within their control and those which are not; understand the varying degrees between the two.
- Enumerate several alternative paths to achieve the same desired result.
- Describe with accuracy their individual participation in a group event or assignment.
- Engage in meaningful service to their community.

Stay Healthy

- Demonstrate knowledge, and to the extent practicable, the habits consistent with appropriate food, exercise, and sleep, with the avoidance of illegal drugs, hazardous activities and communicable diseases, and management of emotional stress.

Comfortably Relate with Others

- Resolve disputes through appropriate means without resorting to violence.
- Complete assignments while in the positions of leader, follower, mediator, collaborator, and observer.

- Practice tolerance and not discriminate on the basis of race or ethnicity, religion, creed, color, gender, national origin, sexual orientation or disability of others.

4. TARGET STUDENT POPULATION

CSSD welcomes all students who wish to attend the School. CSSD is currently authorized to serve grades 7–12 and will expand to serve grades 6-12 beginning July 1, 2018. CSSD provides an educational option to students and parents in the community who are disengaged and are seeking an academic intervention. CSSD seeks to create a fluid relationship between its program and the comprehensive sites of the District. The re-directive nature of CSSD offers a unique intervention, which provides complementary assessment and instruction centered on assisting students in the completion of instructional objectives. Students are redirected to an appropriate instructional setting or successfully graduate from CSSD.

CSSD is able to meet the needs of all students (e.g., EL, GATE, or Special Education) through a personalized education plan. This plan shall include formative and summative assessment data (CAASPP (SBA, CAST, CAA), ELPAC/CELDT, PSAT, SAT, ACT, Northwest Education Association (NWEA) Measures of Academic Progress (MAP) pre/post local assessment, end-of-course exams, unit exams, Naviance career and learning styles assessments, portfolios and exhibitions). This data helps to establish student need. Based on this student need and in collaboration with the parent, student, and teacher, a set of instructional goals are developed. These goals are achieved through a variety of strategies, including one-on-one tutoring, blended coursework, projects, seminars, field trips, guest speakers, and supervised study.

5. HOW LEARNING BEST OCCURS

CSSD believes that learning best occurs when:

- Children feel safe, cared about, respected, and are encouraged to be themselves and to explore their individual talents to the fullest extent possible.
- Children are provided a supportive environment, positive attitudes, high expectations, and fairness.
- Parents are taught how to help children with their schoolwork and participate in their student's education.
- Teachers are highly motivated and committed and love their work.
- Students are offered an exciting, challenging, and comprehensive curriculum supported with individual tutoring sessions.
- Lessons are designed to appeal to all learning styles.
- All disciplines including the arts, academics, and technology are interrelated as they are in life, thus producing a well-rounded individual.

- Assignments present challenging problems that apply to real world situations and promote inquiry and discovery.
- Assessment of what a student knows and is able to do is measured by a variety of methods, especially performance assessment and self-assessment.

6. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

CSSD is committed to ensuring that students acquire the skills required to prosper in the 21st century. These skills include learning and innovation skills, information, media, and technology skills, and life and career skills. CSSD creates learning environments in which students engage in curriculum, with instructional supports, that promote student achievement in all areas required for success in the global society:

- Critical thinking and problem solving
- Effective communication through listening, writing, and speaking
- Collaboration and leadership
- Creativity and innovation
- Digital literacy: information, media, and technology
- Self-direction and personal management
- Social responsibility, cultural, global and environmental awareness

7. DESCRIPTION OF THE EDUCATIONAL PROGRAM

It is the philosophy of CSSD that every child is a born achiever. It is the challenge of CSSD to help each child realize his or her talents.

The premise relating to the uniqueness of CSSD's education program centers on two key elements:

1. Many students can benefit from flexible scheduling and personalized education that incorporates focused teaching and support.
2. The collaboration of teachers and parents in their students' academic goals is critical to a successful transformation of students' academic careers.

The CSSD educational program is based on the following elements of success:

- A vision, mission and operational plan that focuses on student learning.
- Academically rigorous, well-focused, basic core subject curricula.
- Creation of a personalized education plan based on the student's academic level, learning style, strengths, interests, and goals.
- Professional development that puts skills into a context consistent with the overall

CSSD mission.

- Autonomy that allows CSSD to develop and implement a process of change tied to high standards as described in the International Society for Technology in Education (ISTE) and is responsive to technological innovations.
- Parent and community involvement in, and support for, CSSD programs.
- Regular data analysis to measure progress toward achieving both student and staff performance goals.
- An online community communication process detailing student and CSSD performance.
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial.

CSSD provides an education that allows each student, grades 6-12, to meet California Common Core State Standards by: (1) using standards-based textbooks, resources and instructional materials; (2) providing content standards-based instruction; (3) utilizing course descriptions that are aligned with the standards; (4) developing and improving social skills by building self-esteem through achievement and discipline; and (5) learning in an environment that promotes achievement. CSSD offers a menu of learning opportunities for students that includes independent study and blended learning, along with other creative modes of instructional delivery developed by staff in partnership with the community.

A critical mass of students entering CSSD are achieving below expected grade and/or course content levels. These students, who are deemed “high risk”, and many with special needs benefit from a personalized educational program that provides strong tutorial support.

Upon enrollment, students are assessed and immediately engaged with a rigorous, technology-enhanced curriculum that is customized to meet their specific academic needs. Students in grades 6-12 take one to two courses at a time, allowing them to focus on mastering the standards of one course before moving on to the next. Teachers utilize a variety of instructional modes of delivery to target student engagement and increase achievement. Independent study and blended learning options provide a range of student learning opportunities based on learning styles and pathways. In addition, each student’s personalized education plan is enhanced with one-on-one tutoring, field trips, volunteer opportunities, cultural events, guest speakers, career days, a wide variety of elective course options, and work experience customized to student interest and pathway choice. Each teacher has one Resource Center Associate who supports the delivery of curriculum.

To ensure the instructional strategies and engagement activities are providing a successful path for individual students, a variety of data are integrated into the personalized education plan. Teachers use instructional software tools such as Naviance, CSSD’s college and career software. Teachers also utilize NWEA MAP assessment software, Illuminate, and School Pathways Student Information System (SIS) to view real time student achievement data. Naviance, MAP, Illuminate and SIS data are integrated into the school’s instructional data monitoring system. The data is reviewed and analyzed by teachers and school leaders to ensure that the instructional strategies used are truly effective for each student. Based on the instructional data, teachers can immediately reconcile and

adjust the student's instruction, methods of delivery and resources. Because CSSD has purposely designed its program so that teachers work with only a few students a time, teachers are able to communicate frequently with the family and get to know each student's academic strengths and social needs. The largest differentiator for CSSD's program is the ability to go well beyond traditional methods to transform the lives of the kids. Teachers and staff conduct home visits, perform and track appropriate interventions, and refer students and families to specific community resources and partnerships as necessary.

Aligned to the California Department of Education (CDE)'s definition, CSSD implements a Multi-tiered System of Support (MTSS) that is a comprehensive framework that integrates California Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. These include the personalized education planning process, interventions for high risk students, supports for Special Education, services for English Learners, and programs for Gifted and Talented Education (GATE). CSSD has a systematic and integrated process for instructional support and interventions.

The teachers at CSSD engage in professional learning on a monthly basis that is focused on instructional and engagement strategies for diverse student populations. Monthly Instructional Meetings cater to the best practices offered by the Instructional, Curriculum and Assessment Teams. Additionally, teachers attend trainings where guest speakers from law enforcement agencies, community based organizations, Child Protective Services, and other supportive agencies attend and assist the teachers in servicing the students' needs. The Executive Director meets weekly with the Counselors to discuss student outcomes and possible interventions that need to take place or be instituted to assist the teachers or the students. The instructional team utilizes the personalized education planning process to monitor student progress and identify services to support student achievement.

Independent Study Assurances

CSSD complies with all applicable independent study laws including, but not limited to, 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 CSSD shall operate pursuant to an adopted independent study Board policy; each student will have a master agreement; and CSSD must file for a funding determination as a condition of funding. CSSD shall maintain written contemporaneous records that document all student attendance. An annual, independent audit of student records will be conducted by a state-approved certified public accountant and needs to be free of exceptions or qualifications. These records shall be made available for audit and inspection.

Parent/ Teacher/ Student Master Agreement

Pursuant to Education Code Section 51747, an agreement shall be signed by: (1) the pupil, (2) parent, guardian, or caregiver of each charter school pupil; (3) the certificated charter school employee who has been designated as having responsibility for the general supervision of independent study; and (4) all persons who have direct responsibility for providing assistance to the pupil. This agreement shall include all of the elements described in Education Code Section 51747(c).

Parents of CSSD students are expected to commit to the following principles to ensure a better education for their children:

- Understand the educational plan of CSSD, CSSD's operation, and the roles, rights, and responsibilities of parents and their children.
- Attend student/parent/teacher meetings to learn about CSSD's educational program, the Student/Parent/Teacher Master Agreement, and ways in which parents can contribute to the success of both their child and CSSD.
- Complete and return all forms, questionnaires, and other requests for information that may be required by CSSD as approved by the Board of Directors.
- Ensure the completion of homework and class projects.
- Reinforce the importance of education on a daily basis and discuss with each student what was learned at school.
- Assure that each student arrives at school on time, dressed appropriately, and ready to learn.
- Understand and reinforce the Student Conduct Code.
- Attend Open House each year and Senior Exit Orientation, if applicable.
- Keep informed about CSSD through communication with the resource center staff and by materials regularly distributed to students and/or their families.

School Calendar

CSSD is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, CSSD for each fiscal year will offer at a minimum the following number of minutes of instruction supervised by a certificated teacher:

1. To students in grades 4 to 8, inclusive, 54,000 minutes.
2. To students in grades 9 to 12, inclusive, 64,800 minutes.

CSSD's 2018-2019 school calendar is attached as [Appendix L](#).

8. CURRICULUM

A summary of CSSD's curriculum is provided below. See [Appendix K](#) for CSSD's sample scope and sequence for grades 8 and 10 and [Appendix M](#) for a Course Catalog. As the State Standards develop and evolve, the curriculum may change to maximize learning.

CSSD's academic program focuses on academic improvement and high caliber teaching in safe and

supportive learning environments. CSSD's curriculum is rigorous, relevant, and student and teacher driven. The learning opportunities offered at CSSD prepare students for their roles as learners, future employees, and contributing citizens in an ever-changing global society. CSSD is committed to developing curriculum and assessments that measure the extent to which students possess college, career and citizen-ready skills and knowledge of the California Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS).

CSSD's curriculum departments, led by high quality teachers and under the guidance of the Curriculum and Professional Development Coordinator, design and create the subject matter curriculum using the CCSS and the NGSS as their guides. The teachers use a wide variety of teaching techniques to engage all learning modalities, including technology based learning. Because many of CSSD's students have the option to take blended learning courses, CSSD teachers are trained to become iNACOL Leading Edge Certified. This national blended teacher certification guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. Upon successful completion, the certification will give schools, districts and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate online courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

ENGLISH/LANGUAGE ARTS

English courses require students to be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Students are engaged in increasingly complex tasks of decoding, analyzing and synthesizing materials that include many cross-curricular texts, playing an important part in building students' content knowledge. It is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently. Throughout the Language Arts and English courses, the students will participate in various text types that explore text to text, text to self and text to world items. They conduct research and create various forms of writings that demonstrate a high level of competency in each of the genres found in English/Language Arts. All courses are aligned to the California ELD standards for literacy and are designed with embedded scaffolds and strategies to ensure ELs have full access to the CA CCSS for ELA. The students that demand a greater or rigorous academic challenge can take Accelerated, Honors or Advanced Placement courses. The Advanced Placement exams are offered and administered in the spring semester for students that have taken and passed the AP courses. CSSD has received UC a-g approval for all core high school English/Language Arts courses.

