

CLAYTON VALLEY CHARTER HIGH SCHOOL

A Public Conversion Charter School

Respectfully Submitted for Renewal to:

Contra Costa County Board of Education
77 Santa Barbara Road
Pleasant Hill, CA 94523

Submitted by: CVCHS Board of Directors

For the Term of: July 1, 2015 – June 30, 2020

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¹ *The petitioners have included the enclosed appendices for the authorizer's information and ease of reference. With the exception of the budget and cash flow documents (Appendix L), the following appendices are not required by law to be included in a charter petition and are not intended to be incorporated as part of the charter.*

INTRODUCTION - REVIEW OF THE FIRST CHARTER TERM

The 21st century education is a constantly and rapidly changing landscape. In order for an academic institution to be effective it must endeavor to be a dynamic one. Those that do not adapt and improve will succumb to the pervasive fossilization of education that has been an unfortunate and costly characteristic of the American system, spanning at least the last half century. Clayton Valley Charter High School has certainly made change a priority. Our original charter was filled with not only specific and timely changes that were needed for immediate improvement, but the document also demonstrates a long-term commitment to staying on the cutting edge of educational excellence.

After two full years, it seems safe to say that we are producing excellent results on all fronts. For starters, Clayton Valley Charter High earned an 836 on Academic Performance Index (API) for the 2012-13 school year with an incredible growth of 62 points. How incredible you ask? CVCHS had the highest API growth for comprehensive schools (elementary, middle, and high) in Contra Costa County and the highest growth for large comprehensive high schools in the entire state of California. That's how incredible.

But what is the value of a 62 point jump? While the API measures academic growth based on standardized test results, it is a symbol for much more. This jump will have a ripple effect that will impact school spirit, college acceptance rates, community property values, attraction and retention of staff and students, etc. This data validates the charter vision; but it is not an end in itself, simply a high water mark on our journey from good to great. And there is no arguing now that we are headed for greatness!

Clayton Valley High School had been stuck below the 800 level, resulting in the lowest possible ranking in the state similar schools band, since the creation of the API. So how did we finally break through this once unattainable goal? The simple answer is an unrelenting work ethic matched with a feverish sense of urgency. There is no single magic bullet; rather our achievement is the result of a combination of programs designed to produce "first class citizens with a world class education" – a phrase that has become a shared motto at CVCHS. To name a few:

- Implemented a guidance and counseling program with three academic counselors, one college and career counselor, one school psychologist, and one Dean of Students
- Developed quality academic intervention programs (summer school, Saturday Bridge to Success Program; after school tutoring; credit recovery program online, etc.) and kept our library open five days a week
- Embraced the Rigor/Relevance/Relationships framework
- Implemented standards-based instructional guides for the four core subjects with quarterly benchmark assessments
- Provided a professional development program – more P.D. in our first year than in the last decade

- Hired a technology coordinator who implemented effective instructional software programs to support student learning
- Emphasized communication through a dynamic, informative school website including individual teacher sites, regular homework posting, and 24 hour response time on all emails and phone calls
- Focused on character education through the Freshman Transition program, the Link Crew program, and most recently the “Character Counts” program
- Engaged community support through local partnerships and a powerful parent volunteer program
- Improved school environment through revitalized athletic programs, clean and safe campus initiatives, upgraded maintenance and operations management, and evening and weekend security

Clayton Valley Charter High School (“CVCHS”) is very proud of our academic success. We have truly taken this school to new heights of achievement and are turning out students who are top thinkers, ready to take on the colleges and careers of their dreams. But as noted in the list above, many of our initiatives are not solely focused on academics. We are also a school that believes in character education. If we graduated students who were really smart people but not good citizens, we would not have done our full job. In a 2009 survey of the top CEOs in America, the feedback showed that the most severe deficit in skill level was not reading, writing, or other academic skills, but rather personnel traits like work-ethic, perseverance, respect and other such attributes that a person of good character often shows.

At CVCHS we are working hard to develop student citizenship. We have embraced three complimentary character education initiatives. First, the City of Clayton’s “Do the Right Thing” program has been a clear and pervasive articulation of important character traits since the inception of our charter. Shortly after our conversion, the CVCHS Board of Directors also passed a resolution to adopt the “Choose Civility” Initiative championed by the Contra Costa Office of Education. This has been an important guiding model for our Board and stakeholders. Most recently, we have added to this through our adoption of the “Character Counts” program. Created by the Josephson Institute, Center for Youth Ethics, this international effort helps schools build character education into the classroom curriculum. Both programs work well together to clearly establish character education as a fundamental component of the CVCHS experience. Our Link Crew program, does an excellent job of delivering this content and supporting it throughout the year. Link Crew is a class comprised on upper grade level student leaders who are paired up with underclassmen to support them in their high school journey. We also have two high-impact, individual programs that support character education: Challenge Day and Summer Transition. Both are incredibly valuable in terms of establishing a school culture of respect, trust, compassion, and ethics. You can truly feel the impact of this work when you come on campus and we are very proud of it.

The work began nearly three years ago, before students were even enrolled in our school. The urgency with which we proceeded was due to that shared understanding that our kids’ futures

were on the line. Educators must act in many ways like surgeons in the operating room – one wrong move, one minute too late and a life may be lost. This is the gravity of our work, a tone that is often missing in other schools.

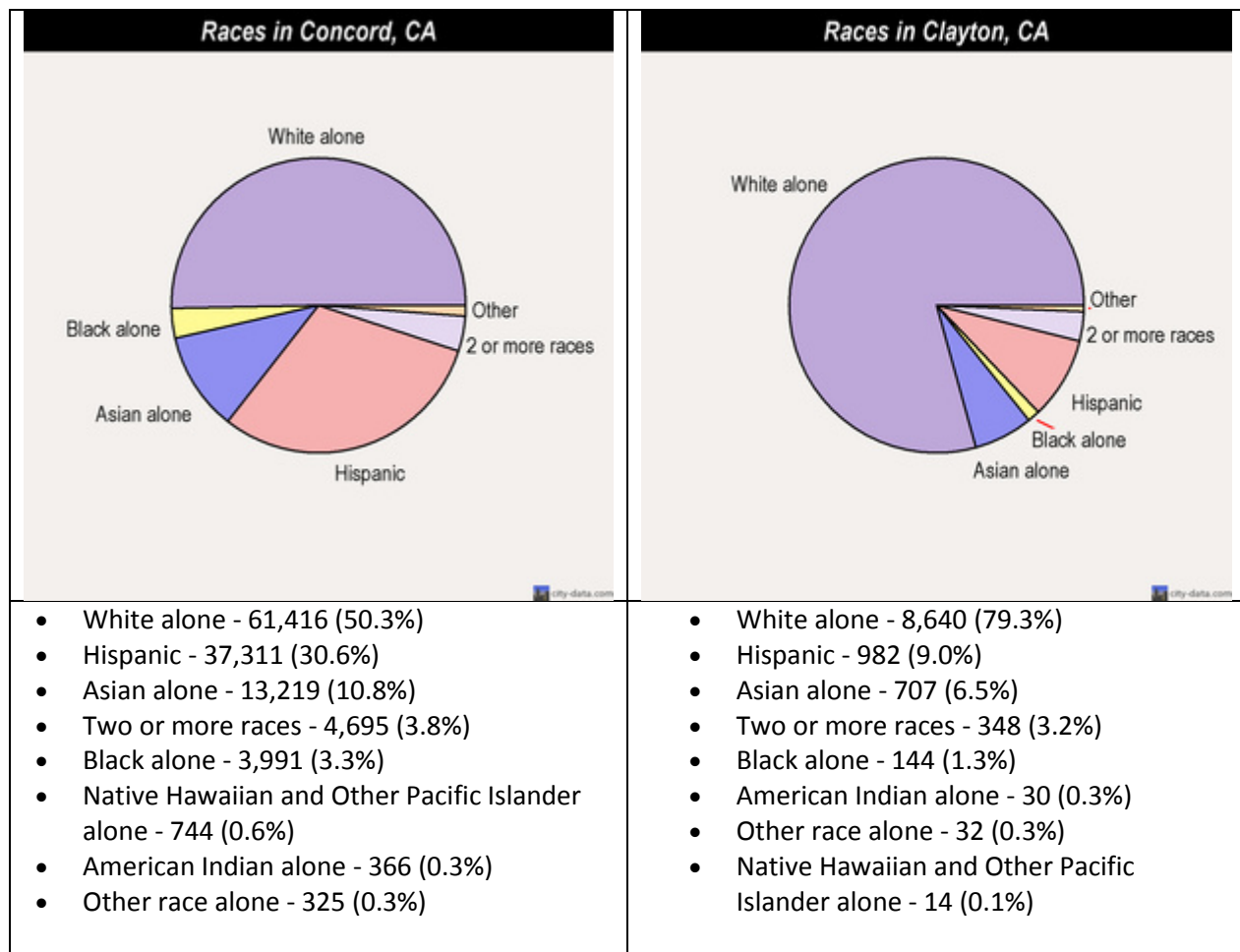
Today: 836, celebration, validation. Tomorrow: back to the surgeon's table and the work at hand. We could sit back and rest on our laurels; but this is not what CVCHS is made of. 836 is not good enough.

Beyond simply our API, attached as Appendix A, we have included an expanded chart pulled from Element 2 of our original charter. We have added columns with outcomes for each of the goals. Not only did we meet virtually every goal in our charter but we blew past most in just our first year. To say the least, we feel very good about the results and the formula we have created for a high performance school.

Community

CVCHS serves two communities, Concord and Clayton. Concord covers a larger area than Clayton and has other high schools within its borders for students to attend. We are the only public high school serving the Clayton area.

Concord has a significantly more diverse population than Clayton, with 50% white population in Concord compared to Clayton's 80%. Concord also has a higher rate of poverty than Clayton, 10.8% to 2.5% respectively. Estimated median household income in 2009 reflects a difference of more than half, with Concord's values at \$61,914 and Clayton's at \$125,572. Concord's estimated house or condo values are approximately 70% of Clayton's, \$365,200 and \$521,115 respectively. Concord's unemployment rate is 5.2%; Clayton's is 1%. Education data reflects Clayton's population over age 25 with over twice the percentage of post-secondary education than the same population in Concord.



History of Clayton Valley Charter High School

CVCHS is located at 1101 Alberta Way in Concord, California. Clayton Valley High School was constructed in 1959. For the next 53 years, the school was one of the high schools in the Mt. Diablo Unified School District. The school educates almost 2,000 students.

In March of 2011, after discussions that began in October of 2010, the faculty of CVCHS commenced work on a petition to become a conversion charter high school. The charter petition was submitted to the Mt. Diablo Unified School District (“MDUSD”) in June 2011. Upon denial of the petition in November 2011, the petition was submitted to the Contra Costa County Board of Education (“CCBOE”) in the same month. CCBOE unanimously approved the charter petition in January 2012 for a three-year term. The school formally separated from MDUSD in July 2012 and became Clayton Valley Charter High School. CVCHS is now a single-site school district run by a Governing Board comprised of representative stakeholders within the CVCHS community—two teachers, one classified staff member, one administrative staff person, two parents, two community members, and one retired teacher. In spring of 2012, the

Governing Board hired David Linzey as the Executive Director. He officially began in this role on July 1, 2012. The first full year of CVCHS operation began with the 2012-2013 school year in July 2012.

During the summer of 2012, the site underwent a thorough clean-up and repair in preparation for its changeover from MDUSD to Clayton Valley Charter High School. Additionally, the entire school site was re-keyed and all locking hardware was replaced. For the past three years, our site has been undergoing extensive capital improvement funded in large part by school bond Measure C. Upgrades and improvements already completed include solar panel installation during the summer of 2010, two new chemistry labs, extensive technology upgrades in wiring, hardware and software, a replacement of the turf field in the athletic facilities, and an expanded and refurbished weight room to support physical education classes and athletic activities.

Over forty sports teams are available for student participation. Football, basketball, soccer, baseball, softball, tennis, water polo, wrestling, and other sports are available throughout the year. Most of the varsity coaches come from the ranks of the teachers.

Parents can access ongoing information about Clayton Valley Charter High School by going to the school website at www.claytonvalley.org, “liking” the school Facebook page, or reading the email newsletters (*The Eagle’s Eye*) and Clayton Pioneer articles (*Voyage of the Eagle*) which is published monthly. Both the school website and the Parent Faculty Club website have links to the school calendar. The high school website contains teacher and staff directories connecting parents to teachers through emails and phone numbers, and parents can access student grades and attendance via PowerSchool, and assignments via the teacher’s link on the website homepage. Also on the web, parents can make purchases and/or contributions on behalf of their students at the Clayton Valley Charter High School web store. A phone service, SchoolMessenger, allows phone calls and emails to be sent out to all parents or a defined group.

Parent/Community Organizations

Among our greatest achievements as a conversion charter school has been our partnership with our stakeholders. The support and collaboration that this school has is an incredible synergy focused on doing what is best for our students. This is not a unique idea, but the average public school has not been able to realize it to the same extent.

Perhaps most important and most powerful of all these partnerships has been that with our parents. CVCHS has been gifted with the most passionate and committed parent body. Parents have revealed their “Eagles Pride” in a multitude of ways since the inception of the charter and it never ceases to amaze what a rich source of spirit and dedication these folks are. We have so

many willing contributors that we have created a parent volunteer coordinator to mobilize our volunteer army when they are needed. This person organizes the volunteers based on skills, interest, and availability making for a truly helpful system of people power.