ENGLISH/LANGUAGE ARTS MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	English 6-1, 6-2 (blended option)
Seventh Grade	English 7-1, 7-2 (blended option)
Eighth Grade	English 8-1, 8-2 (blended option)
Ninth Grade	English 1, 2 or Accelerated English 1, 2 (blended option)
Tenth Grade	English 3, 4 or Accelerated English 3, 4 (blended option)

Eleventh Grade	American Literature 1, 2 (blended option) or Honors American Literature 1, 2 or AP English Language & Composition 1, 2 (blended option) or AP English Literature & Composition 1, 2 (blended option)
Twelfth Grade	World Literature 1, 2; Contemporary Voices in Literature 1,2; Writer's Workshop 1, 2; English (British) Literature 1, 2; Honors English (British) Literature 1, 2 (blended option) or AP English Language & Composition 1, 2 (blended option) or AP English Literature & Composition 1, 2 (blended option)

MATHEMATICS

Students use a focused and coherent curriculum that is aligned to the Common Core State Standards (CCSS) and that builds solid conceptual understanding through a focus on problem solving. Following the concrete to pictorial to abstract instructional sequence, students develop deep conceptual understandings and are well prepared for the challenge of higher levels of mathematics encountered in middle and high school. The students are provided a rigorous mathematical educational experience incorporating the mathematical shifts demanded by the CCSS of greater focus on the depth of a topic, coherence among topics and grade levels and the rigorous authentic command of the mathematical concepts. CSSD has received UC a-g approval for all core high school math courses. CSSD offers a blended learning option for the college preparatory math courses listed below where applicable. All of the math courses allow the students to demonstrate concepts based on real world problems while preparing the students to graduate from CSSD as college and career ready citizens.

MATHEMATICS MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Math 6-1, 6-2 (blended option)
Seventh Grade	Math 7-1, 7-2 (blended option)
Eighth Grade	Math 8-1, 8-2, Algebra 1,2, Integrated Math 1a, 1b (blended option)
Ninth Grade	Algebra 1, 2 (blended option) or Integrated Math I a-b (blended option)
Tenth Grade	Geometry 1, 2 (blended option) or Integrated Math II a-b (blended option)
Eleventh Grade	Intermediate Algebra 1, 2 (blended option) or Integrated Math III a-b (blended option); Honors Pre-Calculus 1, 2 or AP Calculus AB (blended option)
Twelfth Grade	Statistics 1, 2; AP Statistics; Pre-Calculus 1, 2 (blended option); Honors Pre-Calculus 1, 2 or AP Calculus AB (blended option)

SCIENCE

All science courses are aligned to the CCSS and the Next Generation Science Standards (NGSS). All science courses have wet labs embedded throughout the course. The science curriculum encourages scientific inquiry, group activities and real- world applications. Additionally, students are provided with curriculum that is progressively sequenced, builds upon what they already know, and helps them construct a deeper understanding of science and how their knowledge and skills can be used.

The middle school students are introduced to Life Science, Physical Science and Earth Science. They are engaged in hands-on experiences, virtual and wet labs throughout their courses. The 9th-12th grade students are required to take Physics or Chemistry and Biology. CSSD has received UC a-g approval for all high school core science courses. As is the case with all of the other disciplines, the students that desire to have a blended education may enroll in a UC a-g science course.

SCIENCE MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Earth Science 6-1, 6-2 (blended option)
Seventh Grade	Middle School Life Science (blended option)
Eighth Grade	Middle School Physical Science (blended option)
Ninth Grade	Earth Science 1, 2 or Physics 1, 2
Tenth Grade	Biology 1, 2 or Honors Biology1, 2 (blended option)
Eleventh Grade	Chemistry 1, 2 or Honors Chemistry 1, 2 (blended option) or AP Environmental Science

SOCIAL SCIENCES

All social science courses align to the CCSS while incorporating current real-world issues, i.e., Middle East conflicts, immigration and politics as they are relevant to CSSD's student population. The middle school students participate in courses about ancient civilizations, medieval & modern times and the history of the United States. They may also take an elective course in geography. CSSD has received UC a-g approval for all core high school Social Studies courses, including, but not limited to, World History, Geography & Economics, United States History, Government, and Economics. CSSD also offers Honors United States History and an Advanced Placement courses in Human Geography, Government & Politics: U.S., United States History and World History. The teachers incorporate current events into the curriculum at all grade levels through field trips, guest speakers and virtual e-tours.

SOCIAL STUDIES MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Social Studies 6-1, 6-2 (blended option)
Seventh Grade	World History, Geography - Medieval & Early Modern Times 7-1, 7-2 (blended option)
Eighth Grade	United States History & Geography 8-1, 8-2 (blended option)
Ninth Grade	Geography 1 (blended option)
Tenth Grade	World History, Geography & Economics 1, 2(blended option)

Eleventh Grade	United States History 1, 2 (blended option) or Honors US History & Geography 1, 2; AP Human Geography 1, 2; AP U.S. History or AP World History
Twelfth Grade	Government 1 (blended option) and Economics 1 or AP Human Geography 1, 2 (blended option) or AP Government & Politics

FOREIGN LANGUAGES (Languages Other Than English)

CSSD offers a full three years of Spanish (1-6); UC required/recommended and two full years of German (1-6); and French 1, 2 UC required. The foreign language curriculum satisfies the UC requirement for admission. The students may take a foreign language as early as the 7th grade. CSSD has received UC a-g approval for the high school blended courses, which will integrate a full speaking and listening component in a fun, interactive way using avatars and a token economy system of rewards while learning. The foreign language department will develop a second year of French, which will include field trips and guest speaker opportunities.

FOREIGN LANGUAGE COURSES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Spanish 1, 2 (blended option) German 1, 2 (blended option) French 1, 2 (blended option)
Eighth Grade	Spanish 1-4 (blended option) German 1-4 (blended option) French 1, 2 (blended option)
Ninth Grade	Spanish 1-6 (blended option) German 1-6 (blended option) French 1, 2 (blended option)
Tenth Grade	Spanish 1-6 (blended option) German 1-6 (blended option) French 1, 2 (blended option)
Eleventh Grade	Spanish 1-6 (blended option) German 1-6 (blended option) French 1, 2 (blended option)
Twelfth Grade	Spanish 1-6 (blended option) German 1-6 (blended option) French 1, 2 (blended option)

VISUAL ARTS

CSSD offers several visual arts courses (V&PA). The students may take General Art, Commercial Art, Drawing or Photography to satisfy the UC a-g V&PA requirement. CSSD offers Music Appreciation courses for those students that are interested in a different approach in the arts. The students may also engage in an Digital Arts course as well, which is offered in the Career Technical Education course list.

VISUAL AND PERFORMING ARTS (V&PA) COURSES MATRIX	
Grade Levels	Course Titles/Semester
Seventh Grade	Art 7-1, 7-2
Eighth Grade	Art 8-1, 8-2
Ninth Grade	Art 1, 2 Art History 1 Commercial Art 1, 2 Photography 1, 2 Drawing 1, 2 Music Appreciation 1, 2
Tenth Grade	Art 1, 2 Art History 1 Commercial Art 1, 2 Photography 1, 2 Drawing 1, 2 Music Appreciation 1, 2
Eleventh Grade	Art 1, 2 Art History 1 Commercial Art 1, 2 Photography 1, 2 Drawing 1, 2 Music Appreciation 1, 2
Twelfth Grade	Art 1, 2 Art History 1 Commercial Art 1, 2 Photography 1, 2 Drawing 1, 2 Music Appreciation 1, 2

PHYSICAL EDUCATION

CSSD offers physical education to all students. Physical education is an integral part of the total education of every student. It emphasizes vigor and healthy educational activities that increase students' opportunities and abilities to engage in cooperative, competitive, and expressive motor activities for personal, physical, mental, emotional, and social well-being, as well as active lifestyles.

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Physically educated students become more confident, independent, self-controlled and resilient; develop positive social skills; learn to set and strive for personal, achievable goals; learn to assume leadership, cooperate with others and accept responsibility for their own behavior; and ultimately improve their academic performance.

PHYSICAL EDUCATION MATRIX	
Grade Levels	Course Titles/Semester
Sixth Grade	Physical Education 6-1 Physical Education 6-2
Seventh Grade	Physical Education 7-1 Physical Education 7-2
Eighth Grade	Physical Education 8-1 Physical Education 8-2
Ninth Grade	Physical Education 1-2
Tenth Grade	Physical Education 1-4
Eleventh Grade	Physical Education 1-4
Twelfth Grade	Physical Education 1-4

GENERAL ELECTIVES

CSSD offers many semester length and year-long additional electives courses for the high school students that will contribute to their becoming a more well-rounded, college and career, 21st Century citizen.

GENERAL ELECTIVE COURSES Grades 9-12
Business Law 1, 2
Career and Life Management 1, 2
Career Planning & Development
Driver's Education
Health
Intro to Careers 1
Driver's Education
Journalism 1, 2
ELD Lit & Comprehension 1, 2
ELD Literacy 1, 2
Philosophy 1
Military Science 1, 2
AP Psychology
Pathways Exhibition - ePortfolio
Sociology 1
Study Skills
Success 1
Strategies for Academic Success

POST HIGH SCHOOL PATHWAYS

Once a student is enrolled in CSSD, the student completes a personality and career interest surveys on Naviance. Naviance is a comprehensive college and career readiness web-based tool for middle and high schools that helps align student strengths and interests to post-secondary goals, and

improve student outcomes. The parent/guardian, student and teacher meets to discuss the results. The results demonstrate the student's learning style as well as career interests. Based on the career interest, the teacher assists the student with creating a post high school plan. CSSD's students are placed in one of four post high school pathways: four-year college/university, two year college, vocational/Career Technical Education, and the military. The previous courses will satisfy the post high school pathways for college bound students. In addition to the college preparatory coursework, CSSD offers courses that are specifically designed for students in grades 9-12 that have expressed an interest in the vocational/career technical educational or military pathways.

CAREER TECHNICAL EDUCATION

CSSD offers a wide variety of Career Technical Education (CTE) courses for students that have expressed an interest in entering the world of work post high school. Our Commercial Art courses are also considered a state approved CTE and Visual & Performing Arts course.

CAREER TECHNICAL EDUCATION COURSES Grades 9-12
3D Art 1, 2
Computer Applications: Office® 2010*
Computer Science 1, 2
Digital Arts 1, 2
Entrepreneurship 1, 2
Game Design
Health Science Concepts 1, 2
Health Science and Medical Technology 1, 2
Information and Communication Technology 1, 2
Introduction to Business 1, 2
Microsoft Office Specialist 1, 2
Nursing Assistant 1, 2
Personal Finance 1
Business Careers 1, 2
Child Development/Parenthood Ed. 1, 2
CA Cadet Corps 1, 2
General Work Experience Ed. 1, 2
General Work Experience Ed. 3, 4
Hospitality, Tourism & Recreation 1, 2
Hospitality, Tourism & Recreation 3, 4
Nutrition 1, 2
Parenting and Infant Development 1
Psychology 1, 2
Service Learning 1, 2

MILITARY SCIENCES & CALIFORNIA CADET CORPS

CSSD offers several military science courses to its students. The students that are enrolled in the

California Cadet Corps program have the option of taking Cadet Corp coursework as electives if they have expressed an interest in joining the military upon graduation. The students participate in weekly military style drills, inspections and camps as a part of their Cadet Corps experience.

MILITARY SCIENCE & CADET CORPS COURSES Grades 9-12	
Ninth Grade	Military Science 1-4 CA Cadet Corp 1, 2
Tenth Grade	Military Science 1-4 CA Cadet Corp 1, 2
Eleventh Grade	Military Science 1-4 CA Cadet Corp 1, 2
Twelfth Grade	Military Science 1-4 CA Cadet Corp 1, 2

9. Graduation Requirements

Students graduating with a High School Diploma from CSSD must complete 42 semester credits in grades 9-12. CSSD Diploma graduation requirements may fulfill the University of California (UC) and California State University (CSU) admission requirements.

GRADUATION COURSE REQUIREMENTS	
English - 8 semester credits (4 years required)	Mathematics - 6 semester credits (3 years required, 4 years recommended)
4 credits - English 1-4 or Accelerated English 1-4	2 credits – Integrated Math 1 or Algebra
2 credits - American Literature, or Honors American Literature or AP English Language and Composition or AP English Literature and Composition	2 credits – Integrated Math 2 or Geometry
2 credits - World Literature or Contemporary Voices in Literature or English Literature, Honors British Literature or AP English Language and Composition or AP English Literature and Composition	2 credits – Integrated Math 3 or Intermediate Algebra
	Optional 4th Year Credits – Statistics; Pre-Calculus; Honors Pre-Calculus or AP Calculus
Science - 4 semester credits (2 years required, 3 years recommended)	Social Studies - 6 semester credits (3 years required)
2 credits – Physical Science (Earth Science or Physics or Chemistry)	2 credits – World History, Geography & Economics or AP World History
2 credits – Life Science (Biology)	2 credits – US History; Honors US History or AP US History
Optional 3rd Year Credits – Honors Chemistry or Honors Biology	1 credit – Government or AP Government & Politics

Physical Education – 4 semester credits		Pathways Portfolio - 1 semester credit	
All students will complete 4 semesters of Physical Education		All students must complete and present a Pathways Portfolio	
World Languages and Visual and Performing Arts (V&PA) – 2 semester credits			
<u>Option 1:</u> 2 credits - World Language (both semesters must be the same language)		<u>Option 2:</u> 2 credits - V&PA	
<u>UC/CSU Option:</u> 4 credits – World Language (all semesters must be the same language; 2 years required, 3 years recommended) 2 credits – Visual and Performing Arts (both semesters need to be the same course)			
Career & Technical Education: (CTE)/Service Learning/ Work Experience Education (WEE) 2 semester credits			
<u>Option 1:</u> 2 credits - CTE courses (Career and Technical Education).	<u>Option 2:</u> 2 credits - Service Learning (120 hours total of community service). <i>Recommended for UC & CSU students.</i>	<u>Option 3:</u> 2 credits - Work Experience (240 hours of paid employment approved by a school counselor).	
General Electives 9 semester credits			
Students have the option of choosing from a wide range of general elective options. UC/CSU: 2 credits – Approved electives in same area			
Grade Point Average (GPA)			
All students must have a weighted GPA of 2.0 or higher in scholarship based on coursework completed in grades 9-12.			