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

- We have an army of dedicated parent volunteers who come forth to fold open house brochures, distribute flyers, assist in the library, facilitate student groups at Challenge Day, assist with classroom and school projects like Cocoa & Cram and the Art Expo, and other odd jobs in the main office.
- They spearhead special events for our teachers such as Teacher Thank You Days and for our students such as Challenge Day, Senior Picnic, Senior Brunch, Grad Night, and much more.
- They sell game tickets and keep an eye on our students at football games and assist our Leadership Class at dances.
- They are coaches, game announcers, scorekeepers, team moms and dads, awards banquet organizers, pasta feed hostesses, photographers, snack shack volunteers, and of course the best fans in the world at all our sporting events.
- They sit on an endless list of committees and groups dedicated to improving our school (WASC, PFC, Student Services, Curriculum, Operations, Governing Board, etc.).
- The Parent/Faculty Club (PFC) represents all parents in the school community. Parents and staff are invited to join the PFC and to participate in its operations and activities. This year, PFC assistance has included giving teachers additional funds to purchase classroom supplies, sponsoring a Project Pride clean-up day on campus, and providing many hours of volunteer assistance at Walk-Through Registration and throughout the year.
- Athletic Boosters provide assistance throughout the year through activities and the distribution of athletic information. They provide food at games, conduct raffles, and work with sponsors to maintain Clayton Valley's sports fields and equipment.
- Music Boosters for Choir and Band plan and conduct fundraisers throughout the year. Their funding and support assists the students in being able to participate in activities locally and nationally.

- The Clayton Business and Community Association (CBCA) regularly supports school needs, including providing library computers, surveillance cameras, and new benches.
- And they are the parents who buy one more CVCHS hoodie knowing that no one needs another sweatshirt.

Parent and community involvement equals success. It's a win/win for everyone.

Student Demographics

By Gender and Grade

Grade	Total Female			Total Male			Total per Grade Level		
	2012-13	2013-14	2014-15*	2012-13	2013-14	2014-15*	2012-13	2013-14	2014-15*
Grade 9	264	284	254	235	279	231	499	563	485
Grade 10	226	262	280	239	234	274	465	496	554
Grade 11	223	229	256	249	239	234	472	468	490
Grade 12	192	222	218	205	245	230	397	467	448
TOTAL	905	997	1008	928	997	969	1833	1994	1977

By Ethnicity

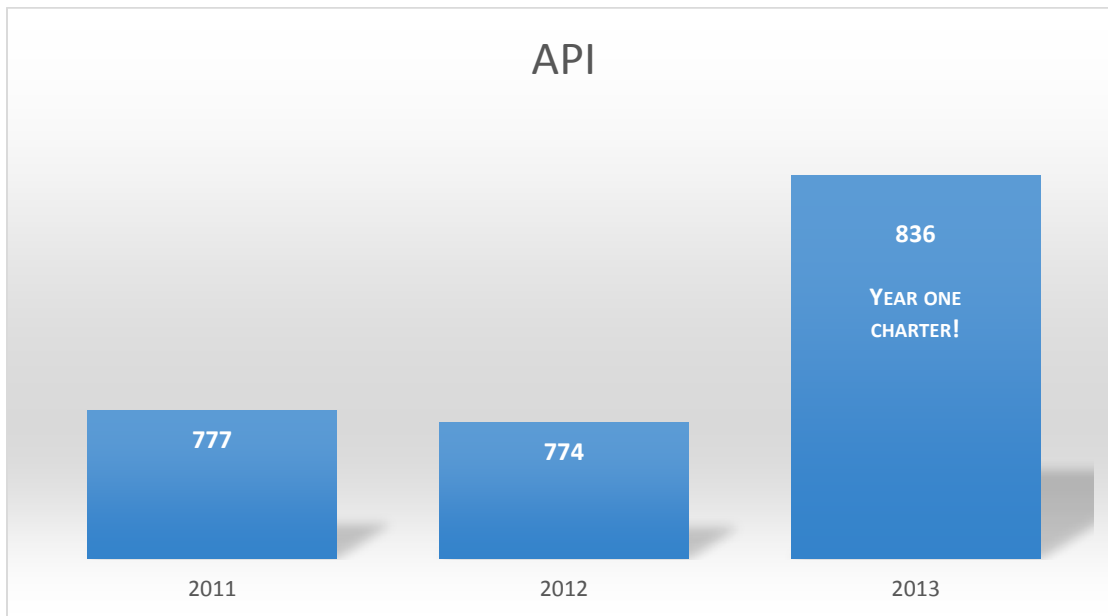
Group	Total Enrollment (%)		
	2012-13	2013-14	2014-15*
Black or African American	68 (3.7%)	74 (3.7%)	74 (3.7%)
American Indian or Alaska Native	7 (0.4%)	10 (0.5%)	11 (0.5%)
Asian	217 (11.9%)	236 (12.1%)	224 (11.3%)
Hispanic or Latino	395 (21.5%)	462 (23.2%)	448 (22.7%)
Pacific Islander	13 (0.7%)	14 (0.7%)	15 (0.8%)

White (not Hispanic)	1,087 (59.3%)	1,088 (54.5%)	1,096 (55.4%)
Two or More Races	31 (1.7%)	71 (3.5%)	105 (5.3%)
Unspecified	15 (0.8%)	39 (2%)	4 (0.2%)

*As of September 23, 2014

Student Academic Performance

Academic Performance Index (API)



We focused intensely for the 2012-2013 school year on improving our API scores. Our 2012-13 Schoolwide Growth Target was 5; we achieved growth of 62. Scores for all subgroups, including those not considered numerically significant, increased substantially.

2013 Growth API Report

	2012 Base	2012-13 Growth Target	2013 Growth	2012-13 Growth	Met Growth Target
Schoolwide	774	5	836	62	Yes
Numerically Significant Subgroups					
	2012 Base	2012-13 Growth Target	2013 Growth	2012-13 Growth	Met Growth Target
Hispanic or Latino	739	5	793	54	Yes
White	784	5	851	67	Yes
Socioeconomically Disadvantaged	695	5	767	72	Yes
English Learners	636	8	705	69	Yes
Students with Disabilities	558	12	635	77	Yes

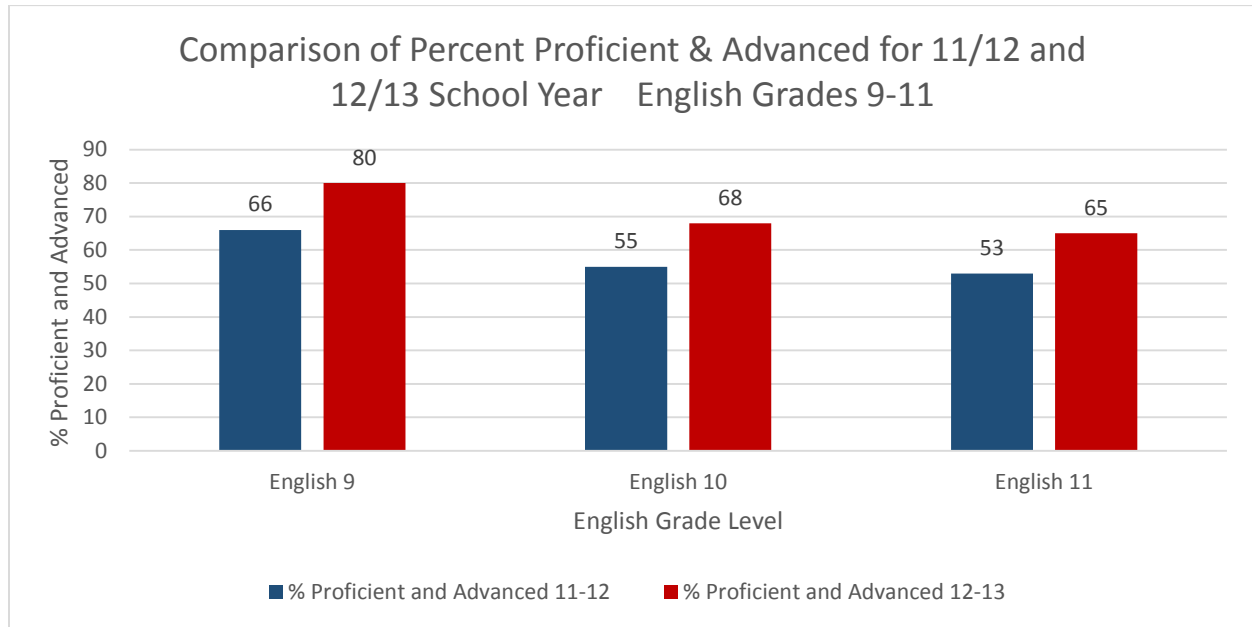
Non-Numerically Significant Subgroups					
	2012 Base	2012-13 Growth Target	2013 Growth	2012-13 Growth	Met Growth Target
Black or African American	704		802	98	n/a
Asian	818		851	33	n/a
Filipino	827		878	51	n/a
Two or More Races	782		842	60	n/a

CDE Data, September 5, 2013

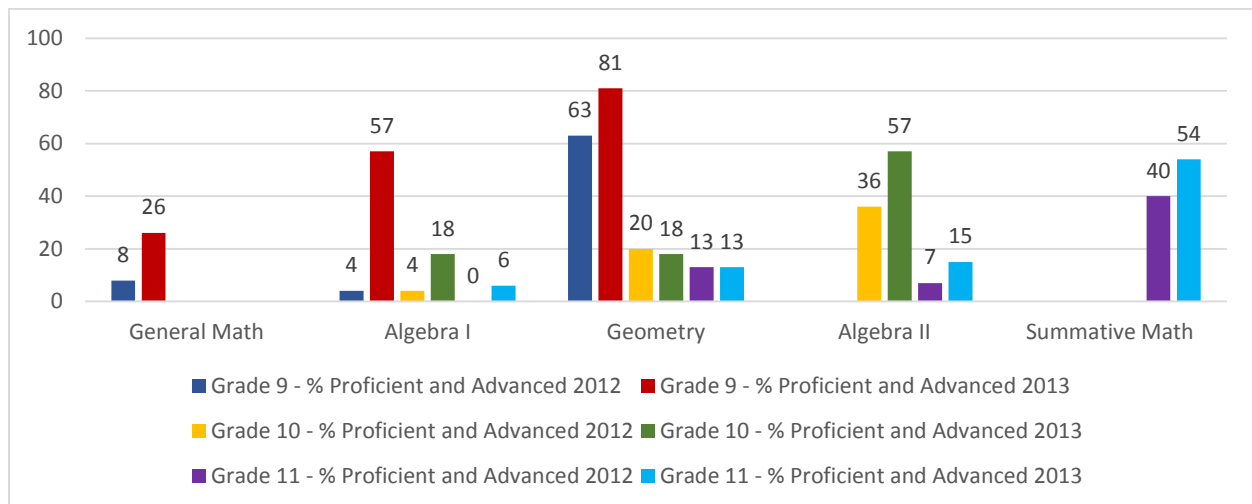
2012 Growth API Report (year prior to charter conversion)

	2011 Base	2011-12 Growth Target	2012 Growth	2011-12 Growth	Met Growth Target
Schoolwide	777	5	774	-5	No
Numerically Significant Subgroups					
	2011 Base	2011-12 Growth Target	2012 Growth	2011-12 Growth	Met Growth Target
Hispanic or Latino	723	5	737	14	Yes
White	797	3	782	-15	No
Socioeconomically Disadvantaged	686	6	693	7	Yes
English Learners	607	10	633	26	Yes
Students with Disabilities	554	12	548	-6	No

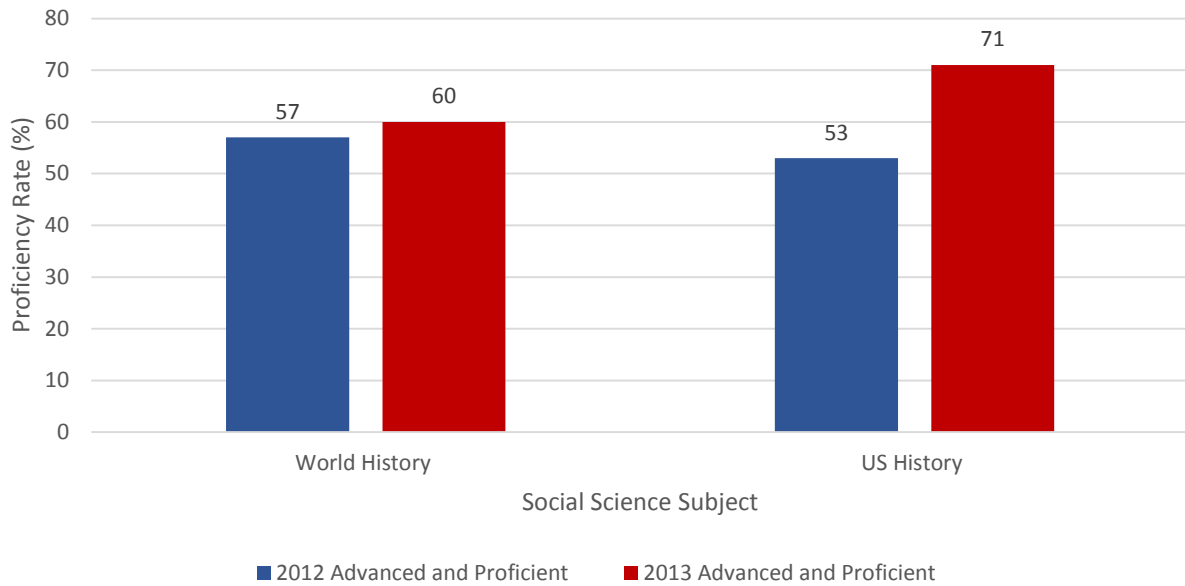
California Standards Test (CST) – English Language Arts



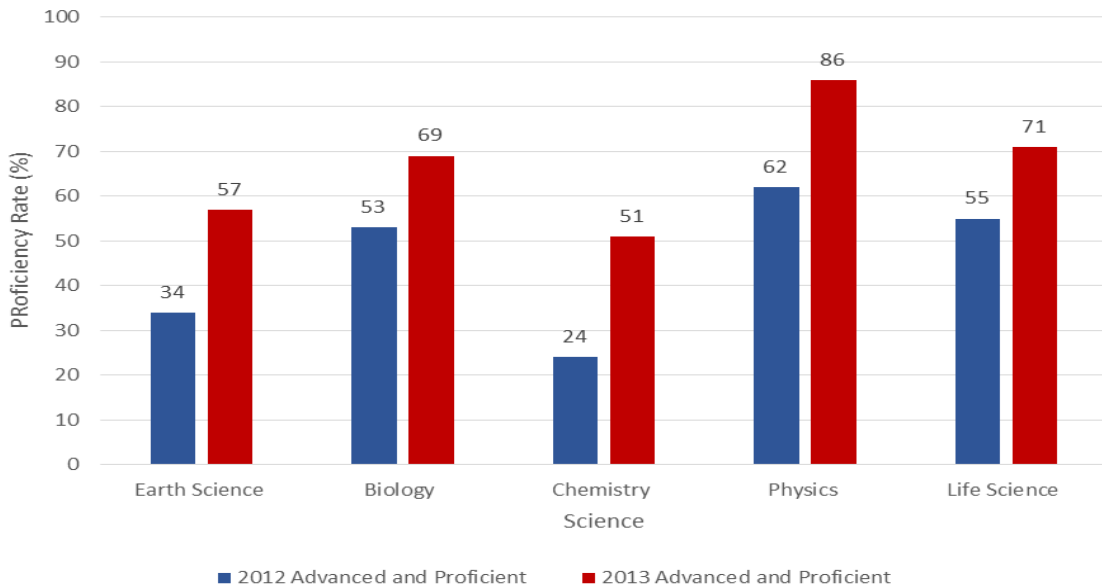
California Standards Test (CST) – Math



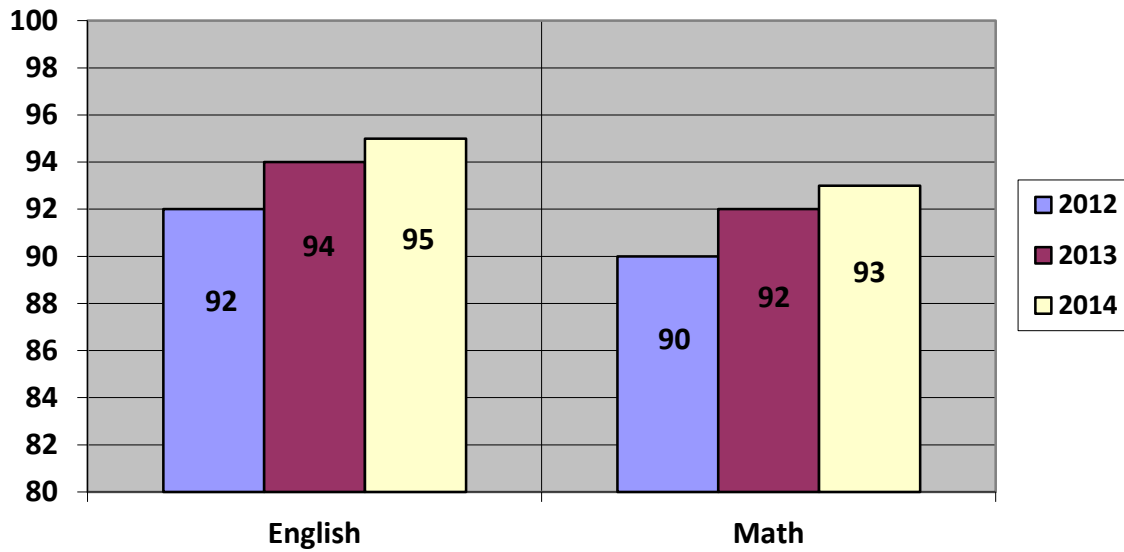
CST Social Science Proficient and Advanced 2012 & 2013 Comparison



CST Science Percent Proficient and Advanced 2012 & 2013 Comparison



California High School Exit Exam (CAHSEE)



CHARTER RENEWAL CRITERIA

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

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.

The following shall serve as documentation confirming that CVCHS exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix B: CDE DataQuest Reports, 2011-2014):

- CVCHS has attained its API growth target in the prior year, both school wide and for all groups of pupils served by the charter school, exceeding the requirement of Education Code Section 47607(b)(1).
- CVCHS has achieved a statewide API rank of 6 or higher in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- CVCHS has achieved a similar schools API rank of 5 in the prior year, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, CVCHS had the following API scores:

2011-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2013-2014 and 2014-15	State-mandated testing suspended in 2013-14; API data not calculated or reported (see Note below). 2013 Statewide Rank: 9 2013 Similar Schools Rank: 5				
2012-2013	6	1	836	5 (+62)	Yes
2011-2012	7	1	Base Year		Yes
Source: CDE DataQuest, accessed September 4, 2014.					

Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 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.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, *Status of the Academic Performance Index and 3-Year Average*, May 2014, available at: <http://www.cde.ca.gov/ta/ac/ap/>.)

Analysis of Charter Renewal Criteria – Schoolwide

CVCHS’s API growth score in 2013 exceeds the statewide performance target of 800; in 2013, the API growth score was 836, and the 3-Year Average API is 795. CVCHS’s API score increased an impressive 62 points from the prior year, which was CVCHS’s first year as a charter school. Moreover, for the last three years, CVCHS has had a statewide API rank of 6 or higher; in 2013, CVCHS achieved a statewide rank of 9. Finally, in 2013, CVCHS achieved a similar schools rank of 5. Therefore, CVCHS has exceeded the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Analysis of Charter Renewal Criteria – Student Subgroups

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

In 2012-2013, CVCHS had five numerically significant student subgroups – Hispanic/Latino, White, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. Numerically significant student subgroup API performance data is demonstrated in the table below:

2012-2013 API Growth Scores: Significant Student Subgroups				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group’s Growth Target?
Hispanic or Latino	Yes	794	5 (+55)	Yes
White	Yes	851	5 (+67)	Yes
Socioeconomically Disadvantaged	Yes	769	5 (+74)	Yes
English Learners	Yes	706	8 (+70)	Yes
Students with Disabilities	Yes	635	12 (+77)	Yes
Source: CDE DataQuest, accessed September 4, 2014.				

As demonstrated above, CVCHS’s student subgroups demonstrated significant growth in their 2013 API scores, with each subgroup increasing their API scores from an impressive range of 55 points (Hispanic/Latino) to 77 points (Students with Disabilities) from the prior year.

Thus, CVCHS’s outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

AFFIRMATIONS AND ASSURANCES

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

- Shall meet all statewide standards and conduct the student assessments required pursuant to education Code 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)]. CVCHS shall certify that its students have participated in the state testing programs specified in Education Code Sections 60600-60652 in the same manner as other students attending public schools [Ref. Education Code Section 47605, 47612.5]
- Shall be deemed the exclusive public school employer of the employees of CVCHS for purposes of the Educational Employment Relations Act. [Ref. Education Code 47605(5)(0)]
- Shall be non-sectarian in its programs, admission policies, employment practices and all other operations [Ref. Education Code Section 47605(d)(1)]
- Shall address all California State Content Standards for all core content areas in grade levels 9 – 12
- Shall not charge tuition [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Charter School, and who submit a timely application; 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. Admission preference shall be given to students who reside within the former attendance area of Clayton Valley High School.
- Except as required by Education Code Section 47605(d)(2), admission to the charter school shall not be determined according to the place of residence of the student or his or her parents within the state. In the event of a drawing, the charter authority shall

make reasonable efforts to accommodate the growth of the charter in accordance with Education Code Section 47605(d)(2)(C) [Ref. Education Code Section 47605(d)(2)(A)-(B)]

- Shall not discriminate against any student on the basis of the characteristics listed in Section 220(actual or perceived disability (physical or mental), 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, or color, medical condition, or sexual condition.)[Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Students with disabilities shall be served by CVCHS in the same manner as such students are served in other public schools [Ref. Education Code Section 56145]
- Shall be subject to state law prohibitions regarding the employment of any person, in either a certificated or classified position, who has been convicted of a violent or serious felony [Ref. Education Code Section 44830.1, 45122.1]
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at CVCHS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. These documents shall be maintained on file at CVCHS and shall be subject to periodic inspection by the County. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a student is expelled or leaves CVCHS without graduating or completing the school year for any reason, CVCHS shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript

of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- Shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- Shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- Shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- Shall promptly respond to all reasonable inquiries from the County or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding CVCHS financial records [Ref. California Education Code Section 47604.3]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- Shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA").
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.
- Shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]
- Shall not require any child to attend CVCHS nor any employee to work at CVCHS
- Shall comply with Education Code Section 41365 (Revolving Loan Fund) and all provisions of Education Code Section 47611 (State Teachers Retirement System and Public Employees Retirement System)
- Shall continue to ensure compliance with state laws regarding the collection of student fees.

Ted Meriam, CVCHS Board Chairperson

Date

ELEMENT 1

The Educational Program

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

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

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

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

The contact person is Executive Director, David Linzey.

The number of rooms is 85.

The grade configuration is 9-12.

The approximate number of students is 1,999.

Mission

The mission of Clayton Valley Charter High School (CVCHS) is to unite our stakeholders, including students, teachers and staff, parents, and community members, in a common goal to diligently prepare all students for success in the 21st Century. We believe in instilling timeless principles and fostering a culture of excellence with **RIGOR, RELEVANCE & RELATIONSHIPS**.

Shared Vision for Clayton Valley Charter High School

The goal of the students, teachers, staff, parents, and community members of Clayton Valley Charter High School is to have the flexibility to develop and sustain traditional and innovative programs and practices that will promote student acceleration in all academic, social, and civic areas to prepare them for entrance into the global community as skilled participants ready to achieve their post-secondary goals.

CVCHS will improve student achievement by the following:

- GOAL 1: Establish a positive, professional, productive, and innovative culture
- GOAL 2: Ensure that all students receive a challenging curriculum that will prepare them for post-secondary education, career training, and the workplace of the 21st Century
- GOAL 3: Increase student responsibility and respect for others and the learning process
- GOAL 4: Establish, implement, evaluate, and revise (as needed) grade level/subject content and performance standards
- GOAL 5: Be committed to constant improvement by taking advantage of professional development opportunities and implementing best practices
- GOAL 6: Maintain and improve school safety and campus security

Whom the School Shall Educate

The target student population for CVCHS includes the students currently attending in grades 9-12 (described above in the Introduction Section of the charter), their siblings, and those students in our attendance area, as well as all others who wish to attend the school, subject only to capacity. CVCHS is becoming more and more diverse, and it is our intention that we will maintain and increase the diverse ethnic make-up of our student body. Enrollment typically comes from the traditional attendance area neighborhoods and feeder middle schools (Pine Hollow Middle School and Diablo View Middle School). To the extent there are more applicants than capacity allows, attendance, except for existing students of the school, shall be determined by public random drawing (see Element 8: Admission Requirements). Education will be accessible to all students, including mid-range students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education or related services, limited English proficient students, and students who are members of ethnic groups under-represented in colleges and universities. We also intend to recruit those high school students living in the attendance area who attend other area high schools. Historically, local families have elected alternative educational options such as private schools and home schooling. We seek to continue to attract the families within the school's surrounding neighborhoods who have elected to go elsewhere for high school instruction.

Accreditation and Transferability of Courses

The last WASC review of Clayton Valley High School was held in 2007. At that time a three-year term was given. In 2010, we were granted another three-year term. When we converted to a charter school, we requested and were granted a one-year extension from WASC for our next full review. After completion of our visit and evaluation from the Western Association of Schools and Colleges (WASC) in spring 2014, CVCHS received a six year clear term of accreditation. This is the highest level of praise that WASC bestows, affirming our school's success and our ability to continue to achieve excellence. This accreditation ensures that the academic program is acceptable and transferable to other high schools and universities. CVCHS plans to collaborate with the University of California (UC) and the California State University (CSU) representatives to establish an articulation agreement that will ensure CVCHS offers approved classes that meet the entrance requirements of both university systems. CVCHS has an administrator and a college specialist who communicates with colleges, universities, and other schools regarding acceptable courses. All courses are designed to meet Common Core State Standards and are therefore transferable to public high schools in accordance with local policies. CVCHS informs parents of the transferability of courses to other public high schools and to meet college entrance requirements at least once annually during the mandatory parent registration process.

What It Means To Be a Successful CVCHS Student – What does it mean to be an educated person in the 21st Century?

We believe that educated persons in the 21st Century can critically assess various situations; apply synthesized information in real-world context; use problem-solving skills; and access, organize, and evaluate knowledge and information. They are civic-minded, responsible, technologically competent, proficient in the California State Content Standards, the Common Core State Standards, and the Next Generation Science Standards (collectively, the “state standards”), and capable of communicating effectively in a swiftly advancing and skilled local and global society.

Upon graduation, our students will demonstrate:

- Knowledge and skill in both core and non-core disciplines as defined by the state standards and frameworks and by CVCHS
- Cognitive and learning skills that will enable them to succeed in college and other post-secondary settings
- Values that will enable them to be productive and responsible citizens, personally invested in their roles as members of local and global communities
- Talents and abilities acquired through a variety of learning opportunities that prepare them to reach their educational, career, personal, and social goals
- A sound basis of knowledge and vocabulary in disciplines critical to the survival of U.S. culture, society, and democracy

- Mastery of Standard American English
- Proficiency in a variety of written, spoken, and technological formats
- The ability to recall, comprehend, apply, analyze, synthesize, and critically evaluate a wide variety of information
- Application of numeracy skills and mathematics to various disciplines
- Appropriate use of the scientific method and methods of historical inquiry
- Appreciation of the visual and performing arts as an expression of culture and society
- Awareness of strategies to ensure their own physical, emotional, and social health and well-being
- The capacity to reflect critically and make ethical choices for their own and society's benefit

Educated people must become self-directed learners who recognize that learning is a lifelong process not restricted to the classroom. The staff at CVCHS models what it means to be an educated person in the 21st century through its commitment to the pursuit of lifelong learning.