10. PROFESSIONAL DEVELOPMENT

CSSD is dedicated to the professional growth of all of its employees, and provides a comprehensive professional development program for its faculty and staff based on student

achievement data, California state mandates, federal regulations and mandates, and the best pedagogical practices. CSSD is focused on improving the quality of life for students, their families, our employees, and the community at large, the professional development program is designed to assist staff in fulfilling this mission, and provides a rigorous academic experience for our teachers, office staff, and other stakeholders. On a holistic level, the professional development program provides support for CSSD's employees to develop skills and techniques crucial to their personal lives as they work toward a healthy work/life balance. In short, the program is a 'school within a school' for the purposes of teaching and learning, and increases student achievement results, faculty and staff retention, the well-being of CSSD's employees, and our students.

CSSD offers professional learning opportunities Monday-Friday throughout the school year from July-May aligned to the goals of the school's LCAP. The professional development plan includes:

1. Ethical Responsibilities and Strategic Planning

- a. Quarterly Faculty Meetings
- b. Quarterly Office Meetings
- c. Monthly Instructional Meetings
- d. Mandated Trainings: Safety, Blood Borne Pathogens, Child Protective Services, Epi-Pen Trainings
- e. Executive Studies on Educational Leadership
- f. Leadership Meetings
- g. Youth Mental Health First Aid Responder Training

2. Curriculum Content Training

- a. Core content: Math, English Language Arts, English Learners, Science, Social Studies
- b. Foreign Language: Spanish and German
- c. Visual & Performing Arts - Drawing, Photography, and Music Appreciation
- d. Gifted and Talented Education (GATE) - CSSD offers cohort trainings to the teachers to meet the academic needs of this group of learners
- e. The Verification Process for Special Settings (VPSS) offered at CSSD combines subject matter coursework from an accredited college or university and professional development that is intensive and focused on the subject matter content specified in the California standards, frameworks and Commission on Teacher Credentialing (CTC) subject matter assessments. The specifications for the professional development component covers content aligned to the CTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examinations for Teachers (CSET) Single Subject Examinations, the California Core Academic Standards, and the CSTs. The VPSS professional development incorporates theory and practice, and is organized in two levels. The duration of the modules are designed to meet the need for sufficient intensity of the

training.

- f. Leading Edge Certification- CSSD offers this national teacher certification that guides educators through rigorous and engaging curriculum based on the International Association for K-12 Online Learning (iNACOL) National Standards for Online Teaching. Upon successful completion, the certification gives schools, districts, and other prospective employers assurance that Leading Edge Certified Online Teachers not only have the skills to effectively facilitate blended courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

3. Student Engagement

- a. Post High School Pathways Training consists of Naviance training, guest speakers from two- and four-year colleges/universities, the military and industry.
- b. Special Instructional Services offers special education training for general education teachers, literacy training specifically designed for the EL students, teacher training from the LGBTQ community.
- c. Partnerships include visiting guest speakers and various educational, medical and industry entities.
- d. Pregnant & Parenting Students are provided information on pre- and post-medical care and resources.
- e. Parent Trainings that are geared toward understanding the Common Core, the new assessments, English Language Advisory Committee and school access issues are offered.

4. Workforce Efficiency and Effectiveness

- a. Edgenuity Training- blended curriculum content provider
- b. Audit and Compliance/ Rigor, Content and Quality
- c. Office 2010 Tools: Excel, PowerPoint, Publisher, Word
- d. Google, Apple for Educators (InTech)
- e. Moodle and Weebly (blended learning)
- f. New Teacher Training & Resource Center Associate Training

11. ACCREDITATION, TRANSFERABILITY OF COURSES, AND NOTICE TO PARENTS

At the time that a parent submits an application to enroll his/her student in CSSD, the School provides written information to parents of students in grades 9-12 regarding the transferability of courses to other public high schools and the eligibility of the courses to meet college entrance admissions requirements.

CSSD has received several 6-years terms of accreditation from the Western Association of Schools and Colleges (WASC), most recently on June 28, 2017 (**Appendix A**).

CSSD has received approval to establish an extensive ‘a-g’ list with the University of California (**Appendix D**).

CSSD has received approval to establish an extensive National Collegiate Athletic Association (NCAA) course list (**Appendix E**).

CSSD has received approval to establish a College Board list of Advanced Placement (AP) courses (**Appendix N**).

12. CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in **Element B** of the charter for a description of CSSD’s annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Local Control and Accountability Plan

CSSD annually produces a Local Control and Accountability Plan (LCAP) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. CSSD submits the LCAP to the District and the San Diego 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 CSSD.

13. PLAN FOR STUDENTS ACHIEVING BELOW GRADE LEVEL

CSSD’s **Multi-tiered System of Support (MTSS)** engages high risk students in participating and excelling in school. CSSD identifies students who are below grade level immediately upon enrollment. After enrollment, CSSD administers the Measures of Academic Performance (MAP) English Language Arts and Math assessments. Counselors review these academic assessment results along with academic history and records to assess student overall achievement levels and inform the creation of the **Pathways Personalized Education Plan (PPEP)** and the initiation of MTSS. CSSD’s goals in implementing the tiered system of support are to increase student engagement and increase student achievement for students who are achieving below grade level. The following components of tiered supports are targeted towards high-risk students:

- **Core Instruction:** Research-based instructional strategies are integrated into all core content curricular areas. Content area teachers are trained in research-based instructional strategies: Universal Design for Learning (UDL), embedded literacy instruction across curricular area, blended learning, differentiation, scaffolding, and formative assessments. Courses are adjusted based on student instructional level, interests, and Pathway. Students will participate in individual tutoring sessions.
- **Professional Learning Communities:** Instructional Leaders provide training, resources,

structure, and guidance to teachers to engage in frequent collaboration, analyze assessments, and implement best practices to increase student achievement.

- **Data Collection, Monitoring, and Reporting:** Curriculum, instructional, and professional development decisions are made based on close analysis of student achievement and engagement data.
- **Parent Trainings:** Research-based parent trainings are held on topics relevant to current family issues and trends.
- **Intervention:** Intensive intervention process is designed to identify all areas of concern, causal factors, and personalized plan to address challenges.
- **High School Completion Options:** Multiple paths to successful completion include preparation for GED or HiSET available to students who enroll significantly behind grade level in skills and high school credits.
- **Student and Family Services and Supports through partnerships:** Established partnerships that are community based and free or reduced cost are provided to students as part of their personalized intervention plan. The counselors facilitate appropriate referrals and resources for each student.

Student progress is monitored through the systematic PPEP process that requires analysis of student achievement measures at least three times throughout the school year. The instructional team, including the parent(s), determines the supports and services that are most effective with each student and identify any additional curricular and instructional supports necessary to support student achievement.

14. PLAN FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Through the **Multi-tiered System of Support (MTSS)**, CSSD systematically addresses support for all students, including gifted students and high achievers. Students who demonstrate the ability, through a variety of assessments, to perform above grade level have a personalized education plan that reflects their strengths and interests through course selection and planning, differentiation of instruction, opportunities for acceleration, and curriculum enrichment and extension. The instructional team, including parents, teacher, counselor and student, collaborate to select appropriate courses including Accelerated, Honors, and Advanced Placement (AP) courses. Following a course of study aligned to CSSD's instructional framework, students are able to demonstrate mastery of subject matter standards at their own pace, giving students with advanced skills the option to complete courses in less time. CSSD provides the opportunity for students to be concurrently enrolled in community college courses and to consult regularly with one of CSSD's college counselors. Additionally, teachers participate in monthly professional development that focuses on instructional strategies and engagement techniques for a diverse student population.

CSSD's program/service options for students who are identified as GATE include acceleration and enrichment through **Individualized Gate Plans** that detail instructional strategies and

differentiation of curriculum.

CSSD provides **Gifted and Talented (GATE) Certified Instructional Leaders and teachers** at each Resource Center to consult and coordinate implementation of Individualized GATE Plans. Individualized GATE Plans detail student achievement levels, interests, instructional resources and strategies utilized to engage the learner, curricular extension to enhance the learning experience for the student, and identify formative and summative assessments to evaluate learning. GATE Plans are reviewed and updated by the Instructional Team, including the student and parent, annually for all identified GATE students. Resource Centers offer field trips, guest speakers, and tutoring sessions that link curriculum to College and Career Readiness and enhance the learning experience for all students.

15. PLAN FOR ENGLISH LEARNERS

CSSD meets the applicable legal requirements for English Learners (“EL”) pertaining to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CSSD will continue to implement policies to assure appropriate placement, evaluation, and communication regarding ELs and the rights of students and parents. CSSD fully implements a specially designed English Learner Plan that addresses the needs of the high risk student population served and:

- Outlines consistent practices in the development, implementation, and evaluation of English Learner (EL) programs and services.
- Provides specific procedural guidelines for the identification, assessment, and reclassification of students.
- Articulates the English Language Development (ELD) program and options for ELs.
- Describes the formation and functioning of the English Learner Advisory Committee (ELAC).

Please see CSSD English Learner Plan (**Appendix O**)

English Learner Identification

CSSD administers the **home language survey** upon a student’s initial enrollment into the school (on enrollment forms). Students who have been indicated, as with the Home Language Assessment Survey, to speak a language other than English at home will be given an Initial Language Assessment approved and adopted by the state of California: the California English Language Development Test Assessment (CELDT) or the English Language Proficiency Assessments for California (ELPAC), when implemented. If a student does not demonstrate proficiency, the student will qualify as an English Learner (EL).

English Learner Assessment

All students who indicate that their home language is other than English will be assessed with the state approved assessment of language proficiency (CELDT/ELPAC) within 30 days of initial enrollment and at least annually (ELPAC) thereafter until re-designated as fluent English proficient.

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

Results of each student's assessment will be sent to parents or guardians in their primary language. These results will also be included in the Pathways Personalized Education Plan (PPEP) for instructional planning.

For students who enroll with previous CELDT/ELPAC testing, the CELDT/ELPAC will be administered annually based on the CELDT/ELPAC testing cycle until students are reclassified as fluent English proficient. Students with disabilities who are also identified as ELs will be assessed based on modifications according to their Individualized Education Plans (IEP) or 504 plans or by an alternate assessment as determined by the IEP or 504 team.

The School will notify all parent/guardians annually, in writing, and in the student's home language when possible, of the CELDT/ELPAC assessment administration, the reasons their child is identified as an EL, and of CELDT/ELPAC results.

Additionally, CSSD assesses all students upon enrollment and at the beginning and end of each school year using a standards-based assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reading, language usage, and math. MAP assessments provide detailed, actionable data student present skill levels in relation to state standards to inform the creation of the Pathways Personalized Education Plan (PPEP) upon enrollment. MAP pre and post assessments provide student growth data for the school year to inform the adjustment of the PPEP as necessary for student achievement. MAP data provides specific information about student reading skills in the areas of word recognition, word structure, vocabulary, reading literature and reading informational text skills for comprehension and fluency.

English Learner Reclassification

Reclassification is the process in which an English Learner is reclassified as a Fluent English Proficient (RFEP) student after meeting various linguistic and academic criteria. CSSD has developed student reclassification procedures based on criteria set forth by California Department of Education (CDE) guidelines. 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:

Criteria A. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.

CELDT* Results should demonstrate English proficiency in all areas

- Overall proficiency level (Total) of CELDT of Advanced or Early Advanced.
- At least 3 subject tests of the CELDT are Advanced or Early Advanced.
- Fourth subtest must be Intermediate or higher.

**Criteria A: will be revised to address the ELPAC proficiency scales during 2017-2018*

Criteria B. 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.

Demonstration of “basic skills” in English from an objective assessment that is also given to English proficient students of the same age.

- MAP: Reading and Language scores must fall within the student’s grade level range.
- State Assessment Results- to be determined.

Criteria C. 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.

Teacher Judgment

- Teacher reports that the student will be able to be successful in core subject areas in a regular program designed for native and fluent speakers of English.

Criteria D. 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.

Parent Consultation

- Parent has been consulted and agrees with determination.

Monitoring Reclassified English Learners (RFEP)

CSSD implements a systematic process to monitor the academic progress of all Reclassified Fluent English Proficient (RFEP) students for two years from the year of reclassification, as required by state and federal guidelines. RFEP students are expected to meet grade-level content standards and the requirements for high school graduation. Parents will be notified of ongoing progress after reclassification during parent-teacher meetings at each semester. Each year, through the Pathways Personalized Education Planning (PPEP) process, the instructional team meets to review the performance and progress of RFEP students. For students not meeting proficiency targets, staff analyzes student assessment data and creates an instructional intervention plan. Assessment data that is monitored includes:

- CELDT/ELPAC scores
- MAP Reading scores
- MAP Language Usage scores
- Curriculum Embedded Assessments
- CAASPP
- Participation Rates
- Credit Completion Rates
- Teacher and parent observation

The instructional team, through the PPEP, collaborates to determine the effectiveness of the program for each student. When students have not made adequate progress, interventions are applied. These interventions can include additional ELD instruction, instructional aids and supports, and/or family and community support services.

Intervention measures may include:

- Conference with student and parent
- Specialized reading and/or writing tutoring sessions
- Placement in Literacy and/or Literature and Comprehension courses

English Language Development (ELD) Program

CSSD's goal for English Learner (EL) programs is to support the development of EL's fluency in English and proficiency in the core curriculum. Program participation and program effectiveness is monitored using assessment data. Programs are customized as needed based on information from assessments and instructional team input. CSSD provides a **comprehensive** English Language Development Program (ELD) that includes **Integrated** ELD and **Designated** ELD.

ELs have full access to the School's educational program through **Integrated English Language Development (ELD)**. Teachers use the California English Language Development (CA ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Literacy and other content standards.

Teachers are specifically trained on ELD standards and research-based instructional strategies including SDAIE. Instructional strategies that are commonly embedded into curriculum and utilized in tutoring sessions include: building on prior knowledge, explicitly teaching comprehension strategies, vocabulary, text and language features, sequencing texts and tasks, rereading, structuring discussions, and utilizing supportive tools such as graphic organizers, charts, diagrams, and outlines.

Achieve 3000 is an online literacy tool that provides differentiated instruction based on individual student reading levels. The program allows students to build literacy and content-area knowledge simultaneously. Embedded scaffolds and supports, including Spanish language support, accelerate student learning gains within the school year.

MyPath Reading is a supplemental reading intervention program that provides differentiated instruction based on individual student reading levels. The program helps students improve reading comprehension, vocabulary, and fluency.

The School utilizes a web-based comprehensive English language learning program (BrainPOP ESL) that uses highly engaging animated visuals and provides explicit instruction of grammar concepts and academic vocabulary.

The School offers EL students blended learning opportunities. Online courses (Edgenuity) offer many supports for EL students including audio translation of text, explicit instruction of academic vocabulary, and close reading of text.

ELs who are identified, based on assessments through the Pathways Personalized Education Planning process (PPEP), to require **Designated ELD** will be enrolled in courses that are aligned to the CA

ELD standards in order to develop critical language ELs need for content learning in English. These literacy courses are enhanced with individualized tutoring sessions and literacy instruction with an instructional focus on linguistic elements and language communication. The instructional team, including parents, sets proficiency goals for students with measures and benchmarks for achievement.

Students are identified to participate in appropriate Designated ELD programs based on their language proficiency aligned to the CA ELD standards.

16. PLAN FOR STUDENTS WITH DISABILITIES

General Overview

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

CSSD is an independent local educational agency (“LEA”) member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). CSSD is one of the founding partners of the El Dorado County Charter SELPA. Since 2008 CSSD has at all times been a member in good standing and has demonstrated the commitment and capacity to function as an LEA for special education services. In addition to meeting all of the regulatory requirements of IDEA, the leadership of CSSD is actively engaged in the SELPA leadership and governance structure.

CSSD shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

CSSD shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by CSSD shall be accessible for all students with disabilities.

CSSD is strongly committed to serving the needs of all students enrolled in its program. Students with an IEP are welcomed and supported. CSSD works closely with the El Dorado County SELPA in order to coordinate services locally. CSSD representatives attend El Dorado County SELPA organizational meetings on a monthly basis. These meetings are designed to assure compliance in the administration of the program, delivery of service, and fiscal management. Fully credentialed special education Education Specialists and Resource Specialists will be hired locally and, as direct CSSD employees, provide Specialized Academic Instruction (SAI) to students who have been identified as requiring the service as part of their Free and Appropriate Public Education (FAPE). Special Education related services are contracted locally. Related services include, and are not limited to, Speech and Language services, Occupational Therapy, Physical Therapy, Educationally Related Mental Health Services, Vision Therapy, and Social Work services. These services are provided by California Department of Education (CDE) certified Non-public Agency (NPA) and Non-public School providers. Contracts with these providers assure adherence to all federal, state, and local requirements for special education compliance during the term of the agreement. El Dorado County Charter SELPA training and professional development for special education staff are conducted in San Diego County. Facilities shall be compliant with

IDEA requirements.

CSSD exercises the flexibility to design a program based on the inclusive model that incorporates serving students with disabilities. CSSD engages the SELPA in the IEP placement of students who are identified as requiring an education placement that CSSD is unable to provide.

Section 504 of the Rehabilitation Act

CSSD 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 CSSD. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, will be eligible for accommodation by CSSD.

A 504 team shall be assembled by the Executive Director 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 shall review the student's existing records, including academic, social and behavioral records, and will be 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 will be 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 will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the

evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided a copy of the student's 504 Plan. The Executive Director will ensure that teachers include 504 Plans with instructional planning for short-term substitutes and that he/she reviews 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.

Services for Students under the "IDEA"

The following description regarding how special education and related services will be provided and funded is included in the charter for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a MOU, delineating the respective responsibilities of CSSD and the SELPA. A copy of the MOU shall be made available to the District anytime upon request.

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

CSSD shall provide services for special education students enrolled in CSSD. CSSD 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.

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

CSSD shall have the responsibility to identify, refer, and work cooperatively in locating CSSD students who have or may have exceptional needs that qualify them to receive special education services. CSSD 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.

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

IEP Meetings

CSSD shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. CSSD shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or CSSD 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 resource center; the student, if appropriate; the student’s parent/guardian; and other CSSD representatives who are knowledgeable about the regular education program at CSSD and/or about the student. CSSD 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

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 CSSD students in accordance with the

policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

CSSD shall be responsible for all school implementation of the IEP. As part of this responsibility, CSSD 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 CSSD's non-special education students. CSSD shall also provide all home-school coordination and information exchange. CSSD shall also be responsible for providing all curriculum, materials, instructional modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

CSSD shall comply with Education Code Section 56325 with regard to students transferring into CSSD within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CSSD from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, CSSD 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 CSSD 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 CSSD from a district operated program under the same special education local plan area of CSSD within the same academic year, CSSD shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and CSSD agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to CSSD with an IEP from outside of California during the same academic year, CSSD 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 CSSD 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 CSSD, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

CSSD 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 CSSD and no student shall be denied admission nor counseled out of CSSD 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

CSSD shall implement policies for responding to parental concerns or complaints related to special education services. CSSD shall receive any concerns raised by parents/guardians regarding related services and rights.

CSSD's designated representative, the Chief Business Officer, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

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

SELPA Representation

CSSD shall represent itself at all SELPA meetings.

Funding

CSSD shall be subject to the allocation plan of the SELPA.

Element B: Measurable Pupil Outcomes

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

As a public charter school, CSSD recognizes and accepts a heightened level of accountability for reaching ambitious standards for student achievement. CSSD has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

As the state continues to finalize new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress (CAASPP) assessment system) and new school performance measures (e.g., California School Dashboard), CSSD will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

1. STUDENT OUTCOMES

CSSD, by teaching a challenging and clearly defined core of shared content, grade by grade, raises students' academic achievements and abilities across a wide range of subject matters and skills.

It is a goal of CSSD for graduates to demonstrate appropriate age or grade-level mastery of the following core academic skills:

English/Language Arts: Students will demonstrate strong reading, writing, listening, speaking and presentation skills, with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects aligned with the state standards.

Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, astronomy, and earth sciences.

History and Social Studies: Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.

World Language: Students will be given the opportunity to gain proficiency in speaking, reading, writing, and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture, both past and present, of the second language.

Visual and Performing Arts: Students will study the various arts disciplines and careers related to those disciplines. Classes will demonstrate the influence of the arts across the curriculum and generate in the students an appreciation for visual and performing arts in their daily lives.

Physical Education: Students will be offered courses that are consistent with the expectations established under charter law and each student's personalized education plan.

Underlying and utilized throughout each of the subject areas will be other core skills such as:

- Critical thinking skills, e.g. problem-solving, analyzing, and applying knowledge.
- The ability to effectively use technology consistent with the International Society for Technology in Education.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Life-long learning skills: study skills and habits, planning, initiating and completing a project, and the ability to reflect and evaluate one's own learning.
- Social skills: citizenship and leadership as demonstrated by the planning and implementing of community service, conflict resolution as demonstrated by the responsible and compassionate interaction with peers, and the ability to work effectively with others in cooperative groups.
- Life skills: financial management, job readiness and career development, higher education continuance skills and appreciation for the arts.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of performance measurements at various points throughout their experience at CSSD.

2. GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE EIGHT STATE PRIORITIES

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), CSSD has established goals, actions, and measurable outcomes both schoolwide and for each student group of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of all student groups who attend CSSD, including low income students, English Learners, and foster youth. The metrics associated with these goals will help CSSD to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by supplemental funds from the Local Control Funding Formula. Each of CSSD's goals, actions, and measurable outcomes are listed below, along with the specific metrics that will be used to monitor progress toward achieving these goals.

Goal 1: Increase Student Achievement Appropriate for an Alternative Schools Accountability Model (ASAM) School.

Goal 1 aligns with the following state priorities: student achievement (#4) and pupil engagement (#5).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

1.1 Data and Measures of Student Achievement

Applicable Student Groups: All

- a. Improve data collection, analysis, and reporting systems to best inform Curriculum, Instruction, and Professional Learning Systems through the effective use of Illuminate and the school Storybook
- b. Implement the web-based NWEA system, administer Pre- and Post- Assessments, analyze and report student results to best inform Curriculum, Instruction and Professional Learning Systems
- c. Enhance processes of disaggregating and reporting student group (English Learners, Low Income, Foster Youth, Homeless, Special Ed, Pregnant/Parenting) data through the monthly Storybook (MAP Intake survey results, school participation, and credit completion rates) in order to make timely data-driven decisions to close the achievement gap
- d. Provide training on ELPAC and/or CELDT administration, result analysis, and best practices for using data to inform Curriculum, Instruction, and Professional Learning Systems

1.2 Intervention and Student Support

Applicable Student Groups: All

- a. Recruit, hire, and train high quality teachers to engage high risk students and support their achievement
- b. Implement, monitor, and update a Pathways Personalized Education Plan (PPEP) for every student based on assessments and post-secondary goals
- c. Develop and implement schoolwide instructional plan/scope and sequence/instructional sessions aligned to summative assessment targets for math and English, based upon the needs of the current student populations including Exceptional Learners (Special Education, Gifted and Talented (GATE))
- d. Refine the implementation of the Intervention and Diversion Program (MTSS) to include additional training and monitoring to increase high –risk student engagement in school and reduce school absences
- e. Designate teachers at Graduation Zones (Resource Center Annex) to focus the instructional program on graduating seniors
- f. Provide multiple paths to earn a high school diploma or equivalent to increase successful outcomes for high risk students

1.3 Intervention and Student Support for Low Income, Homeless and Foster Youth, English Learners (EL)

Applicable Student Groups: English Learners, Foster Youth, Low Income

- a. Provide supplemental tutoring in ELA and Math to qualifying students to close the achievement gap
- b. Implement a Nutrition Program that includes healthy snacks, education, and outreach to qualifying students
- c. Increase access to Resource Center supports and services by providing bus passes to qualifying students
- d. Increase access to the instructional program for parents of ELs by providing translation and interpreter services
- e. Homeless and Foster Youth Liaison to coordinate with school staff to ensure appropriate enrollment processes, course planning, and school services to qualifying students

Expected Annual Measurable Outcomes:

- 84% Student participation rate (attendance rate)
- Overall student achievement results in grades 3-8,11 SBAC will reflect a 5 point growth in ELA and math
- NWWA Measures of Academic Performance (MAP) progress results will reflect that 60% of students will meet MAP growth targets for Reading, Language Use, and Math.
- Establish baseline EL Reclassification rate based on updated assessment model
- Establish baseline EL Progress and Proficiency Rate
- Maintain a dropout rate of 5% or less
- 90% of students report confidence in their ability and skills to learn and succeed within 90 days of enrollment.