How a CVCHS Student Will Learn – How does learning best occur?

CVCHS believes in an innovative, state standards-based education system for all that stresses individualized instruction and accountability. The CVCHS educational program develops reasoning ability, provides maximum time in meaningful learning activities that students can apply to a variety of learning and performance contexts, develops reading and writing for content area literacy, ensures acquisition of math skills, and integrates technology for learning so that students are prepared to compete in a technologically advancing society. Our goal is to improve achievement and engagement for students at all ability levels through a state standards-based education that responds to the needs of students using differentiated and data-proven instructional methods. We are committed to ensuring that ALL students, regardless of ability and achievement levels or racial, cultural, socio-economic and linguistic backgrounds, are provided with a meaningful, content rich, thinking-centered, standards-based educational experience that will provide them with appropriate skills for post-secondary education and careers.

CVCHS embraces innovative teaching methodologies, proven best practices, ongoing professional development, reflection and discussion of student achievement data and corresponding adjustments to teaching practice, flexibility and transparency in an educational organization to ensure student growth and high levels of academic achievement. In addition to our belief that all students can learn and perform at high levels, we also embrace student learners of all ability levels and types. CVCHS provides opportunities for students of all ability levels to demonstrate growth and mastery of a variety of skills and trades to prepare them for success in post-secondary life.

CVCHS believes that learning occurs best in an environment in which these four questions are the core of decision-making:

- What do we want our students to learn?
- How will we determine if students have learned?
- What will we do if students have not learned?
- What will we do for students who exceed the standards?

CVCHS addresses these questions by:

- Expecting all students to master the same rigorous, relevant, state standards-based curricula
- Ensuring all students have access to the core curricula and to qualified certificated personnel
- Using course-specific common assessments to determine if students are learning specific standards and to facilitate the sharing of best practices among faculty
- Using multiple, authentic, and valid forms of assessment within each course to meet individual needs, including formative as well as summative assessments
- Developing school wide systems for timely identification of students who are not achieving
- Developing and implementing systemic and directive responses for intervention that is targeted and state standards-aligned
- Placing students in intervention programs based on specific, recent data about student progress that will be frequently assessed with clear exit criteria set and applied
- Providing more flexible periods of instruction
- Emphasizing student learning and achievement in staff development
- Ensuring faculty collaboration in teams dedicated to improving student achievement and providing time within the school day for these efforts
- Maintaining an adaptive, flexible, democratic, and transparent governance and organizational structure that ensures shared decision-making and input from all stakeholders on educational issues and promotes student achievement
- Creating and maintaining strong partnerships with middle schools, colleges, and community

In addition, CVCHS ensures that:

- Instructional resources support state standards and are culturally, linguistically, and developmentally appropriate for every student.
- Teachers maintain high expectations for the learning of rigorous content, differentiate instruction for varied learning styles and varied ability levels, and provide students multiple opportunities to learn and demonstrate their learning.
- Students have opportunities to select and be placed into academically appropriate courses reflective of their abilities and needs.

- Current learning academies at CVCHS, including the Clayton Arts Academy, the Public Service Academy, and the Engineering Academy, and the Medical Careers Academy are maintained.
- Students are encouraged to challenge themselves with a variety of learning experiences and within a variety of learning contexts.
- Educators understand and apply strategies for closing the achievement gap.
- All students have access to learning paths that support college and career goals.

Core Academic Program

A guiding principle of CVCHS is that all of its students can learn, a premise recognized in the federal *Elementary and Secondary Education Act (ESEA)*. The goal of CVCHS is to transform its educational programs to provide enhanced prospects for different kinds of learners – to give learners access to a rich and challenging curricula and opportunities to understand concepts, demonstrate proficiency, and build a solid foundation for future success. We believe we can achieve this goal more effectively as an independent charter school than as a branch of an educational system that is constrained by the need to maintain instructional and financial customs and practices that limit the resources available to achieve optimal student achievement.

Although CVCHS will continue to offer the full catalogue of courses necessary for a college preparatory high school, we also implement practices that increase access for all students to curriculum. Those practices include innovative teaching methodologies, proven best practices, and review of course offerings to reflect a changing world.

CVCHS utilizes the flexibility afforded to charter schools to expand opportunities for learning. For example, CVCHS has the option to modify traditional time structures to aid student success by considering flexible calendars, schedules, and programs such as enrichment and intervention extended day classes; intersessions; on-line tutorials; high school preparation camps; advisory classes; block scheduling; trimester system; freshman parent and student orientation; and strongly encouraged parental participation in the school.

CVCHS provides a rigorous, traditional program of instruction while also enjoying the freedom to innovate and evolve as determined by student needs with modifications as indicated by analysis of pertinent data. Emphasis is placed on ensuring powerful learning as informed by instructional methodologies; selection of curricula, materials, and activities; equal access to curricula and instruction; focused preparation for freshmen; assessment; intervention; and professional development. These educational components are delineated below.

Instructional Methodologies

Within the Core Academic Program, CVCHS uses research-based instructional methodologies including, but not limited to:

- The use of technology in the classroom for information delivery and to facilitate and demonstrate student mastery of skills and knowledge through Power Point, Smartboard, and relevant video presentations
- Career-technical education hands-on experiential learning
- Project-based instruction and strategies for assessing through multiple modalities
- Interdisciplinary projects
- Integrated instruction between classroom teaching and experiential learning such as field trips and assemblies
- Independent research projects/independent study units and extension activities
- Team teaching across grade levels and subject areas with common pacing and assessments
- The enhancement of existing courses to address prerequisite state standards (vertical alignment) – do you develop existing courses
- Analysis of student achievement data with students and discussion of implications for student learning and goals
- Community building by using class debates, simulations, and role playing
- Common grade level assignments and rubrics
- Common grade level quarterly and semester assignments and assessments
- Aligned grading scales within departments Intervention techniques for low-achieving students to include pairs learning, cooperative learning, peer tutoring, and best practice support for underperforming students
- Differentiated instruction and scaffolding for gifted students, English Learners, and special populations
- Establishing reading groups and literature circles and/or sustained silent reading or self-selected reading
- Accessing writing process components by using journaling, graphic organizers, and Cornell notetaking
- Socratic seminars

Selection of Curricula, Materials, and Instructional Activities

Curricula, materials, and instructional activities are selected by the CVCHS administration, individual departments, and other applicable CVCHS curricular teams in accordance with the state standards. Department chairs inform the selection of instructional materials with input from their respective departments. Each department develops its curricula to comply with the state standards and the University of California (UC) and California State University (CSU) a-g requirements.

Ensuring Equal Access to Curricula and Instruction

Research indicates that minority and economically disadvantaged students have been underserved in tracking systems, formal and informal, in which expectations for their academic

success are low. A diverse environment, comprised of a spectrum of students from the lower-performing to the high-achieving, has been shown to enhance learning for all students when a challenging and enriched curriculum is presented. Thus, at CVCHS, all students have the opportunity to move into honors or Advanced Placement classes. While not every student in heterogeneous classes will perform at the honors level, all students will benefit from exposure to a rigorous curriculum.

Ensuring Optimal Preparation for Entry into a Rigorous Learning Environment

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

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

See section below for more detail.

Professional Development

Professional development helps staff as well as students to attain high levels of achievement. CVCHS believes that professional development is an integral part of the school and takes place in many forms and settings. We also believe that staff input regarding professional development needs and structure is essential. In-service meetings, off-site professional conferences, workshops, hands-on technology demonstrations, and guest speakers in all disciplines are used to educate, stimulate, and inspire personnel. Collaboration among faculty facilitates effective standards-based instructional practices, effective classroom management strategies, and acquisition of best practices. Professional collaboration time is built into the professional development schedule to allow brainstorming of new ideas and programs. There is a systematic analysis of student achievement data in order to drive programs and practices. A combination of these elements within CVCHS professional development and staff collaboration ensures success for all stakeholders and will improve student achievement. CVCHS' professional development system addresses the specific needs of faculty and students working toward mastery of the state standards and high academic and personal achievement. All professional

development supports an instructional program that is state standards-based, academically rigorous, founded upon research, and uniformly available to all students.

Professional Development is created based on the following principles:

- Professional development arises out of student, faculty, and community needs and focuses on data-proven effective instructional practices.
- Curriculum and instruction arising out of professional development are appropriate and relevant to the school community.
- Professional development focuses on building instructional practices that will reduce the drop-out rate, engage learners at all levels, and empower teachers to develop a variety of diverse instructional methods.
- While professional development related to state-adopted materials is important for staff, professional learning also focuses on materials and strategies designed to close the teaching-learning gaps.
- Instructional improvement occurs in an environment of collegiality, caring, and respect for all students and the adults working to meet their needs.

We also believe that instructional change is a long, multi-stage process; shared expertise can drive instructional change; the focus is on system-wide improvement; good ideas come from talented people working together; and clear expectations and responsibility for achieving them are shared by all.

Individuals and teams of teachers from every department regularly attend conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers share their findings during professional development days with their departments and/or interdisciplinary groups. Additionally, CVCHS staff develop a mechanism to disseminate best practices of educators from other schools. Faculty meet regularly in department, course-alike, or interdisciplinary committees to examine student work, analyze and assess the effectiveness of curricula and instruction, and redesign accordingly.

Recognizing that the school community benefits from all participants being educated in best practices, including mastery of up-to-date technology, classified personnel at CVCHS also have access to professional development that best meets their needs.

Faculty professional development topics could include:

- Best practices
- Creating common assignments and rubrics
- Creating common quarterly and semester assignments
- Aligning grading scales
- Intervention techniques for low-achieving students

- Differentiating instruction for gifted learners
- Differentiating instruction for EL learners
- Using technology in the classroom
- Creating interdisciplinary projects
- Course-alike teams creating pacing plans
- Vertical teams creating curricular steps and unit plans
- Innovation in the classroom
- Teaching strategies for multiple modalities
- Analysis of student achievement data
- Analysis of implications of achievement data for instructional methods
- Providing latest information available in special education topics, emphasizing best practices and strategies for teaching students with disabilities
- Creating mentoring programs for at-risk students
- Community-building
- Sharing opportunities for growth within disciplines: upcoming conferences, research, lecture/seminar series, etc.
- Developing a structure for peer observation and feedback
- Field-trip how-to's
- Developing assemblies and performances for students
- Accreditation
- Improving the instructional program
- Parent involvement
- School community communication among and between all stakeholder groups

The 2014-15 professional development plan is attached as Appendix C.

Resources

CVCHS believes that resources should be allocated to enhance student achievement.

CVCHS will ensure that:

- All teachers are highly qualified and effective in developing and delivering curriculum and instruction in ways that encourage each student to meet and/or exceed proficiency in state standards.
- All administrators are highly qualified and effective, as defined by the standards in the California Professional Standards for Educational Leaders.
- Curricular materials are available, adequate, aligned to the state standards, and culturally, linguistically, and developmentally appropriate.
- A variety of interventions are available to meet students' learning and achievement needs and to help students reach and/or exceed proficiency in the state standards.
- Technology is adequate, available, and supportive of the learning process.

- All students have access to safe and up-to-date classrooms and learning labs.
- All students have equal access to resources.
- Facilities and grounds are safe, clean, and well maintained to ensure access to school resources.
- Materials and other resources are monitored to ensure they are allocated to students for whom they were intended.
- Accurate records are maintained to ensure an accountable and transparent system of resource allocation.
- Stakeholders annually review and reflect upon resources allocated and make adjustments according to student and community needs.

Leadership

CVCHS realizes the need for strong leadership to address the individual learning needs of all students. Improved student achievement requires shared leadership, both formal and informal, and shared accountability from staff, parents, students, and community.

CVCHS will ensure that:

- Educators are invested in a shared vision to develop policies, programs, and practices that ensure the achievement of under-performing students.
- Educators are encouraged to collaborate, research, test, and evaluate data-proven instructional methods to ensure high levels of student achievement.
- School leaders facilitate the reaching of decisions through a participatory process that encourages input, includes and respects all parties, and generates as much agreement as possible.
- Educators attain a higher level of cultural sensitivity by school leaders providing information and resources leading to educational equity and high achievement for all students and closing the gaps that currently exist among identified student groups.
- School leaders engage community partners to provide resources to meet the educational needs of student groups and provide opportunities for students to learn and demonstrate skills within a real-world context.
- We engage community members as resources for implementing policies and practices to assist all students to meet or exceed the state standards.
- Our leadership is guided by our vision that all students can achieve high standards, personal accountability, and academic excellence.
- We embrace changing demographics as opportunities to assess and adapt to the evolving needs of our students.

Environment

CVCHS provides an environment conducive to high student achievement and a customized and accountable learning program. It is safe, orderly, and supportive. CVCHS provides a variety of

extra-curricular activities, clubs, and athletics to serve the social, emotional, and physical needs of students. School-wide standards for student behavior are perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus are dealt with in a timely manner. Student absenteeism and dropout rates are systematically addressed through appropriate personnel and interventions. All adults and students demonstrate collaboration and mutual respect.

Bell Schedules

CVCHS' regular day bell schedule is designed to meet the needs of students to access necessary or supplemental instruction and the needs of staff to collaborate. The schedule also offers flexibility for working students, students concurrently enrolled in college courses or technical training programs outside CVCHS, students pursuing school-approved extracurricular studies or activities, and students engaged in activities available through CVCHS's university and community partnerships.