Goal 2: Provide a Broad and Rigorous Course of Study Focused on 21st Century Learning Skills that Align to California Content Standards that is Accessible to All Students.

Goal 2 aligns with the following state priorities: basic services (#1), implementation of State Standards (#2), pupil achievement (#4), and course access (#7).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

2.1 Pathways & College and Career Readiness

Applicable Student Groups: All

- a. Pathways Learning Lead to implement Pathways Program
- b. Expand course offerings for 4-year College & University, Career Readiness, and Military Pathway programs
- c. Implement CTE Certification Programs aligned to key sectors and student PPEP results
- d. Develop Internship and Externship Programs in partnership with key industries, expand Work Experience Education Program
- e. Expand CTE course offerings aligned to CTE Model Framework
- f. Promote 21st century learning and digital literacy with Pathways E-Portfolio graduation requirement

2.2 Standards aligned Course of Study and Curriculum

Applicable Student Groups: All

- a. Review, update, and monitor course of student to fully align with Common Core State Standards (CCSS), English Language Development Standards (ELD), Next Generation Science Standards (NGSS), UC/CSU a-g requirements, and NCAA requirements
- b. Provide access to advanced courses and learning opportunities (Advanced Placement Courses, Honors Courses, Accelerated Courses)
- c. Provide customized course curriculum based on Universal Design for Learning (UDL) to increase access to learning for students with disabilities and students with multiple learning styles
- d. Expand online course offerings to include CCSS, ELD, NGSS, UC/CSU a-g, NCAA approved courses to enhance learning opportunities for all students

2.3 Enhanced Services and Supplemental Supports for English Learners, Homeless and Foster Youth, and Low Income Students

Applicable Student Groups: English Learners, Homeless and Foster Youth, Low Income

- a. Increase student access to online curriculum and resources through technology devices and internet

- b. Enhance ELD program to include course offerings and instructional practices that promote literacy development
- c. Enrich blended learning opportunities for students utilizing online curriculum and resources that features embedded tools and scaffolded supports to enhance learning opportunities for ELs
- d. Increase curriculum alignment to CA ELD standards
- e. Offer Credit Recovery (CR) courses for high transition students as a 2nd course attempt in order to promote recovery of instructional time and increase pacing towards high school graduation
- f. Provide supplemental curriculum for ELs and LI students through “MyPath” and assign Individual Learning Plans (ILPs) to support student skill development and close the achievement gap.
- g. Customize curriculum with supplemental resources to increase student access to the core curriculum.

Expected Annual Measurable Outcomes:

- Maintain 100% of core courses aligned to CCSS
- Provide 40% of Science courses aligned to NGSS
- Maintain 100% of English courses aligned to CCSS and ELD
- Provide 40% of Social Science courses aligned to CCSS and ELD
- Provide 100% UC a-g approval rate for core courses
- Provide 100% NCAA approval rate for core courses
- Provide a Work Experience Education Program
- Provide advanced course offerings (8 Honors courses and 10 AP courses)
- Increase state approved CTE Pathways to 5

Goal 3: Provide Targeted and Data Informed Professional Learning System to Increase Teacher Effectiveness and Highly Quality Instruction

Goal 3 aligns with the following state priorities: basic services (#1), implementation of state standards (#2), and other pupil outcomes (#8).

Actions: In order to achieve this goal, in alignment to these state priorities, the following actions and services will be provided:

3.1 High Quality Teaching and Instructional Capacity

Applicable Student Groups: All

- a. Increase teachers' subject matter competency in ELA and math through Verification Process of Special Settings (VPSS)
- b. Increase school trainers able to facilitate the VPSS process
- c. Increase teachers' educational technology competency through Leading Edge Certification and trainings to enhance capacity to effectively facilitate blended learning
- d. Increase teachers' competency in instructional methodology for Exceptional Learners (Special Education and Gifted and Talented) through GATE training and Certification
- e. Increase teachers' Career and Technical Education competency through a CTE credentialing program

3.2 Professional Development- Curriculum and Instruction

Applicable Student Groups: All

- a. Professional Learning System course offerings and teacher trainings provided to increase teacher effectiveness in implementing CCSS, NGSS, ELD standards
- b. Professional Learning System courses provided to increase capacity through leadership studies and training focused on teaching as a professional practice
- c. Hire math specialist to support professional development for teachers in CCSS math instruction, curriculum updates, best practices, strategies and resources

3.3 Professional Development- Curriculum and Instruction for EL, FY, and LI

Applicable Student Groups: English Learners, Foster and Homeless Youth, Low Income

- a. English Language Achievement Department (ELAD) to provide training and coaching on research-based strategies and tools to support effective ELD program implementation
- b. Provide teacher training on research-based strategies and tools to support homeless and foster youth engagement in school with a focus on Trauma-Informed Practices for Schools (TIPS)
- c. Homeless and Foster Youth Liaison to coordinate trainings for legal and best practices for schools serving homeless and Foster Youth.
- d. Enhance parent trainings with information and support with post-secondary planning

Expected Annual Measurable Outcomes:

- 100% of teachers (employed for 3+years) will demonstrate subject matter competency in ELA and math
- 100% of teachers will participate in at least 60 hours of professional development per year
- 90% of staff will report high levels of relevance as indicated by an average 4 rating on training evaluations
- 95% Student/Parent Surveys will reflect high teacher satisfaction rates

Goal 4: Provide a Safe Environment and Supportive School Culture for Students to Learn and Teachers to Teach.

Goal 4 aligns with the following state priorities: basic services (#1), parental involvement (#3), and school climate (#6).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

4.1 Safe Schools

Applicable Student Groups: All

- a. Update and monitor effective School Safety Plan
- b. School Safety Committee to implement School Safety Plan
- c. Training and resources provided to ensure staff are informed, prepared, and compliant
- d. Ensure effective processes for reviewing and updating equipment and tools (communication systems, emergency response kits, etc.)
- e. Provide parents and students with opportunities for input into safety planning

4.2 Social, Emotional, and Behavioral Support Systems

Applicable Student Groups: All

- a. Provide a leadership and character development program, Cadet Corps, to promote student achievement
- b. Provide training on mental health crisis intervention for all new teachers
- c. Provide nursing services to support student social-emotional health and well-being
- d. Provide small group learning environment at each Resource Center that promotes positive behavior and accountability

4.3 Social, Emotional, and Behavioral Support Systems for Low Income Students, Foster and Homeless Youth

Applicable Student Groups: Low Income, Foster and Homeless Youth

- a. Provide School Social Work Services or School Counselor Services to coordinate agencies, provide services, and facilitate referrals to support student academic and social/emotional goals
- b. Increase capacity for Trauma-Informed Practices for Schools by training trainers

Expected Annual Measurable Outcomes:

- Suspension rate at 1.5% or less
- Expulsion rate at 1% or less
- 90% or higher satisfaction rate from students on safety from Annual Surveys
- 90% or higher satisfaction rate from parents on safety from Annual Surveys
- Compliant School Safety Plan

Goal 5: Provide Innovative, Engaging and Community-Based Resource Centers to Serve Students and Parents.

Goal 5 aligns with the following state priorities: basic serviced (#1), parental involvement (#3), pupil engagement (#5), and school climate (#6).

Actions: In order to achieve this goal, in alignment with these state priorities, the following actions and services will be provided:

5.1 Student, Parent and Community Engagement

Applicable Student Groups: All

- Provide opportunities for students, parents, and community members to receive information/ resources and provide input into the school program through Open House Events, Senior Night Events, Surveys, and Communication Systems
- Establish formal opportunities for parent engagement on a monthly basis (multiple methods)
- Design innovative Resource Centers, enhanced with technology, that engage students in 21st century learning environments to inspire achievement
- Design facilities to meet the “best practices” standards for NGSS lab work
- Enhance website features and content to provide accurate and timely information to parents and community members.
- Utilize web-based programs to increase parental engagement (Naviance, School Pathways Parent Portal)

5.2 Students, Parent, and Community Engagement for English Learners

Applicable Student Groups: English Learners

- Effective English Language Advisory Committee (ELAC) practices to increase parent participation and input into the instructional program
- Provide translated materials and resources for parents/guardians of ELs

- c. Designate translators and/or bi-lingual staff at high EL enrollment Resource Centers

5.3 Community Relations and Partnerships

Applicable Student Groups: All

- a. Establish, sustain, and expand the role of community partnerships to support student and family engagement and learning
- b. Implement a marketing plan to inform parents and community about the school's instructional program and enrollment options

Expected Annual Measurable Outcomes:

- Increase formal partnerships with community based organizations by 10%
- Receive School Faculty Good Repair Status of “good” or “exemplary”
- Promote monthly formal opportunities for parent engagement
- 90% of parents will report that Resource Centers engage students in innovative learning opportunities

Element C: Methods of Assessment and Other Uses of Data

Governing Law: *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(b)(5)(C).*

1. OVERVIEW

CSSD shall meet all statewide standards and conduct pupil state assessments required pursuant to Education Code Section 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Please refer to the information in **Element B** for a description of the assessments CSSD shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. CSSD affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in **Element B**, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

2. ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES

A comprehensive assessment program is imperative to measure student performance outcomes and maintain the vision of CSSD. No single assessment can provide all the information needed to make informed decisions about every student's learning. A collection of measures aligned to academic standards provide meaningful insights about each student's achievement and CSSD's effectiveness.

The assessment tools used at CSSD includes both standardized and performance-based assessments as guided by the state frameworks and standards. Assessment promotes and supports reflection and self-evaluation on the part of students, staff, and parents.

Measures used at CSSD include, but not be limited to, a variety of assessment tools to determine academic progress such as:

State-Mandated Tests

- CAASPP assessment system (e.g., the Smarter Balanced Assessments, the California Science Test (CAST), and the California Alternate Assessment (CAA)
- California English Language Development Test (CELDT)/English Learner Proficiency Assessments for California (ELPAC)
- Physical Fitness Test (PFT)

Local Assessments and Performance Indicators

- Pre-testing and post-testing of core content areas (i.e., reading, language usage, and mathematics), i.e., Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
- End-of-course examinations aligned to California state standards
- Participation (attendance)

- Dropout rate (1 year)
- Portfolios (evaluations made according to charter rubrics)
- Exhibitions
- Oral presentations
- Student/parent/mentor observations
- Performance-based and skill demonstrations

Other Measures

- Academic Grade Point Averages
- Completion of credits/coursework
- Suspension and expulsion rates
- Surveys

While the standards-based assessments enable CSSD to monitor both the individual student's and CSSD's schoolwide performance, they do not fully meet the assessment needs of the students and the instructional teams with which they will work. Frequent forms of feedback related to specific learning objectives and tailored to the needs of the individual student are achieved through CSSD's local assessments and performance indicators. In addition, students' self-reflection is considered a valuable tool that guides teachers' instructional decisions. When students are asked to reflect on their own performance, they become empowered to recognize their progress and become responsible for their own learning. Therefore, to document student learning, alternative assessments used by CSSD include end-of-course exams, projects, exhibitions, and other evaluations used during the instructional year. This is consistent with CSSD's opportunities for choice and desire to encourage individual interests and talents. In addition to offering teachers a tool for gauging the students' progress, as well as their strengths and challenges, CSSD's evaluation report include procedures that bring students and parents into the assessment process. Together, these measures provide a complete picture of the learning community at CSSD. This complete picture provides students, parents, teachers, and community the information needed to continuously improve.

3. USE AND REPORTING OF DATA

CSSD implements a systematic process whereby numerous data points pertaining to student performance are measured, monitored, evaluated, and reported. CSSD makes data available through both the Student Information System (SIS) known as School Pathways and Illuminate Education software. School Pathways contains data on student achievement, programs, student history, enrollment, demographics, and attendance. Support staff has broad access to the SIS, and teachers have access to student data. The system generates reports that are circulated to the administration, faculty, support staff, students, and parents. This data is collected and reported to the whole school on a monthly basis. Illuminate Education software provides CSSD staff the ability to better understand student achievement data for all mid-term exams, end-of-course exams, SBA, and NWEA results.