As a charter school, we have the opportunity to offer flexibility in scheduling so that our students can engage in a variety of activities to support their individualized instructional programs. We may also consider establishing college course options on our campus. In this way, students' school days are varied, individualized, relevant, and tailored to their academic needs and post-secondary goals. They can earn university credits, take more advanced and career-oriented courses, and accelerate their learning to reach high school graduation. By addressing their individualized needs, we strive to stem the drop-out rate to prevent the loss of students whose needs go unmet in traditional educational spheres.

Students taking intercession courses at universities are considered for specialized schedules in the spring semester at CVCHS in order to accommodate their enrichment studies. We may also create flexible schedules to enable students to graduate from high school with an AA degree, if desired.

While we believe that altering the time structure at CVCHS in and of itself will not improve classroom practices and student learning, we believe that alternative models of time should be examined and may be more conducive to the diverse academic needs of our student body. We do not believe "one size fits all" works for all students and we will investigate alternative schedules to stem the drop-out rate and provide opportunities for success for all students.

We also believe that in order for educators to learn from one another, time must be set aside during the school day for certificated personnel to meet and reflect both in smaller learning communities for interdisciplinary study and collaboration as well as within departments for vertical teaming, curriculum discussion, and professional development.

The current bell schedule is attached as Appendix D.

Calendar

CVCHS is committed to ensuring that the legally required minimum number of instructional minutes and school days are offered per Education Code Section 47612.5 and Title 5 California Code of Regulations Section 11960. We may choose to alter our calendar to better meet the academic needs of our students as we have done in the past.

The current school year calendar is attached as Appendix E.

Summer School

CVCHS operates its own summer school in a format that runs between four to six weeks as determined by our Board of Directors. We will continue to explore alternative summer school schedules in order to create a summer session in which the instructional time more closely resembles that of the traditional yearlong course (minimum of 180 hours).

In this CVCHS summer session, we offer courses reflective of core curriculum graduation requirements including math, English, science, social science, fine and technical arts as well as additional enrichment and intervention courses designed to accomplish the following:

- Provide all students, but particularly low-performing students, specially designed preparation programs that build their interest in and access to advanced courses
- Provide traditional and expanded intervention and enrichment courses

Intervention courses include core classes required for graduation. Enrichment courses would be added as the budget will permit.

Winter Session

CVCHS will investigate the creation of a winter session intensive study program to help students complete needed courses and receive intervention through acceleration and preparatory curriculum. We strongly believe that students placed in courses without the requisite skills are destined to fail. To encourage all students to achieve and progress at their ability level, we are committed to providing diverse and flexible learning opportunities for all students, particularly those from underrepresented backgrounds and those with a history of low performance. Programs will be instituted where funding is available.

Graduation Requirements and Course Sequences

All students are required to accumulate a minimum of 230 credits, pass the CAHSEE, and meet proficiency standards as determined by the State of California to graduate with a diploma. As a school community, CVCHS has currently adopted the following required coursework for graduation:

English:	40 credits
Math:	30 credits
Science:	30 credits
Life Science:	10 credits
Physical Science:	10 credits
Student Choice Science:	10 credits
Social Science:	30 credits
World History:	10 credits
US History:	10 credits
Economics/Government:	10 credits
Visual and Performing Arts:	10 credits
World Language:	10 credits
Physical Education:	20 credits
<u>Electives:</u>	<u>60 credits</u>
TOTAL:	230 credits

Credit may be earned only in classes not previously passed. Repeat classes do not replace previously earned grades; therefore, all grades are averaged for determination of GPA. Students taking honors and Advanced Placement courses will earn extra grade points as determined by the CVCHS administration.

Attached as Appendix F, please find our most recent course catalog that provides greater detail on the scope and sequence of our coursework.

Graduation requirements may change as determined by the CVCHS Board of Directors.

Parent and Community Involvement

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

- Students show higher test scores
- Attendance rates improve
- Fewer placements in special education occur
- Attitudes towards school and behavior improve
- Graduation rates increase
- Teacher morale improves

- The school enjoys a better reputation in the community and receives more support from families
- Student achievement improves

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

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

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

CVCHS develops with parents a written Parental Involvement Policy that is updated annually. It is distributed to all parents and available to all stakeholders – staff, parents, students, and community. We also provide a Student Contract to be signed by staff, students, and parents. The contract outlines the responsibilities of the stakeholders.

Family surveys are conducted to determine areas of greatest need for these students and their families. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we offer channels for students, their parents and family members to gain access to community resources that can assist with their areas of greatest need, including food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

CVCHS also:

- Publicizes available channels of communication, including the CVCHS website, faculty email and voicemail; increasing the number of “open house” opportunities each year
- Develops a grade reporting system that provides more detailed information
- Explores and uses multiple methods of parental involvement, including student-teacher-parent contracts, outreach to parents of under-represented student groups, career exploration events, and mentoring programs
- Greatly expands parent education and informational programs to include contemporary adolescent issues, providing parent-access in person, by video, and by technology-driven formats
- Encourages parent volunteerism by strategically planning activities and school projects that serve to engender a sense of ownership and pride by parents and their students
- Communicates classroom curriculum to parents in the form of course descriptions, teacher expectations, grading scales, contact with teachers using conventional and technological means

CVCHS Goals and Actions to Achieve the Eight State Priorities

Goals	Actions	Applicable State Priorities
Focus Area #1 – Implement curriculum, instruction, and assessment reflective of Common Core State Standards, College and Career Readiness, and 21 st Century Skills.	Provide professional development; Prepare departments to deliver instruction consistent with Common Core State Standards; Prepare benchmark exams to assess student mastery; Use benchmark and Common Core State Standards testing to inform instruction	S1 – Basic Services S2 – Implementation of State Standards S4 – Pupil Achievement S5 – Pupil Engagement S7 – Course Access S8 – Other Pupil Outcomes
Focus Area #2 – Close the achievement gap for our high-risk and lower performing student populations	Provide professional development; Increase parent participation among high risk subgroups; Expand, develop, and implement comprehensive intervention programs; Monitor and support student progress in meeting CVCHS academic requirements	S1 – Basic Services S2 – Implementation of State Standards S4 – Pupil Achievement S5 – Pupil Engagement S7 – Course Access S8 – Other Pupil Outcomes
Focus Area #3 – Continue to implement and expand	Provide opportunities for students to engage in	S3 – Parent Involvement S5 – Pupil Engagement

character development strategies and programs	character building; Provide students opportunities for volunteering/community service; Provide professional development	S6 – School Climate
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See Element #2 for further breakdown of the action plan.

English Learners

Overview of Strategies for Our English Learner Program

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

CVCHS provides daily and systemic instruction and support for our English learners, not only through our ELD program, but in all areas. CVCHS has established the position of an English Learner Specialist to monitor and improve all aspects of our English Learner Program. The English Learner Specialist provides training to ELD teachers on materials (currently EDGE), instruction, and standards. CVCHS ensures time for that specialist to support all teachers with appropriate professional development; develop and implement effective parent outreach, including the creation of an English Learner Advisory Committee (ELAC) responsive to the needs of our school community; and monitor Annual Measurable Achievement Objectives (AMAO) data and help staff understand and advance based on this information.

CVCHS ensures more focused and sustained professional development, especially in Specially Designed Academic Instruction in English (SDAIE) and other instructional strategies, cultural proficiency, provision of primary language support and instruction, better identification strategies for English learners who need 504 or special education services, and more. We administer the California English Language Development Test (CELDT) and other assessments and disaggregate the resulting data in a more timely and effective manner. We differentiate between consistent ELD instruction and content support and make sure opportunities for both are in place. We focus as a school community on increasing representation of English learners in programs and classes for students achieving at higher levels. The autonomy possible in scheduling, spending, and hiring allows CVCHS the opportunity to create site expertise in successful English learner instruction and support.

Our plan for English Learners includes, but is not limited to, the following:

- An English Learner Specialist, who has the time and resources to plan and implement best practices not only in direct instruction, but in other strategies to facilitate inclusion and citizenship.
- Flexible scheduling to provide ELD instruction every day and to create more opportunities for instruction and projects focused on the needs of English Learners.
- Increase the number of English Learners in A.P. and honors classes, sports, clubs, and academies.
- Provide sustained and focused in-services for all staff to increase awareness of English Learners' challenges and to train in SDAIE, Direct Instruction, and other best practices (i.e. Kate Kinsella techniques)
- Establish sustainable community partnerships to provide opportunities for English Learners to contribute and to interact with community members. These will be authentic experiences that are mutually beneficial. For example, students could plan activities for environmental clean-up and enhancement or volunteer for events that already exist such as Save Mt. Diablo.
- Articulate with elementary school teachers to arrange delivery of prepared lessons by our English Learners to elementary school students.

Home Language Survey

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

CELDT Testing

All students who indicate that their home language is other than English are CELDT-tested within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

CVCHS notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the ESEA for annual English proficiency testing.

Certification

CVCHS hires faculty who have received CLAD (Cross-Cultural Language and Academic Development), BCLAD, CTCL (California Teachers of English Learners), or any California Commission on Teacher Credentialing recognized equivalent.

Reclassification

In accordance with state mandates, CVCHS uses multiple criteria in determining whether an ELL student is ready for reclassification. Criteria include, but are not limited to, the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- Score of proficient or higher in the ELA component of the CAASPP (Smarter Balanced Assessment)
- Score of proficient or higher in the CAHSEE
- Evaluation of curriculum mastery by the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions
- Parental opinion and consultation, achieved through notice to parents or guardians that includes a description of the language reclassification and placement process and their opportunity to participate
- Comparison of the student's performance in basic skills against an empirically established range of performance and basic skills as measured against English proficient students of the same age to demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English
- A rubric to be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage

Monitoring of Reclassified Students

School staff use the CAASPP/CMA/CAPA, Multiple Measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 24 months after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

All parents and guardians of students classified as English Learners will receive notification in writing. The school will translate materials as needed to ensure the parents/guardians of EL

students understand all communications and are involved in all processes related to the English language development as well as the academic progress of their student.

Students Achieving Above Grade Level

CVCHS believes that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post-secondary opportunities. We are as committed to meeting the special needs of students achieving above grade level as we are to other special needs groups. We offer to all students college visitations, field trips, Model UN, debate teams, Odyssey of the Mind, and other enrichment opportunities. Students are clustered in heterogeneous classes and enjoy the benefits of attending a comprehensive high school with its accompaniment of extra-curricular activities. Honors and Advanced Placement classes are made available and accessible to all students. All teachers of honors and Advanced Placement courses are required to complete ongoing training in the subject area and differentiated instruction. CVCHS pursues a partnership with members of the university community, especially local campuses (Diablo Valley College, Los Medanos College, California State University East Bay), in order to maximize educational opportunities for our students. For example, we would like to offer college-level courses on site.

CVCHS offers flexible scheduling to allow students to engage in a variety of opportunities to support individualized instructional programs. With the enrichment of college course options, dynamic and rigorous curricula is offered to all students on CVCHS to meet their individual and academic needs. CVCHS also offers an acceleration program for students during the summer (see Summer Bridge section below).

Students Achieving Below Grade Level

CVCHS has developed a framework for students achieving below grade level expectations to facilitate student achievement and pre-empt failure. CVCHS offers intervention to address each student's specific learning need. Cumulative records are reviewed for incoming freshmen and students will take diagnostic tests in math. This aids in the correct placement for students who demonstrate a lower aptitude in some areas and will enable them to achieve at a level appropriate and consistent with their skills and ability levels. Parents are then notified of diagnostic results. Students who continue to demonstrate a consistent pattern of low achievement will be reviewed by a student study team (SST) comprised of parent(s), administrator, and teachers, and referred for intervention or assessment as appropriate.

In order to facilitate student achievement, CVCHS implements summer, after school, and weekend interventions to address each student's specific learning needs so he or she can attack the curriculum once the school year begins.

Summer Transition

CVCHS has implemented a powerful and dynamic summer transition program for incoming ninth graders. The CVCHS Summer Transition Academy is a graduation requirement for all incoming freshmen. It includes various programs that are diagnostic, academic goal setting, and social orientation activities that are designed to

- Provide a successful transition to high school
- Increase 9th grade academic performance
- Develop a four year academic success plan
- Introduce students to high school and create a college and career readiness culture
- Provide social mentoring with upperclassman via Link Crew
- Empower students to better communicate with their peers and staff
- Improve study skills, time management, and test taking skills
- Introduce families and students to higher education
- Perform diagnostics to ensure proper placement in classes

Summer Bridge to Success Program

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

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

1. College Preparedness (On-Line Enrichment)
 - a. This course is designed for students who have earned an “A” or “B” in English and have scored Basic, Proficient or Advanced in 7th grade CAASPP.
 - b. Students will have from late June until August 1st to complete 40 online articles at your student’s reading level (Lexile level) in a literacy program called Achieve 3000. An article is completed when a student:
 - i. Reads the online article
 - ii. Completes an opinion poll
 - iii. Completes the “Activity” – reading comprehension questions (must perform at 70% to count towards 40 articles)
 - iv. Votes in poll
 - v. Completes the thought question.
 - c. Upon completion students can earn 5 credits towards graduation.

2. Freshman Support (In-Class Skill Building)

- a. This course is designed for students who have earned a “C” or below in English or Math and have scored Below Basic or Far Below Basic in 7th grade CAASPP.
- b. Students will participate in an on-campus summer school program receiving support by CVCHS staff in Math (Pre-Algebra/Algebra) and English. Through our on-campus program students will also receive support in note taking skills, time management and organizational skills to be successful in their first year at CVCHS.
- c. The program will take place in June and July from 8 AM – 12:30 PM at CVCHS (No session held on July 4th, 2014).
- d. Upon completion of the program, with 80% attendance and completion of required coursework students can earn 5 credits towards graduation.

Additional instructional strategies will be employed in order to maintain a high level of support for low-achieving students. Students lacking necessary skills to succeed in their courses will be enrolled in an intervention program best fitting their individual needs as determined by an assessment conducted by qualified personnel. They will be enrolled in classes better aligned to their ability levels, in mandatory intervention or acceleration programs simultaneously with their ongoing course schedule, or in intervention/acceleration skills courses during summer session. They will meet with a mentor or student or adult tutor at regular intervals to assess and monitor their time management and organizational and study skills.

CVCHS may expand and enhance the many intervention opportunities possible for students. We will continue to provide CAHSEE support classes for students who have not passed one or both sections of the exam.

The following is an outline of the successful web of intervention plans that we have implemented with fidelity:

CVCHS Intervention Plan

1. Academic Counselors
2. Targeted Case Management (TCM)
3. Saturday Bridge to Success Program
4. Saturday Credit Recovery Program
5. Academic Mentoring Program
6. Learning Connections (Advanced Academics) – Online Learning
7. School wide use of Achieve 3000 to increase literacy
8. Advancement Via Individual Determination (AVID)
9. CAHSEE Support Class
10. ELD Support Program

1. Academic Counselors

CVCHS academic counselors are the first line of defense in creating “first class citizens with a world class education.”

a. Naviance

- Academic Planning
 - Develop four year plans
- College and Career Exploration
 - Research Colleges and Scholarships
 - Prepare for Standardized Tests (SAT and ACT)
 - Discover possible careers based on interests
- Self Discovery
 - Identify Learning Style and Personality Type

2. Targeted Case Management (TCM)

- a. Focus on students who have 2 or more D’s or F’s
- b. Counselors and administrators split the alpha to work with students.
 - Meet with Target Case Manager (Relationships)
 - Weekly Progress Report
 - Assign Saturday Bridge Program
 - Assign academic mentor if necessary.

3. Saturday Bridge to Success Program – Semester 1

- a. Identify students with 2 or more D’s or F’s
 - Provide academic support with teachers and academic mentors.
- b. CAHSEE/ELD Support
 - Target 10th grade students who are low in math and English and fill the gaps.
 - Target 11th and 12th who have yet to pass the CAHSEE
- c. Learning Connections Support (Advanced Academics)

4. Saturday Credit Recovery Program – Semester 2

- a. Criteria:
 - Students who have earned a “D” or “F” in a core subject.
 - Specifically students who earned between 50 and 69 percent.
 - Perform at 70% or above in all coursework and assessments.
 - Attend 90% of Saturday sessions.
 - Students have the opportunity to earn 10% to their first semester grade.

5. Academic Mentoring Program

- a. Currently recruiting and selecting Academic Mentors
 - Criteria:
 - Be available on Saturdays from 8:00 am – 12:00 pm.

- Be available at least two days during the week for academic mentoring.
 - Be an academic mentor for 100 hours throughout the 14-15 school year.
 - Have a minimum overall 3.5 GPA.
 - Faculty Recommendation.
- b. Academic mentor training
 - c. 3 – 4 Academic mentors are assigned to the library daily.
 - Mon, Tues, & Fri.: 3 – 4 PM
 - Wednesday and Thursday: 2:30 – 4 PM
 - Academic mentoring is on a drop in basis in the library or assigned if necessary.
6. Learning Connections (Advanced Academics) – Online Learning
- a. Use Learning Connections formerly Advanced Academics program for two main reasons:
 - Credit Recovery
 - Independent Study Program (Long Term)
7. Achieve 3000 – Focus on Literacy
- a. Focus on literacy
 - All teachers committed to becoming reading teachers.
 - b. Students are given the level-set assessment during the first three weeks to determine their lexile level.
 - c. Once lexile level is determined all articles assigned by teachers are differentiated to each student's lexile. No matter what the content all students will be able to access the content.
 - d. 5 Step Literacy Routine
 - Opinion Poll
 - Read Article
 - Activity (Reading Comprehension)
 - Opinion Poll
 - Thought Question
 - e. If students and teachers use the program to fidelity we will see at least one level increase for every 40 articles completed.
 - f. Provide parents with resources to access Achieve 3000 at home
8. Advancement Via Individual Determination (AVID)
- a. Targeted freshman students who are below proficiency in English and/or math.
 - b. University Visits
 - Sacramento State University, UC Davis, Stanford
 - c. Curriculum
 - Cornell Notes

- Test taking strategies
- Organization
- Tutoring opportunities
- Writing strategies
- d. Achieve 3000
 - 98% of students participating have moved up at least one lexile level

9. CAHSEE Support

- a. Target: 11th and 12th grade students who have not passed either English or math sections of the CAHSEE.
- b. 10th grade students who failed English 9 or Algebra 1
- c. Curriculum: Revolution Prep

10. ELD Support Program

- a. ELD Placement
 - CELDT Data
 - Previous Year English Grade
 - CAHSEE Results
- b. Tutoring
- c. Provide students with ELD 2 and ELD 3 Course
- d. Provide students with English SDAIE Course

Closing the Achievement Gap – Goals for Providing and Ensuring Equal Access to Academically Low-Achieving Students

Over the course of the last two decades, data on the achievement of racial minority students, in particular African American and Hispanic students, indicate that many have performed below the achievement levels of other students nationwide. At CVCHS, we are committed to decreasing these disparities. We strongly believe that we can meet our goals for providing and ensuring equal access to academically low-achieving students and those who are members of ethnic groups underrepresented in colleges and universities.

At CVCHS we have been able to:

- Enroll all students in rigorous academic programs that prepare them for success in higher education, career and adult life without the need for remediation
- Ensure that the teacher/student ratio is such that effective instruction and learning results are maintained.
- Strongly encourage parent/guardian participation in intervention for students who drop below a C average
- Provide for flexible scheduling
- Allocate resources to provide the necessary support for low-achieving students

- Support existing programs while developing additional programs to meet currently identified and future student needs
- Maintain high expectations that all students can and will learn to read, think critically, and synthesize material from a variety of sources to make informed decisions
- Target instructional resources to raise achievement among historically underrepresented students to achieve proficient or higher in mathematics, to successfully complete upper level mathematics courses, and to pass the California High School Exit Exam
- Provide ongoing professional development and coaching to help certificated personnel understand and use specific instructional strategies to meet the needs of diverse learners, and support certificated personnel as they become reflective practitioners
- Monitor progress through CAASPP, Grades, CAHSEE, and other valid assessment programs

Students with Disabilities

Overview

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

The Charter School is currently an independent local educational agency (“LEA”) member of the El Dorado County Special Education Local Plan Area (“SELPA”) in accordance with Education Code Section 47641(a). Our professional relationship with the El Dorado SELPA has been very positive and supportive.

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

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Services for Students Under the “IDEIA”

The following description regarding how special education and related services are provided and funded is included below for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Renewal Petition, and is not binding on the County. The specific manner in which special education and related services is provided and funded is set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU is available to the County upon request.

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

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

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School is responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School 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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

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

determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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

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

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

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

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

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

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

ELEMENT 2

Measurable Student Outcomes

The measurable pupil outcomes identifies 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.

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

As our overall outcome objective, Clayton Valley Charter High School intends for its students to meet or exceed achievement levels of similar populations of students. In accordance with the ESLRs, every student who graduates from CVCHS will succeed in education, their personal lives, and in the world.

As a public charter school, we recognize and accept a heightened accountability for reaching ambitious standards for student achievement.

CVCHS shall meet all statewide standards and conduct student assessments required pursuant to Section 60605 of the California Education Code and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools. CVCHS shall strive to meet its API growth targets and AYP under the Elementary and Secondary Education Act (ESEA). Courses will continue to meet a-g requirements of the University of California and California State University systems and meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges (WASC).

CVCHS has clearly defined schoolwide and student outcome goals in compliance with California Education Code sections 47605.6(b)(5)(B) and 52060(d). Accomplishments in each of the goals and outcomes directly support our mission to unite our stakeholders, including students, teachers and staff, parents, and community members, in a common goal to diligently prepare all students for success in the 21st Century. We believe in instilling timeless principles and fostering a culture of excellence with **RIGOR, RELEVANCE & RELATIONSHIPS**.

CVCHS will continue to examine and refine details of student outcomes to reflect any changes to state or local standards and better serve our school mission, students and community.

Focus Area # 1: Implement curriculum, instruction, and assessment reflective of Common Core State Standards, College and Career Readiness, and 21st Century Skills.

- Provide professional development
- Prepare departments to deliver instruction consistent with Common Core State Standards
- Prepare benchmark exams to assess student mastery
- Use benchmark and Common Core State Standards testing to inform instruction

Rationale: While our students are demonstrating dramatically increased mastery of California State Standards, we are aware that Common Core State Standards and testing is imminent, and that to be successful and competitive, our students must meet the challenges inherent in the Common Core State Standards and in the 21st Century Rigor and Relevance Framework.

Related State and Local Priorities:

- S1 – Basic Services
- S2 – Implementation of State Standards
- S4 – Pupil Achievement
- S5 – Pupil Engagement
- S7 – Course Access
- S8 – Other Pupil Outcomes
- Local – Rigor/Relevance Framework

Growth Targets:

- SBAC results reflect mastery by 75% or more students.
- All students use Naviance to the degree necessary to make informed decisions regarding post-secondary endeavors.
- All seniors graduate a-g ready.
- All students read at grade-level or higher.

TASK	RESPONSIBLE PERSON OR ENTITY	RESOURCES	TIMELINE	MEANS TO ASSESS PROGRESS	MEANS TO REPORT
1. Facilitate transition to Common Core State Standards (CCSS) and improve literacy across all disciplines	<ul style="list-style-type: none"> Administrative team 	<ul style="list-style-type: none"> Contra Costa County Office of Education CDE SBAC (Smarter Balanced Assessment Consortium) 	<ul style="list-style-type: none"> 2012-2013 school year Ongoing 	<ul style="list-style-type: none"> Performance on Common Core aligned formative assessments Performance on Smarter Balanced quarterly benchmarks PLC analysis Administrative team analysis 	<ul style="list-style-type: none"> SBAC results PLC analysis of common rubrics Administrative analysis of curriculum and instruction
2. Procure high quality CCSS-aligned instructional guides, instructional maps, and resources	<ul style="list-style-type: none"> Administrative team 	<ul style="list-style-type: none"> Contra Costa County Office of Education CDE SBAC Private education organizations 	<ul style="list-style-type: none"> 2014-2015 school year 	<ul style="list-style-type: none"> Performance on Common Core aligned formative assessments Performance on Smarter Balanced quarterly benchmarks PLC analysis Administrative team analysis 	<ul style="list-style-type: none"> School Budget Governing board minutes
3. Implement CCSS	<ul style="list-style-type: none"> Administrative team 	<ul style="list-style-type: none"> Contra Costa County Office of Education 	<ul style="list-style-type: none"> 2014-2015 school year 	<ul style="list-style-type: none"> Performance on Common 	<ul style="list-style-type: none"> Administration

instructional guides and instructional maps effectively utilizing professional development		<ul style="list-style-type: none"> • CDE • SBAC • Private education organizations 	<ul style="list-style-type: none"> • Ongoing 	Core aligned formative assessments <ul style="list-style-type: none"> • Performance on Smarter Balanced quarterly benchmarks • PLC analysis • Administrative team analysis 	
4. Provide non-content specific (general) professional development on Common Core State Standards	<ul style="list-style-type: none"> • Administrative team 	<ul style="list-style-type: none"> • Contra Costa County Office of Education • CDE <ul style="list-style-type: none"> ○ Brokers of Expertise • SBAC • CSU and UC resources • Professional presenters 	<ul style="list-style-type: none"> • 2013-2014 school year • Ongoing 	<ul style="list-style-type: none"> • Attendance of Professional Development Sessions • Performance on Common Core aligned formative assessments • Performance on Smarter Balanced quarterly benchmarks • PLC analysis • Administrative team analysis 	<ul style="list-style-type: none"> • Administration • CDE
5. Provide content-	<ul style="list-style-type: none"> • Administrative team 	<ul style="list-style-type: none"> • Contra Costa County Office of Education 	<ul style="list-style-type: none"> • 2013-2014 school year 	<ul style="list-style-type: none"> • Attendance of professional 	<ul style="list-style-type: none"> • Administration

specific professional development on CCSS (e.g., Math and English) and Next Generation Science Standards		<ul style="list-style-type: none"> • CDE <ul style="list-style-type: none"> ○ Brokers of Expertise • SBAC • CSU and UC resources • Professional presenters • Additional workshops and conferences as needed 	<ul style="list-style-type: none"> • Ongoing 	development sessions <ul style="list-style-type: none"> • Performance on Common Core aligned formative assessments • Performance on Smarter Balanced quarterly benchmarks • PLC analysis • Administrative team analysis 	
6. Continue to facilitate implementation of highly effective instructional strategies as we transition to Common Core State Standards to ensure college and career readiness	<ul style="list-style-type: none"> • Administrative team 	<ul style="list-style-type: none"> • Contra Costa County Office of Education • CDE <ul style="list-style-type: none"> ○ Brokers of Expertise • SBAC • CSU and UC resources • Professional presenters • Additional workshops and conferences as needed 			
7. Provide	<ul style="list-style-type: none"> • Administrative 	<ul style="list-style-type: none"> • International Center 	<ul style="list-style-type: none"> • Summer 	Evaluation of the	<ul style="list-style-type: none"> • Administrative

professional development for comprehension and use of the Rigor and Relevance Framework, especially as relates to Quadrant D teaching	team	for Leadership in Education (ICLE)	Curriculum Institute (Summer 2013 – completed) <ul style="list-style-type: none"> • Throughout 2013-2014 school-year • Summer 2014 Curriculum Institute • Ongoing 	degree of the development and implementation of the Rigor and Relevance Framework and Quadrant D lessons <ul style="list-style-type: none"> • PLC analysis • Administrative walkthroughs and evaluations 	team
8. Send teams to Model Schools Conference, featuring Dr. Bill Daggett and the Rigor and Relevance Framework	<ul style="list-style-type: none"> • Administrative team 	International Center for Leadership in Education (ICLE)	June 28 – July 3, 2013 (completed) June 22 – 25, 2014	<ul style="list-style-type: none"> • In-service conducted by staff members on Rigor and Relevance Framework and Quadrant D teaching 	<ul style="list-style-type: none"> • Administrative team
9. Expand number of students enrolled in college and career academies, such as a Medical	<ul style="list-style-type: none"> • Administrative team • Academy coordinators 	<ul style="list-style-type: none"> • Existing academies on and off campus • California Partnership Academy (CPA) program through CDE 	<ul style="list-style-type: none"> • In process and ongoing 	<ul style="list-style-type: none"> • Master schedule • Student enrollment 	<ul style="list-style-type: none"> • Administration • Registrar