CSSD publishes a monthly report for the purposes of evaluating student outcomes and informing instructional teams and curricular departments. Teachers and Instructional Leaders evaluate data including: school participation (attendance), credit completion rates, NWEA MAP scores, dropout rates, graduation rates, CAASPP results, and other measures of student school

engagement, during monthly instructional meetings to improve the instructional and operational programs within the school. Data is disaggregated for subgroups and special populations to closely monitor the progress of EL students, homeless and foster youth, socially disadvantaged students, and students in special education programs. At the end of the year, each monthly report is compiled into an annual report document used to demonstrate success and identify areas of improvement for each school year.

CSSD shares information on the educational performance and progress of students and regularly consults with all stakeholders, including parents and teachers, on the CSSD educational programs. Data is shared with parents, teachers, and other community stakeholders in a variety of ways. Parents receive ongoing updates from the resource center teacher in the form of phone calls, progress reports, letters, home visits, e-mails, intervention meetings, and Master Agreement signings. Formal assessment results are shared on the school's website, at parent trainings, during Open House, Senior Exit Orientations, School Site Council meetings, and at English Language Advisory Committee (ELAC) meetings. Results are sent home to inform parents and students of their performance on assessments such as CELDT/ELPAC, CAASPP, and Physical Fitness Test (Fitnessgram). Parents and the community open access to the annual School Accountability Report Card (SARC) posted on the CSSD website, the CDE's Dataquest system, and Board of Directors meetings. CSSD utilizes the LCAP development, updating and approval processes as a primary method for consulting with parents and teachers on the CSSD educational programs.

SARC and LCAP

CSSD complies with state mandated requirements applicable to charter schools regarding the School Accountability Report Card (SARC) and Local Control Accountability Plan (LCAP) each year.

Element D: Governance Structure

Governing Law: *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(b)(5)(D).*

1. NON-PROFIT PUBLIC BENEFIT CORPORATION

CSSD is a directly funded independent charter school operated by Student Success Programs, a California non-profit public benefit corporation, pursuant to California law. Student Success Programs 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. The corporation is responsible for CSSD's operational management and operates within the terms and conditions specified in this charter and its governing documents.

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

Attached, please find the Student Success Programs Articles of Incorporation as **Appendix P**, Bylaws as **Appendix Q**, Conflict of Interest Code as **Appendix R**, and Proof of Active Status of Corporation **Appendix S**.

2. BOARD OF DIRECTORS

CSSD is governed by the Student Success Programs nonprofit Board of Directors ("Board," or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

All directors, except for the representative appointed by the District, are designated by the existing Board of Directors. The Board of Directors shall consist of at least five and no more than eleven directors unless changed by amendment to the bylaws. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board Members.

The Board of Directors shall appoint a Parent Representative to the Board of Directors from a list of qualified candidates, and in accordance with the bylaws. The Parent Representative must have a primary caregiver relationship to a student enrolled in a charter school operated by Student Success Programs.

Each director shall hold office for two (2) years and may serve three (3) consecutive terms; provided that a director that has served three (3) consecutive terms may be elected to one (1) additional six (6) month term if the Board determines that such an additional 6-month term is essential to the continuity of Board management and affairs. Thereafter, directors may serve additional terms after a break in

service for at least one (1) year. A Parent Representative shall hold office only so long as they have a primary caregiver relationship to a student enrolled in a charter school operated by Student Success Programs, but in no instance for more than two (2) years.

Following are the names and biographies of the Board of Directors ([Appendix T](#)).

Admiral Len Hering

Chairman of the Board

Rear Admiral Len Hering is a retired Rear Admiral for the United States Navy. He managed a \$1.4 billion budget annually and transformed the organization to a six-year strategically focused, risk based, metric driven business. A data-focused, knowledge management conscientious business leader who has motivated and required a complex multi-disciplined service-based organization, he joined The board in 2011. He brings 6 years of charter school governance experience to The Charter School of San Diego. He is currently the Executive Director for the Center for Sustainable Energy.

Barbara Peluso

Board Member

Barbara Peluso worked for San Diego Unified School District 24 years. Most of this time was spent in special education. She is the past president of the San Diego Unified Council of Parent Teacher Associations and continues to serve on the PTA board. She has been actively involved in the community, serving as Treasurer of the Friend of Ericson and on several SDUSD committees such as Year Round Schools, Accountability, and Student Equity. She has also worked on the Volunteer of the Year Dinner, Street Fair, and Stakeholders committee for the Mira Mesa Town Council. Mrs. Peluso brings nearly 20 years of charter board. Barbara's grandson recently graduated from CSSD in June 2017.

Roman Rubio

Board Member

Roman Rubio has a Master's of Education in Cross-Cultural Teaching and has nearly a decade of teaching experience in a nonclassroom-based, independent study educational setting. In addition to teaching, Roman is also a Safety Ambassador, Career Technical Education Pathways department member, Testing Coordinator, and a former member of the Practical Arts Department. He also has several years of experience teaching in a traditional environment. Prior to entering the field of teaching, Roman was a small business owner and account executive.

Jim Hernandez

Board Member

As the President of Strategic Business Communications, Inc. Jim has an extensive background in sales and marketing in having worked with over 30 different businesses, in 35 countries, on four continents as a motivational speaker, consultant, and trainer. As an international sales, management, and marketing consultant, Jim has worked with everything from Fortune 500 companies to small businesses. His success has placed his company in the top 5,000 fastest growing companies in America, participated on the board of directors of international companies, and acted as a guest lecturer on Sales and Marketing at the University of San Diego and UCSD. Jim is fluent in three languages (English, Spanish, and Portuguese), and has been able to work implementing measurable results-driven marketing plans in many cultures.

Jim is an Alumnus of the University of Victoria where he graduated with a degree in Sociology. He is heavily involved in his community. This involvement includes, 25+ years in Kiwanis where he is a two-time Distinguished President and Hixson Award winner, director of his church's finance committee, an Outstanding Business Leader with Junior Achievement, and Award winning Toastmaster.

Jennifer Montgomery

Board Member

Jennifer Montgomery earned a Master's in Education from National University and has 16 years of experience teaching high risk youth. She has a strong passion for serving the community in and works to improve the quality of life for students and families. She is currently a Girl Scout troop leader, a member of Kawitenos Club of San Diego and Delta Zeta.

Board Meetings and Duties

The Board of Directors shall meet regularly, at least three times per year, and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of CSSD including, but not limited to, the following:

- Approving all substantive policy issues. Substantive policy issues are major educational and operational policy issues which include, but are not limited to, curricular focus, student outcomes, program evaluation, school size and growth, special events, budget and audit approvals, and compliance with federal, state and charter requirements. The Board may identify additional substantive policy issues.
- Approving the Charter School's annual budget and overseeing the Charter School's fiscal affairs.
- Contracting with outside sources for operations oversight and audit.
- Solicitation and oversight of grants and donations consistent with the mission of the Charter School.
- Approving the Charter School's personnel policies and monitoring their implementation.
- All other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the Charter School.

The Board may delegate any of these roles and responsibilities to any committee, officer, or other person(s) to the extent permitted by law, provided that the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised under, the ultimate direction of the Board.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Conflict of Interest Code and Compliance with Laws

The Board has adopted a Conflict of Interest Code which complies with the Political Reform Act, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as **Appendix R**. The code requires that all the Board members and certain high-level school employees and consultants refrain from discussing and voting on matters which could materially affect their financial interests. Additionally, the Code requires these individuals to disclose annually certain financial interests which could be materially affected by their positions at the Charter School.

CSSD shall comply with all applicable federal, state, and local laws that pertain to independent public charter schools. In addition, CSSD shall comply with all applicable federal, state, and local laws including, but not limited to the Ralph M. Brown Act, the California Public Records Act, and the Conflict of Interest Code pursuant to the requirements of the Political Reform Act of 1974. It shall retain its own legal counsel when necessary.

Board Training

The Board of Directors conducts training for individual board members on their fiduciary duties and responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

3. EXECUTIVE DIRECTOR

The Executive Director is the instructional leader of CSSD. The Executive Director ensures that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. The Executive Director will report directly to the Board of Directors, and she/he will be responsible for the orderly operation of the school and the supervision of all employees in the school. The Executive Director will be assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The Executive Director will communicate and report to the Board of Directors as needed.

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

- Ensure CSSD enacts its mission and vision
- Supervise and evaluate teachers and staff
- Communicate and report to the Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of CSSD
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of

academic growth

- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the facilities
- Promote CSSD in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend meetings upon request by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Collaborate with stakeholders to develop the SARC and LCAP
- Manage student discipline and, as necessary, implement the suspension and expulsion process
- Participate in IEP meetings as necessary

4. PARENT INVOLVEMENT IN GOVERNANCE

A central tenet of CSSD's philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. The means for encouraging parent involvement include:

- Parent Representative on the Board of Directors
- Student/Parent/Teacher Master Agreement (See **Element A: Educational Program**)
- Regular and frequent verbal, print, and electronic communication
- Home School Compact in the form of Acknowledgement of Responsibilities
- Sharing of positive student outcomes and accomplishments
- Teachers receive professional development oriented to the engagement of parents in student learning

Accordingly, part of CSSD's educational plan is an agreement between parents and CSSD known as the Parent/Teacher/Student Master Agreement that is intended to encourage parental involvement and cooperation that ensures success of CSSD's educational program. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

CSSD's philosophy is that parents choose to send their children to CSSD because they have high expectations of CSSD and the benefits that they and their children will receive. In turn, CSSD has high expectations of parents to contribute to the team effort needed to fulfill all expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students. Parent participation may include weekly meetings with their student's teacher, regularly scheduled open houses, and field trips. CSSD will encourage, but will not require, volunteer parent participation in the school.

Element E: Employee Qualifications

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).*

1. OVERVIEW

CSSD shall not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, gender expression, gender identity, disability, or any other basis prohibited by state and federal law.

All staff shall operate under contracts with Student Success Programs and be evaluated on an annual basis.

2. QUALIFICATIONS FOR ALL STAFF

The Board of Directors will be responsible for defining specific employee minimum qualifications that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing the Charter School's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge about the developmental needs of students.
- Awareness of the social, emotional and spiritual as well as academic needs of the students.
- Ability to plan cooperatively with other staff.
- Continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in monthly staff meetings.
- Work closely with the Charter School staff to provide any necessary information regarding a student's behavior change, attitude and/or academic performance.
- Take a leadership role in some aspect of the Charter School's development.

All individuals employed at CSSD must possess qualifications, the personal characteristics, knowledge base, and successful experiences in the responsibilities identified in the posted position. All employees must comply with the employee processing policies and procedures including, but not limited to, fingerprints, criminal records check, proof of identity, right to work in the United States, and tuberculosis screening.

CSSD considers the employees described below to be key to the success of CSSD:

Administrator Qualifications:

The Executive Director and any other administrator at CSSD shall possess leadership abilities and a comprehensive educational vision that is consistent with the Charter School's mission

and educational program. In addition, the Executive Director shall possess skills in hiring and supervising excellent teachers and have experience using technology and data-analysis tools. The Executive Director shall possess the experience and expertise appropriate for the position with the Charter School.

Accordingly, the minimum qualifications for Executive Director are:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Have knowledge of current research and best practices used in a variety of educational environments, current curriculum and standards, school administrative practices, school budgeting, administration of applicable policies and supervision of personnel and possess the skills to collaboratively build consensus in groups and to maximize resources to achieve results.
- Knowledge of California Common Core State Standards and Next Generation Science Standards.
- Caring about students and their success in learning.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.
- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.

Additional qualifications are:

- Demonstrated successful leadership in an administrative position in a public school or private school, preferably but not necessary as a leader of a school and preferably has worked with a board.
- Commitment to accountability, including a rigorous student testing regime.
- Experience or familiarity with data management and presentation and commitment to achieving students' academic goals.

Teacher Qualifications:

CSSD shall retain or employ teaching staff that holds appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. CSSD shall comply with Education Code Section 47605(l), which states:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would

be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Teachers of English Learners will be required to hold a CLAD or BCLAD certification, or an equivalent recognized by the California Commission on Teacher Credentialing. These documents shall be maintained on file at CSSD and shall be subject to periodic inspection by the District.