Careers Academy, Early College/IB Academy, Construction Academy, Culinary Academy, etc.					
10. Continue to integrate 21st century themes and skills into our content curriculum	<ul style="list-style-type: none"> • Administrative team • Departments 	<ul style="list-style-type: none"> • 21st Century skills website and resources 	<ul style="list-style-type: none"> • Curriculum Institute: Summer 2013 (completed) • 2013-2014 school year • Ongoing 	<ul style="list-style-type: none"> • PLC analysis • Administrative walkthroughs and evaluations 	<ul style="list-style-type: none"> • Administration • PLC's • Departments
11. Continue professional development to incorporate literacy skills (reading, writing, academic vocabulary, speaking) across all disciplines	<ul style="list-style-type: none"> • Administrative team • Departments 	<ul style="list-style-type: none"> • Contra Costa County Office of Education • CDE • Kate Kinsella • Steve Peha 	<ul style="list-style-type: none"> • Curriculum Institutes 2012 and 2013 – and upcoming 2014 • 2013-2014 school year • Ongoing 	<ul style="list-style-type: none"> • PLC Analysis • Administrative walkthroughs and evaluations 	<ul style="list-style-type: none"> • Administration
12. Continue to implement EdTech Institute	<ul style="list-style-type: none"> • Administrative team 	<ul style="list-style-type: none"> • CDE • Contra Costa County of Education 	<ul style="list-style-type: none"> • Summer 2013 (Completed) • Ongoing 	<ul style="list-style-type: none"> • PLC analysis • Administrative walkthroughs 	<ul style="list-style-type: none"> • Administration • PLC's • Departments

		<ul style="list-style-type: none"> • ISTE (International Society for Technology in Education) 		and evaluations	
13. Continue to implement the Marzano nine high-yield instructional strategies	<ul style="list-style-type: none"> • Administrative team • Departments 	<ul style="list-style-type: none"> • Robert Marzano website, webinars, and books • PD360 	<ul style="list-style-type: none"> • Began in 2012-2013 school year • Continued in 2013-2014 school year • Ongoing 	<ul style="list-style-type: none"> • PLC analysis • Administrative walkthroughs and evaluations 	<ul style="list-style-type: none"> • Administration • PLC's • Departments
14. Continue to implement and expand use of the Achieve3000 reading program	<ul style="list-style-type: none"> • Administrative team • Departments 	<ul style="list-style-type: none"> • Achieve3000 website and support 	<ul style="list-style-type: none"> • Piloted in 2012-2013 school year • Expanded in 2013-2014 school year • Ongoing 	<ul style="list-style-type: none"> • Use report of Achieve3000 • Improvement in students' lexile scores 	<ul style="list-style-type: none"> • Administration • PLC's • Departments
15. Implement Nextpert (CCSS lesson development portal)	<ul style="list-style-type: none"> • Administrative team • Departments 	<ul style="list-style-type: none"> • International Center for Leadership in Education 	<ul style="list-style-type: none"> • Spring 2014 • Ongoing 	<ul style="list-style-type: none"> • Use of Nextpert and quality of CCSS aligned lessons 	<ul style="list-style-type: none"> • Administration • PLC's • Departments
16. Continue professional development on effective problem-based and project-based	<ul style="list-style-type: none"> • Administrative team 	<ul style="list-style-type: none"> • International Center for Leadership in Education • Buck Institute 	<ul style="list-style-type: none"> • 2013-2014 School year • Ongoing 	<ul style="list-style-type: none"> • Assessment of projects 	<ul style="list-style-type: none"> • Administration • PLC's • Departments

instruction					
17. Implement Common Core assessments (Smarter Balanced)	<ul style="list-style-type: none"> Administrative team IT Coordinator 	<ul style="list-style-type: none"> CDE SBAC Contra Costa County Office of Education 	<ul style="list-style-type: none"> 2012-2013 school year and ongoing 	<ul style="list-style-type: none"> Number of successfully completed tests Student and teacher feedback 	<ul style="list-style-type: none"> Administration
18. Continue to facilitate the design and development of rubrics aligned to CCSS and SLO's	<ul style="list-style-type: none"> Administrative team PLC's Individual teachers 	<ul style="list-style-type: none"> Contra Costa County Office of Education SBAC CDE Private education organizations Other non-profit educational organizations 	<ul style="list-style-type: none"> 2013-2014 school year Ongoing 	<ul style="list-style-type: none"> Completed rubrics 	<ul style="list-style-type: none"> Administrative Team PLC's Departments
19. Implement necessary changes in response to SBAC technology readiness survey	<ul style="list-style-type: none"> Administrative Team IT Department 	<ul style="list-style-type: none"> SBAC Contra Costa County Office of Education IT Department 	<ul style="list-style-type: none"> By March 2014 	<ul style="list-style-type: none"> Reevaluation of SBAC Technology Readiness Ability to implement Smarter Balance Field Test effectively and efficiently 	<ul style="list-style-type: none"> Administration
20. Continue professional development	<ul style="list-style-type: none"> Administrative team 	<ul style="list-style-type: none"> SBAC CDE 	<ul style="list-style-type: none"> By March 2014 	<ul style="list-style-type: none"> Performance on Smarter Balance 	<ul style="list-style-type: none"> Administration

for teachers on computer adaptive testing				sample questions • Performance on Smarter Balance Field Test	
21. Train students on the expectations of Smarter Balanced item types	<ul style="list-style-type: none"> • Administrative team • Teachers 	<ul style="list-style-type: none"> • SBAC • CDE 	<ul style="list-style-type: none"> • By March 2014 	<ul style="list-style-type: none"> • Performance on Smarter Balance sample questions • Performance on Smarter Balance Field Test 	<ul style="list-style-type: none"> • Administration
22. Train students on computer adaptive testing	<ul style="list-style-type: none"> • Administrative team • Teachers 	<ul style="list-style-type: none"> • SBAC • CDE 	<ul style="list-style-type: none"> • By March 2014 	<ul style="list-style-type: none"> • Performance on Smarter Balance sample questions • Performance on Smarter Balance Field Test 	<ul style="list-style-type: none"> • Administration

Focus Area # 2: Close the achievement gap for our high-risk and lower performing student populations

- Provide professional development
- Increase parent participation among high risk subgroups
- Expand, develop, and implement comprehensive intervention programs
- Monitor and support student progress in meeting CVCHS academic requirements

Rationale: As evidenced by our 2012-13 API Growth and Targets Met report, even though our English Learners, Socioeconomically Disadvantaged, and Special Education students made significant growth, they represent our lowest performing subgroups with significant achievement gaps compared to other subgroups. CVCHS also recognizes that even within our higher performing subgroups, there are students in need of support.

Related State and Local Priorities:

- S1 – Basic Services
- S2 – Implementation of State Standards
- S4 – Pupil Achievement
- S5 – Pupil Engagement
- S7 – Course Access
- S8 – Other Pupil Outcomes
- Local – Close Achievement Gap

Growth Targets:

- Achieve CAHSEE pass rates to 97% for 2015-16 school year.
- Reduce number of students (English Learners, socioeconomically disadvantaged, Special Education, and all lower performing students) scoring below proficient as defined by SBAC.
- Reduce number of students receiving F's at the end of each semester by 5% annually.

TASK	RESPONSIBLE PERSON OR ENTITY	RESOURCES	TIMELINE	MEANS TO ASSESS PROGRESS	MEANS TO REPORT
1. Develop and expand summer school to target high-risk and lower	<ul style="list-style-type: none"> • Director of Student Services 	<ul style="list-style-type: none"> • Funding • Teachers and other staff • Texts and online materials 	<ul style="list-style-type: none"> • Starting in February 2014 with freshman registration and the CVCHS lottery 	<ul style="list-style-type: none"> • Attendance rate in summer school • Student demonstration of program 	<ul style="list-style-type: none"> • Director of Student Services to report to administration and governing

performing incoming freshman				improvement targets in both English and Math	board • Grades and credits for completion of intervention elective imputed in to CVCHS SIS program
2. Increase involvement of parents of our high-risk and lower performing students	• Director of Student Services	• Parent Nights • Informational meetings and workshops • Clerical support and translation services as required	• Fall 2013 • Ongoing	• Attendance sheets from meetings and workshops	• Director of Student Services reports to administration and the governing board
3. Implement with fidelity the Achieve3000 literacy program schoolwide	• Director of Student Services	• Program funding • Professional development from program provider in train the trainer model • Time for faculty training in implementation and data analysis	• Fall 2013 • Ongoing	• Student reports developed from Achieve3000	• Teacher reports to individual students • Student and parent online access to progress • Director of Student Services reports to administration
4. Continue to increase use and	• Director of Student Services	• Program Funding • Teacher Participation	• Winter 2012 • Ongoing	• Reduction in the D and F rates of students	• Report cards to parents • Updates given to

effectiveness of Saturday Bridge to Success program		<ul style="list-style-type: none"> • Clerical support for tracking and monitoring 			administration
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5. Enhance CAHSEE intervention support for students who have not passed or are in danger of failing CAHSEE	<ul style="list-style-type: none"> • Director of Curriculum and Technology 	<ul style="list-style-type: none"> • Development and placement of courses in master schedule • Technology funding and resources for implementation of online resources • Supplemental material as needed • Clerical and support staff as needed 	<ul style="list-style-type: none"> • Summer 2013 • Ongoing 	<ul style="list-style-type: none"> • CAHSEE pass rates 	<ul style="list-style-type: none"> • State reporting programs – individual and school reports from the state
6. Strengthen and expand AVID program for freshmen	<ul style="list-style-type: none"> • Director of Curriculum • Director of Student Services 	<ul style="list-style-type: none"> • Funding for professional development • Allocation of sections in the master schedule • Funding for program materials 	<ul style="list-style-type: none"> • Spring 2013 • Ongoing 	<ul style="list-style-type: none"> • Monitoring of AVID program using multiple measures, such as graduation rate, a-g completion, and college admissions data <i>(These are still in</i> 	<ul style="list-style-type: none"> • Directors report as needed to administration and governing board

		<ul style="list-style-type: none"> • Clerical support as needed 		<i>process of being defined and designed)</i>	
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7. Support and expand credit recovery options for students to make sure they are on track for graduation	<ul style="list-style-type: none"> • Director of Curriculum • Coordinator of Guidance and Collaborative Education 	<ul style="list-style-type: none"> • Funding for online recovery program • Funding for staff resources to track and monitor student progress • Clerical support to assist with confirming graduation status 	<ul style="list-style-type: none"> • Fall 2013 • Ongoing 	<ul style="list-style-type: none"> • Increased graduation rate 	<ul style="list-style-type: none"> • Local and state reporting of high school graduation rates
8. Implement ELD support to ensure ELD standards-based instruction occurs	<ul style="list-style-type: none"> • Director of Curriculum 	<ul style="list-style-type: none"> • Funding for professional development to support staff with differentiation • Fund sections as appropriate within the master schedule for ELD/ SDAIE as needed • Funding for resources and materials for students 	<ul style="list-style-type: none"> • Fall 2013 • Ongoing 	<ul style="list-style-type: none"> • CELDT test • Enrollment in ELD and SDAIE courses • Documentation on professional development 	<ul style="list-style-type: none"> • Director reports to administration and the governing board • State data on EL students

		<ul style="list-style-type: none"> • Funding for online support programs 			
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9. Provide additional math intervention support for targeted incoming freshmen in Algebra 1	<ul style="list-style-type: none"> • Director of Curriculum 	<ul style="list-style-type: none"> • Funding for sections as appropriate to cover math support classes in master schedule • Planning time and professional development to coordinate and implement the support program • Clerical assistance as needed 	<ul style="list-style-type: none"> • Fall 2013 • Ongoing 	<ul style="list-style-type: none"> • Student grades • Successful progression through college prep math sequence (a-g) 	<ul style="list-style-type: none"> • Administration
10. Refine and implement with fidelity the Targeted Case Management (TCM) program for high-risk and lower performing students	<ul style="list-style-type: none"> • Coordinator of Guidance and Collaborative Services 	<ul style="list-style-type: none"> • Clerical support to assist Targeted Case Managers in consistent and coherent implementation • Time for TCM's to work and maintain relations with students 	<ul style="list-style-type: none"> • Summer 2013 • Ongoing 	<ul style="list-style-type: none"> • Decrease in the numbers of students on TCM caseloads • Decreases in the number of D's and F's 	<ul style="list-style-type: none"> • TCM reports to administration

Focus Area # 3: Continue to implement and expand character development strategies and programs

- Provide opportunities for students to engage in character building
- Provide students opportunities for volunteering/community service
- Provide professional development

Rationale: According to the Josephson Institute's *Report Card 2012: The Ethics of American Youth*, there is significant work to be done to improve American children's ethics and moral character across a variety of areas, including overall moral behavior, tolerance of others, and engaging in academic honesty. These findings closely align with our own student survey conducted last year. As a result, we have made it part of our mission at Clayton Valley to focus intensely on character education.