CSSD will work with teachers to provide professional development opportunities, intense supervision and/or structured mentoring to assist teachers. Each student will be assigned to a teacher of record who will be responsible for overseeing the student's academic progress and who will monitor all grading and matriculation decisions as specified in the Charter School's operational policies.

CSSD may also employ or retain 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 serve as the teacher of record for individual pupils and may not assign grades or approve students work assignments without the approval of the teacher of record, except to the extent permitted by law, in non-core, non-college preparatory courses.

The most important qualifications for our teachers are:

- Appropriate certifications/credentials and subject-matter expertise.
- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be training in the Charter School's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community or online participants.
- Deep commitment to student achievement.
- Accepting responsibility for instruction and to be held accountable.

Additional qualifications are:

- Demonstrated communications skills.
- Demonstrated ability to work with diverse children, including those with special needs.

Special Education Teacher Qualifications:

Special Education Teachers provides support for the instructional program for students with special needs, pertinent information and consultant services to staff members and parents, on-going student assessment and evaluation, on-going planning with regular resource center teachers.

Representative Duties:

This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but are intended to accurately reflect the principal job elements.

- Develops educational plans for the purpose of meeting the individual needs of exceptional students.
- Evaluates students for the purpose of identifying student needs.
- Teaches/instructs students for the purpose of ensuring successful progress towards student's goals and objectives.
- Coordinates services to students for the purpose of ensuring efficient instructions and an effective cohesive program.
- Consults/collaborates with staff, parents, and agencies for the purpose of ensuring appropriate delivery of services and adherence to due process.
- Schedules services for students for the purpose of providing efficient and effective services.
- Maintains all special education records and timelines on compliance issues.

Knowledge and Abilities:

- Resource Center management strategies
- Cognitive restructuring and pro-social skills development
- Various academic assessment tools in reading, language arts, and mathematics
- Strategies for student motivation
- Instructional strategies involving computerization
- Secondary curriculum
- Cooperative learning models
- IEP process
- Laws and regulations related to special education
- Work with students from all ethnic and cultural backgrounds
- Administer, score, and interpret academic assessment testing and develop applicable goals and objectives for student services
- Provide consultant services to regular resource center teachers and ancillary staff
- Evaluate effectiveness of strategies and techniques used and adjust instruction and delivery
- Work with teachers to develop and maintain teaming/communication
- Modify core curriculum and implement appropriate teaching strategies

OFFICE PERSONNEL QUALIFICATIONS

The School Clerk will be selected by the Executive Director on an application and interview basis in consultation with other staff members and teachers as appropriate. Selection will be based on experience, professional attitude, skills and ability to perform the job duties for the position.

School Clerk Qualifications:

Accordingly, the minimum qualifications for Office Personnel are:

- High school diploma; AA degree or two years of college preferred.
- Minimum of two years' experience in a similar position.
- Excellent communication skills; computer skills including data management; attention to detail; highly organized and efficient; and able to multi-task.

Additional qualifications are:

- Demonstrate commitment to the mission and vision of the Charter School.
- Ability to collaborate with faculty and staff, students and parents.
- Ability to attend community events to represent the Charter School.

Data and Assessment Coordinator Qualifications:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Experience collecting, analyzing, and reporting data, associated with public education.
- Experience with student information systems.
- Demonstrated knowledge with various computer information and data management systems (i.e. Microsoft Excel), in addition to general proficiency and problem solving regarding information.
- Excellent oral and written communication skills, including listening.
- Demonstrated ability to collaborate with others on team projects.
- Ability to establish timelines and consistently meet deadlines.
- Experience designing or maintaining relational databases
- Ability to think creatively about complex problems
- Ability to think of both the big picture and operational details simultaneously
- Ability to multitask with ease, prioritizing appropriately
- Proven track record of delivering accurate, comprehensive results within tight deadlines
- Excellent problem-solving and superior interpersonal and collaboration skills
- Able and willing to work extended school day hours

Curriculum and Professional Development Coordinator Qualifications:

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).
- Hold a Master's Degree in Curriculum or Certificate for Curriculum and Instruction required, or the equivalent.
- Knowledge of California Common Core State Standards and Next Generation Science Standards.
- Demonstrated expertise in teaching pedagogy.
- Knowledge and awareness of instructional best practices for diverse student populations.

- Innovative leader capable of following a plan/process, yet coming up with new ways to get results.
- Experience in managing and synthesizing data.
- Team player capable of coaching and working alongside teachers and staff.
- Project management skills, ideally demonstrated in a high-needs school setting.
- Strong follow-through skills and attention to detail, especially under deadline pressure.
- The ability to prioritize competing demands in a changing, highly collaborative environment.
- A record of setting and achieving ambitious goals.
- Outstanding interpersonal and teamwork skills.
- Excellent facilitation and meeting management skills.
- Public-speaking abilities, including the ability to inspire others.
- Excellent verbal and written communication skills.
- Flexibility and comfort with ambiguity.

Operations and Technology Administrator Qualifications:

- Bachelor's degree in Business Administration or related field from an accredited institution of higher education.
- Working knowledge of Microsoft Office and database management.
- Strong written and verbal communications skills.
- Strong interpersonal skills and adept at employee relations including conflict resolution.
- Student and workforce focused; strong customer service disposition.
- Demonstrated ability to prioritize multiple projects simultaneously and exercise confidentiality.
- Highly organized and self-motivated.
- Demonstrated commitment to working with a diverse staff.
- Non-profit and/or human services background desirable but not required.
- Knowledge of payroll software, a plus.

Budget and Financial Analyst Qualifications

- Bachelor's Degree in Accounting or Finance from an accredited institution of higher education.
- Experience in public school finance and operations.
- Knowledge of advanced accounting theory, practice, and procedures with emphasis in governmental accounting.
- Knowledge of the provisions of the California School Accounting Manual as it relate to income, appropriations, expenditures, and fiscal responsibilities of a public school system.
- Knowledge and abilities of advanced budgetary, technical aspects of budgetary or accounting analyses.

Chief Business Officer Qualifications

- Bachelor's Degree in Accounting or Finance and Master's in Business Administration or related field from an accredited institution of higher education.

- Over 10 years of broad finance experience, ideally beginning in audit and school finance, followed by experience gathering and evaluating financial information and making actionable recommendations to senior leadership. S/he will ideally have experience managing finance (accounting, budgeting, control, and reporting), HR, and IT for a national nonprofit.
- Demonstrated excellence in managing finance, accounting, budgeting, control, and reporting.
- Skill in examining, developing, reengineering, and recommending financial, HR, and technology policies and procedures.
- Strong analytical skills and experience interpreting a strategic vision into an operational model.
- A collaborative and flexible style, with a strong service mentality. Needs to be seen as a team player who is committed to lifelong learning.
- A hands-on manager with integrity and a desire to work in a dynamic, mission-driven environment.
- An effective communicator, with strong oral and written skills.
- Strong commitment to developing team members.
- Demonstrated commitment to the social sector with a passion for the organization's mission is essential.

Special Instructional Services Coordinator Qualifications

- Hold at least a bachelor's degree from an accredited institution of higher education.
- Hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. (Education Code Section 47605(l)).
- Hold a valid administrative credential and have teaching experience in an independent study program.
- Provides administrative leadership in day-to-day operations of special education programs.
- Provides support, coordination, supervision, professional development, and evaluation of Special Education staff.
- Develops and provides support, resources and training for Instructional staff and Curriculum departments on the English Language Development Program
- Develops and provides support, resources, and training for instructional staff and Curriculum departments on the GATE Program
- Supervises the identification, evaluation, and placement of students referred for special education.
- Monitors staff caseloads and assists with site case management.
- Develops strategies for the planning and organization of the Special Education program.
- Integrates Special Education with other services and programs.
- Manages the evaluation of student progress through coordinating academic, health, language, and psychological testing.
- Supervises and monitors the implementation of all Individualized Education Plans.
- Provides information, assistance, and counseling to parents of Special Education students through conferences and home visits.
- Monitors laws and regulations pertaining to Special Education.
- Recommends written policies and procedures to meet legal requirements.

- Monitors compliance with State and Federal Special Education and Homeless and Foster Youth laws and regulation.
- Supervises Homeless and Foster Youth services.

Element F: Health and Safety of Pupils and Staff

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

In order to provide safety for all students and staff, CSSD has developed a comprehensive set of health, safety and risk management policies and procedures in consultation with its insurance carriers and risk management experts. These policies are incorporated as appropriate into CSSD's student and employee handbooks and are reviewed on an ongoing basis by the Executive Director and Board of Directors, and in CSSD's staff development efforts. CSSD submits a school safety plan to the District annually.

The following is a summary of the health and safety policies and procedures of CSSD:

Procedures for Background Checks

Employees and contractors of CSSD are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. CSSD complies with Education Code Section 44830.1 related to the hiring of persons who have been convicted of a violent or serious felony. The Executive Director monitors compliance with this policy and reports to the Board of Directors on a regular basis. The Board President monitors the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee are fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students are 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.

Immunizations

All enrolled students who receive classroom-based instruction and employees are required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations

Sections 6000-6075. All rising and enrolled students in grade 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

CSSD adheres to Education Code Section 49423 regarding administration of medication in school. CSSD shall adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

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

Diabetes

CSSD 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 shall include, but not be 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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

CSSD maintains a School Safety Plan drafted specifically to the needs of the facility which is based on a commonly used California public school template. This Safety Plan includes, but is not limited to, the following: disaster response, emergency lockdown procedures, loitering law, going to and from school safely, and evacuation maps.

Staff is provided training on emergency and first aid response.

Blood Borne Pathogens

CSSD meets all state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board 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 follow the latest medical protocol for disinfecting procedures.

Drug Free, Alcohol Free, Smoke Free Environment

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

Suicide Prevention Policy

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

Facility Safety

CSSD complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. CSSD agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CSSD conducts fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

CSSD 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, 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. CSSD has a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at CSSD (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and addressed in accordance with CSSD's discrimination and harassment policies.

Element G: Means to Achieve Racial and Ethnic Balance

Governing Law: *The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

CSSD 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 or association with an individual who has any of the aforementioned characteristics).

CSSD has implemented a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The development of appropriate promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- Outreach meetings in several areas of the District for prospective students and parents.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

CSSD shall monitor and report the diversity of the school's student population on an annual basis. The current student demographic profile of CSSD and the District is demonstrated in the table below.

STUDENT GROUP	CHARTER SCHOOL OF SAN DIEGO	SAN DIEGO UNIFIED SCHOOL DISTRICT
African American	7.7%	8.7%
American Indian/Alaskan Native	0.4%	0.2%
Asian	1.8%	8.5%
Filipino	1.5%	5%
Latino or Hispanic	63%	46.7%
Pacific Islander	0.6%	0.4%
White	17.8%	22.9%
Two or More Races	4.2%	6.9%

STUDENT GROUP	CHARTER SCHOOL OF SAN DIEGO	SAN DIEGO UNIFIED SCHOOL DISTRICT
Not Reported	3%	0.7%
<i>Sub-Group</i>		
Socioeconomically Disadvantaged	75.3%	59.6%
Students with Disabilities	19.5%	12.9%
Homeless	5.7%	5.1%
Foster	0.2%	0.3%
English Learners	14.4%	24%

*Source: CDE DataQuest, 2016-17 California Longitudinal Pupil Achievement Data System (CALPADS), accessed August 4, 2017.

Element H: Admission Requirements

Governing Law: *Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

CSSD shall be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220. CSSD shall not require any monetary contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities and shall comply with the "free schools" guarantee as set forth in state law.

CSSD shall admit all pupils who wish to attend CSSD. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. CSSD will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state except as required for nonclassroom-based/independent study schools in accordance with Education Code Section 51747.3.

The Board of Directors shall determine all policies, processes, and procedures governing application, admission, and enrollment at CSSD. Within the scope of the approved charter, the Board shall have the sole authority to determine the size and grade-level breakdown of the student body at CSSD. The determination of school capacity shall be based on CSSD's academic program, fiscal viability, the educational needs of currently enrolled students, the capacity of CSSD, and the level of interest shown by students who want to attend CSSD.

Admission of a pupil to CSSD shall be consistent with state laws and regulations governing independent study programs.

The CSSD admission process will be comprised of the following:

- Completion of a student application form, comprised of basic contact information and grade level

After admission, CSSD shall have the following requirements that must be met by each student and their family before beginning school at CSSD:

- Complete enrollment forms including emergency information cards
- Provide records documenting immunizations required by charter schools
- Signed Parent/Teacher/Student Master Agreement
- Voluntarily choose to enroll in the school

Public Random Drawing

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

Admission preferences in the case of a public random drawing shall be as follows:

1. Students currently attending CSSD
2. Residents of the San Diego Unified School District
3. Siblings of existing students of CSSD
4. All other students

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

Public random drawing rules, deadlines, dates and times shall be communicated in the application form and on the CSSD website.

Element I: Financial Audits

Governing Law: *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(b)(5)(I).*

An annual independent financial audit of the books and records of CSSD shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of CSSD shall 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. 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.

An audit committee made up of members of the Board of Directors shall oversee the selection of an independent auditor each fiscal year and, along with the Chief Business Officer, shall be responsible for contracting and overseeing completion of an annual audit of the school's financial affairs. The auditor shall have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider.

The annual audit shall be completed and forwarded to the District, the San Diego County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Board of Directors shall receive and review the audit each year. CSSD shall strive to maintain the highest level of internal control and comply with all laws applicable to the organization. In the event that there is an audit finding or exception, the audit committee will develop a specific remediation plan that focuses on the issue identified and presents a timeline for rectifying the concern that is anticipated to be within 8-10 weeks of receipt of the audit report, and which shall be submitted to the Board of Directors. The remediation plan shall identify the specific use of funds/resources and/or policies/procedures needed for improvement. This plan shall be submitted to the District. Open communication with all parties involved in the resolution will be maintained until it is determined that CSSD has sufficiently responded to the exception and has met the requirements as applicable under state law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be addressed using the dispute resolution process contained in this charter. 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 CSSD will be public record to be provided to the public upon request.

Element J: Pupil Suspension and Expulsion Procedures

Governing Law: *The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(f).*

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 CSSD. In creating this policy, CSSD 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.* CSSD 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. This policy shall serve as CSSD'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. CSSD 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 CSSD administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the policy and procedures are available on request at the Executive Director'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 CSSD has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") will be subject to the same grounds for suspension and expulsion and will be accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. CSSD 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 CSSD 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.

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 of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - o) Harassed, threatened, or intimidated a student who is a complaining witness or

witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school location, 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.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)(b).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director 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 School Coordinator or designee’s concurrence.
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 of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit

- the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.
 - 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
 - q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
 - r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated a student or group of students

to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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 and transmission originated on or off the school location, 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, 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. 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.
 - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director 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 Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a fire arm 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 Executive Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or CSSD employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director 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 CSSD personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (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 CSSD 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 CSSD 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 Executive Director or 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, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director 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.

D. Authority to Expel

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

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director 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 CSSD'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 CSSD 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

CSSD 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 CSSD 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. CSSD must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person 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, CSSD must present evidence that the witness' presence is both desired by the witness and will be helpful to CSSD. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the

testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

I. Written Notice to Expel

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

The Executive Director 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

CSSD shall maintain records of all student suspensions and expulsions at CSSD. 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 CSSD as the 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. CSSD 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 CSSD shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission.

The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to CSSD for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or CSSD shall be in the sole discretion of the Board following a meeting with the Executive Director 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 Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon CSSD's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

CSSD 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 that CSSD or the 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, CSSD, 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 CSSD, 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 CSSD, 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 CSSD 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 CSSD agree to a change of placement as part of the modification of the behavioral intervention plan.

If CSSD, 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 CSSD 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 CSSD 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 CSSD, 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 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CSSD agree otherwise.

5. **Special Circumstances**

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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

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

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

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

Element K: Employee Retirement Systems

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

Certificated employees of CSSD shall be members of the California State Teachers' Retirement System (CalSTRS) and classified employees shall be members of the California Public Employees' Retirement System (CalPERS). CSSD informs all applicants for positions within CSSD of the retirement system options for employees of CSSD. The Chief Business Officer is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

CSSD makes all required employee contributions to CalSTRS and CalPERS on behalf of its employee members.

Element L: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student may be required to attend CSSD. Students who reside within the District who choose not to attend CSSD may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. Parents and guardians of each student enrolled in CSSD are informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CSSD, except to the extent that such a right is extended by the local education agency.

Element M: Employee Return Rights

Governing Law: *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(b)(5)(M).*

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

All employees of CSSD shall be considered the exclusive employees of Student Success Programs and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to CSSD. Employment by Student Success Programs provides no rights of employment at any other entity, including any rights in the case of closure of CSSD.

Element N: Dispute Resolution Procedures

Governing Law: *The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

1. DISPUTES BETWEEN CSSD AND THE DISTRICT

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

In the event of a dispute between CSSD and the District regarding the terms of this charter or any other issue regarding CSSD and the District's relationship, CSSD 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's Superintendent or designee and the CSSD Executive Director. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CSSD 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.

The CSSD Executive Director or designee and District Superintendent or designee 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 District Superintendent or Designee and the CSSD Executive Director 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 District Superintendent or designee and CSSD Executive Director or their 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 District Superintendent or designee and the CSSD Executive Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. 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 CSSD.

2. INTERNAL DISPUTES

Disputes arising from within CSSD, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members of the School, shall be resolved pursuant to policies and processes developed by CSSD, including a Uniform Complaint Policy, as required by law. The District shall refer any complaints or reports regarding such disputes to the Board of Directors or school designee for resolution in keeping with the school's policies. The District shall only intervene if it finds reasonable cause to believe that a

violation of this charter, or laws, or agreements relating to CSSD has occurred, or if the Board of Directors has requested the District to intervene in the dispute, or if otherwise required by law.

Element O: School Closure Procedures

Governing Law: *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(b)(5)(O).*

Closure of CSSD shall be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the Chief Business Officer as the person responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of CSSD, the District, the San Diego County Office of Education, CSSD's SELPA, the retirement systems in which CSSD's employees participate (e.g., State Teachers' Retirement System, Public Employees' 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.

The Board will ensure that the notification to the parents and students of CSSD 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 CSSD.

The Board 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, CSSD 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 ("FERPA") 20 U.S.C. § 1232(g). CSSD will ask the District to store original records of CSSD students. All student records of CSSD shall then be transferred to the District upon school closure. If the District will not or cannot store the records, CSSD shall work with the County 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, CSSD will prepare final financial records. CSSD will also have an independent audit completed within six months after closure. CSSD will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CSSD 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 CSSD.

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

On closure of CSSD, all assets of CSSD, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending CSSD, remain the sole property of Student Success Programs and, upon the dissolution of the Student Success Programs non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon school 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, Student Success Programs shall remain solely responsible for all liabilities arising from the operation of CSSD.

As CSSD shall be operated by Student Success Programs, a non-profit public benefit corporation, should the corporation dissolve with the closure of CSSD, 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.

CSSD will utilize all net asset balances to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

1. BUDGET AND FINANCIAL REPORTING

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

Attached, please find CSSD's financial statements, including budgets (**Appendix U**), budget assumptions (**Appendix V**) and cash flow (**Appendix W**) for the next four years of operation. These documents are based upon the best data available to CSSD at this time, including the most recent financial projections under the Local Control Funding Formula.

CSSD shall provide reports to the District and San Diego County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

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 CSSD's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, the State Controller, California Department of Education and the San Diego County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. 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.

CSSD 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.

CSSD 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, CSSD shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

CSSD shall maintain a number of internal financial controls and bookkeeping practices and policies. Internal controls shall be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. CSSD shall maintain its own accounting system. It shall establish and maintain its own funds to account for resources segregated according to the purpose for which they are used. CSSD shall ensure a high level of fiscal accountability. CSSD shall adopt an annual budget prior to July 1 of each year. CSSD shall prepare appropriate interim financial statements and reports of financial position, operating results, and other pertinent information to facilitate management control of financial operations, legislative oversight, and for external reporting purposes.

2. INSURANCE AND INDEMNIFICATION

CSSD participates in the San Diego and Imperial County Schools Risk Management JPA Consortium. CSSD maintains and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance as described below, which may be revised upon direction of the District:

- Real and personal property providing direct physical loss or damage to real and personal property with a \$1,000 deductible, a \$100,000 Self Insured Retention and an excess policy limit of \$500,000,000 per occurrence. Coverage is provided by Allied World and multiple excess coverage providers.
- Auto, general liability and wrongful acts, including errors and omissions, with a \$1,000 deductible, a \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is underwritten by General Reinsurance.
- Additional coverage in excess of \$5,000,000 from Schools Excess Liability Fund (SELF) for comprehensive general, employment practices and auto liability with limits of \$50,000,000 per occurrence.
- Employment practices liability coverage with a \$1,000 deductible and \$1,000,000 Self Insured Retention. An excess coverage of \$4,000,000 is provided by General Reinsurance.
- Self-Insured Workers' Compensation coverage with a \$100,000 Self Insured Retention and limits of \$900,000 with Am Trust/WESCO. Excess workers' compensation with statutory limits is underwritten by Safety National Insurance Company.

The District is named as an additional insured on all policies of CSSD. Evidence of the above insurance coverage shall be provided to the District any time upon request.

Pursuant to Education Code Section 47604, the District shall not be liable for the debts or obligations of CSSD. CSSD shall hold harmless, defend, and indemnify the District, their officers and employees, from every liability, claim, or demand that may be made by reason of: (1) any injury to volunteer; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers,

employees, or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk will defend all legal proceedings that may be brought against it and/or the District, their officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of the parties.

3. ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

CSSD shall provide its own administrative services including, but not limited to, human resources, business and fiscal services, curriculum development, professional development, property management and operational administration, through employees of the Charter School.

The following locations are designated for CSSD administrative offices:

- Sorrento Mesa Administrative Office (Principal Office of the Corporation)
10170 Huennekens Street
San Diego, CA 92121
- Old Town Office
2243 San Diego Avenue, Suite 115
San Diego, CA 92110
- Paradise Hills Office
6907 & 6915 Paradise Valley Road
San Diego, CA 92139

4. FACILITIES

Governing Law: *The facilities to be utilized by the 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(g).*

CSSD's resource centers are located within the boundaries of the San Diego Unified School District as follows:

- Clairemont Resource Center
4340 Genesee Avenue, Suite 109
San Diego, CA 92117
- Downtown Resource Center
1095 K Street, Suite A
San Diego, CA 92101
- Euclid Resource Center

220 Euclid Avenue, Suite 70
San Diego, CA 92114

- Horton Plaza Resource Center
324 Horton Plaza, Suite 542
San Diego, CA 92101
- Horton Plaza Annex Resource Center
324 Horton Plaza, Suite 11
San Diego, CA 92101
- Lake Murray Resource Center
8776 Lake Murray Boulevard
San Diego, CA 92119
- Mid-City Resource Center
5296 University Avenue, Suite F1
San Diego, CA 92105
- Mid-City Annex Resource Center
5296 University Avenue, Suites CD
San Diego, CA 92105
- Mira Mesa Resource Center
10170 Huennekens Street
San Diego, CA 92121
- North Park Resource Center
2940 North Park Way
San Diego, CA 92104
- Northgate Resource Center
4125 Alpha Street, Suite D
San Diego, CA 92113
- Point Loma Resource Center
3145 Rosecrans Street, Suite D
San Diego, CA 92110
- Scripps Ranch Resource Center
9910 Mira Mesa Boulevard, Building B
San Diego, CA 92131
- Tierrasanta Resource Center
10425 Tierrasanta Boulevard, Suite 101
San Diego, CA 92124

- Woodman Resource Center
2939 Alta View Drive, Suites BC
San Diego, CA 92139

5. TRANSPORTATION

CSSD shall not provide transportation to and from school, except as required by law.

6. ATTENDANCE ACCOUNTING

CSSD shall implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

7. OVERSIGHT

Pursuant to California law, the District shall be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of CSSD not to exceed one (1) percent of the revenue of CSSD. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

8. POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: *Potential civil liability effects, if any, upon the school and upon the school district. Education Code Section 47605(g).*

CSSD shall be operated by Student Success Programs, 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(c), an entity that grants a charter to a charter school operated by 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. CSSD shall 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 CSSD.

Further, CSSD and the District shall enter into an operations agreement, wherein CSSD shall indemnify the District for the actions of CSSD under this charter.

The corporate bylaws of Student Success Programs shall provide for indemnification of the Board, officers, agents, and employees, and Student Success Programs shall maintain general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by CSSD's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of CSSD.

The Student Success Programs Board of Directors shall implement appropriate health, safety and risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By approving this charter for the renewal of The Charter School of San Diego, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning, create new professional opportunities for teachers, and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Charter School of San Diego is eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, The Charter School of San Diego pledges to work cooperatively with the District to answer any concerns concerning this charter and to present the District with the strongest possible proposal requesting a five-year charter renewal term from July 1, 2018 through June 30, 2023 in accordance with Education Code Section 47607 and its implementing regulations.