Related State and Local Priorities:

- S3 – Parent Involvement
- S5 – Pupil Engagement
- S6 – School Climate
- Local – Character Education

Growth Targets:

- Reduction of reported acts of intolerance by 5% a year as reflected in CVCHS's student survey.
- Increase club participation by 5%.
- All students participate in school or community service by the end of their senior year.

TASK	RESPONSIBLE PERSON OR ENTITY	RESOURCES	TIMELINE	MEANS TO ASSESS PROGRESS	MEANS TO REPORT
1. Continue to implement Challenge Day for sophomores	<ul style="list-style-type: none">• Guidance department	<ul style="list-style-type: none">• Funding for Challenge Day training• Funding for	<ul style="list-style-type: none">• Fall 2013• Ongoing	<ul style="list-style-type: none">• Student participation• Student and community	<ul style="list-style-type: none">• Guidance department to administration as needed

to build respect for diverse life styles, cultures, and ideas		additional resources as required <ul style="list-style-type: none"> • Clerical support as needed • Substitute coverage for staff as necessary to participate 		feedback on effectiveness	
2. Continue to expand tolerance for diverse cultures and build global awareness through world language and history classes	<ul style="list-style-type: none"> • History and World Language teachers 	<ul style="list-style-type: none"> • Professional development • PLC discussions and activities • Funding as necessary to provide proper resources • Resources for community activities designed around global awareness 	<ul style="list-style-type: none"> • Spring 2014 • Ongoing 	<ul style="list-style-type: none"> • Student and teacher participation 	<ul style="list-style-type: none"> • Teacher reports to PLC's and administration
3. Expand activities of Link Crew and Renaissance classes	<ul style="list-style-type: none"> • Director of Student Services • Link Crew • Renaissance staff 	<ul style="list-style-type: none"> • Link Crew • Renaissance staff and students 	<ul style="list-style-type: none"> • Fall 2013 • Ongoing 	<ul style="list-style-type: none"> • Student and teacher participation • Improved climate and culture on campus • Student surveys 	<ul style="list-style-type: none"> • Director of Student Services reports to key stakeholders
4. Expand scope	<ul style="list-style-type: none"> • Guidance 	<ul style="list-style-type: none"> • Funding for Red 	<ul style="list-style-type: none"> • Fall 2013 	<ul style="list-style-type: none"> • Student 	<ul style="list-style-type: none"> • Guidance

and focus of Red Ribbon Week to say no to drugs and bullying	department	Ribbon week activities <ul style="list-style-type: none"> • Funding for Red Ribbon Week promotional materials • Clerical support as required to assist guidance department in implementation of Red Ribbon Week program 	<ul style="list-style-type: none"> • Ongoing 	participation in Red Ribbon week activities <ul style="list-style-type: none"> • Reduction in number of school offences related to drugs, alcohol, and bullying 	department and Director of Attendance and Discipline reports
5. Expand character education curriculum	<ul style="list-style-type: none"> • Administration • Guidance department 	<ul style="list-style-type: none"> • Time for administration to review programs and visit participating schools • Funding for on-site presentations of highly effective programs 	<ul style="list-style-type: none"> • Spring 2014 • Ongoing 	<ul style="list-style-type: none"> • Adoption of schoolwide character education curriculum • Student and community awareness and understanding of program • Student participation 	<ul style="list-style-type: none"> • Administration reports to key stakeholders
6. Develop and build comprehensive character components focused on	<ul style="list-style-type: none"> • Director of Student Services • Freshman Transition Program 	<ul style="list-style-type: none"> • Funding for professional development • Time for staff to facilitate program 	<ul style="list-style-type: none"> • Summer 2013 • Ongoing 	<ul style="list-style-type: none"> • Tracking of freshman participation • Improvement of climate and 	<ul style="list-style-type: none"> • Director of Support Services reports to key stakeholders

positive citizenship in our Freshman Transition program	Coordinator	<ul style="list-style-type: none"> • Funding as necessary for program resources 		culture on campus <ul style="list-style-type: none"> • Student surveys 	
7. Expand opportunities for volunteer service	<ul style="list-style-type: none"> • Administration • Guidance department • Teachers 	<ul style="list-style-type: none"> • Public Service Academy • Parent Faculty Club • Clayton Business and Community Association • Local service organizations 	<ul style="list-style-type: none"> • Spring 2014 • Ongoing 	<ul style="list-style-type: none"> • Tracking of student volunteer hours 	<ul style="list-style-type: none"> • Registrar on report card

E L E M E N T 3

Methods of Assessing Pupil Progress Toward Meeting Outcomes

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

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

Our Underlying Beliefs Regarding Student Assessment

We believe assessment of student progress is a necessary tool for teacher growth and school wide improvement. Student needs have outgrown the traditional models of student assessment: multiple choice tests, end-of-year assessments, publisher produced unit tests, etc. At CVCHS, multiple forms of assessment are used to measure student achievement and progress. We believe that students value assessment tasks they perceive to be real: assessment tasks that present challenges to be taken seriously, not only for the grades at stake, but also for the nature of the knowledge and skills they are expected to demonstrate. Assessment tasks that students perceive to be trivial, superficial, or arbitrary are less likely to evoke a strong commitment to study.

We believe our students should be able to demonstrate their knowledge in a variety of ways in formative as well as summative assessments. It is therefore necessary we assess student progress over a period of time to create a valid profile of student performance.

Assessment

CVCHS believes that student progress in meeting standards should be determined through multiple measures that are valid, reliable, and fair. Regular and accurate assessment of student progress in mastering grade-level standards is essential to the success of the instructional program and ensures quality education for all students. Classroom and school assessments are based on academic content that every student has had the opportunity to learn and master. Administrators and faculty are aware of and apply appropriate, legal accommodations and modifications for testing students with special needs, including English language learners and students with disabilities. Decisions about instruction will be driven by assessment data. In order to allow faculty the ability to make effective instructional decisions, qualitative and quantitative data will be current, easily retrieved, analyzed, and understood. The data will be used to improve instruction and not to punish students or staff.

Intervention

Students have access to targeted intervention programs that are standards-aligned. Student placement in such programs is based on specific, recent data about student progress. Student progress is frequently assessed, and clear exit criteria are set and applied.

Forms of Assessment

Assessment methods for measuring the outcomes described in Element 2 are described in the charts contained in Element 2, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. The Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element 2, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605.6(b)(5)(C).

CVCHS will meet all statewide standards and will 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.

In order to support our instructional program and meet our identified student outcomes, assessment measures will take various forms:

Statewide Testing

As one method of measuring student progress, assessments will be conducted pursuant to Education Code Section 47605(c)(1). As such, CVCHS will provide tests applicable to non-charter schools within the CAASPP assessment system for each grade (e.g., the Smarter Balanced Assessments, the California Standards Test (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA)), the Physical Fitness Test (PFT), the California High School Exit Exam (CAHSEE), and the California English Language Development Test (CELDT).

California High School Exit Exam (CAHSEE)

Passing scores on the CAHSEE are a state graduation requirement. CAHSEE results are used to determine whether students are progressing in their programs of instruction and to identify students needing intervention.

Performance Assignments

Performance assignments are projects, papers, or tasks that require students to produce or create a product. We believe students study more effectively when they know what they are working toward. Students value, and will come to expect, transparency in the way their

knowledge will be assessed; they wish to see a clear relationship between classroom tasks and their assessments. They wish to know how grades are determined and expect timely feedback that (a) explains the grade they have received, (b) rewards their achievement as appropriate, and (c) offers suggestions for improvement.

Collaborative Scoring

At CVCHS, teachers are problem solvers and collaborators, just as students are. Throughout the year, teachers meet to score and calibrate results of student work. We aim to develop a school culture that focuses on powerful teaching and learning. Collaborative assessments are tools for teachers to discuss best practices and improve their teaching.

To ensure that all statewide performance standards are met and to ensure continual evidence of student learning, CVCHS shall conduct testing pursuant to Education Code Section 47605 (c) as well as its own evaluation processes. Grading will be by criteria already in place. Students will be assessed in each of the core academic skill areas by a combination of assessment tools that may include, but are not limited to, the following:

1. Standards-Based Skills (California State Content Standards)
 - a. Assessments:
 - i. California High School Exit Exam (CAHSEE)
 - ii. California Standards Test
 - iii. Teacher evaluation and assessment
 - iv. Senior Project
 - v. School wide/department/teacher standards-based assessments developed collaboratively within the school itself
 - vi. Student self-assessments
2. Completion of University of California (UC) and California State University (CSU) a-g requirements
3. Adequate Yearly Progress (AYP): The statewide accountability system mandated by the No Child Left Behind Act of 2001, used by the state and federal government to determine CVCHS annual progress
4. Academic Performance Index (API): Used to compare the position of CVCHS with that of other schools in the state and to track the growth of CVCHS overall and its reportable subgroups
5. College Board Advanced Placement (A.P.) Exams

Use of Data to Inform the CVCHS Educational Program

CVCHS has adopted a data management system called Illuminate. Assessment data shall be managed through the data management system. Teachers will be trained to create benchmark assessments and produce reports on assessment results which will ultimately be used by individual teachers to form instruction in the classroom. Data reports will also be shared

amongst departments and school wide to improve instruction school wide to one or more targeted students in need.

School Accountability Report Card (“SARC”) and Local Control and Accountability Plan (“LCAP”)

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

Annual Parent Survey

CVCHS compiles survey results gathered at the end of each school year where parents evaluate their child’s educational experiences. The survey asks parents to measure satisfaction in categories such as overall student growth (academic and social), satisfaction with program offerings, how well CVCHS fulfilled its mission and vision, and overall parent satisfaction. Results are reported to the County and published in the SARC. Results are also used to support school policy, matters of curriculum, and help identify future goals.

Annual Performance Report

Upon request, CVCHS will provide to the County a yearly performance report that may include the following information:

- Summary data showing student progress toward the goals and outcomes listed above. This data will be displayed on both a charter school wide basis and disaggregated by reportable subgroups to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies set forth by the CVCHS Board of Directors during the year.
- Data on the parent involvement in the Charter School’s governance (and other facets of the Charter School) and summary data from a yearly parent satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications, including copies of credentialing, proof of fingerprinting and background checks, and TB testing.
- A copy of the Charter School’s health and safety policies and any major changes to those policies during the year.
- Data showing whether CVCHS implemented the means listed in the charter to strive to

achieve racially and ethnically balanced student population.

- A comprehensive view of the Charter School's admissions practices during the year. This will include information regarding the numbers of students enrolled, children on waiting lists and the students expelled and/or suspended.
- Analyses of the effectiveness of the Charter School's internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints.
- Any other information regarding the educational program, the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.

CVCHS shall comply with the County's requests regarding the content, evaluation criteria, timelines and process for the annual performance report. CVCHS will use the data in the performance report to assess and improve upon its educational programming as deemed necessary.

County Visitation/Inspection

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

Response to Inquiries

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

E L E M E N T 4

Governance Structure

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

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

Non Profit Public Benefit Corporation

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

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

Attached for reference are the CVCHS Articles of Incorporation (Appendix G), Bylaws (Appendix H), and Conflict of Interest Policy (Appendix I).

Clayton Valley Charter High School Board of Directors

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

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

Board Meetings and Duties

The Board of Directors meets regularly (generally at least once a month) and in accordance with the Brown Act. The Board is fully responsible for the oversight of operation and fiscal affairs of the CVCHS, including, but not limited to, the following:

- Strategic planning
- Annual budget development and approval
- Fiscal oversight;
- Hiring, supervision, evaluation, discipline, and dismissal of the Executive Director and hiring, discipline and dismissal of all other employees upon the recommendation of the Executive Director
- Adoption of the School calendar
- Oversight of curricular and extra-curricular programs;
- Approval of community service programs
- Approval of graduation requirements
- Oversight and adoption of policies regarding School facilities and safety
- Oversight and adoption of policies regarding student behavior and performance including but not limited to academic achievement and mitigation, attendance, dress and decorum, maintenance of a clean campus, open campus and other privileges, participation in extracurricular activities, and discipline proceedings
- Maintenance of strong School-community relations
- Regular measurement of progress toward pupil outcomes
- Approval of all contractual agreements
- Approval and monitoring of the implementation of general policies of the Charter School

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

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

CVCHS shall abide by an adopted Conflict of Interest Code which complies with the Political Reform Act, Corporations Code conflict of interest rules, and which shall be updated with any applicable conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix I.

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

Board Composition and Terms

The Board of Directors shall consist no less than nine (9) and no more than ten (10) directors, unless changed by amendments to the bylaws, and include the following stakeholder members:

- Two (2) Certificated Teacher Representatives
- Two (2) Parent Representatives
- Two (2) At-large Representatives
- One (1) Classified Staff Representative
- One (1) Retired Teacher Representative
- One (1) Administrative Staff Representative (other than the Executive Director)

Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

As limited by the Corporations Code, no more than 49% of the CVCHS Board of Director positions can be held by “interested” parties and should legislation, regulatory action or court decision impact the legality of the Board’s composition, CVCHS shall amend its composition to align with applicable law.

Board of Directors’ Qualifications

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

- Certificated Teacher Representatives: Must be currently employed by CVCHS and, if applicable, may be a member of the respective bargaining unit at CVCHS.
- Classified Staff Representative: Must be currently employed at CVCHS
- Administrative Staff Representative: Must be currently employed at CVCHS and, if applicable, may be a certificated counselor or school psychologist.
- Parent Representatives: Must be a parent of a currently enrolled CVCHS student.
- At-large Representatives and Retired Teacher Representative: Must be committed to the mission and vision of CVCHS, and meet one of the following criteria:
 - Community member with direct familiarity with CVCHS history and goals;
 - Former educator with direct familiarity with CVCHS history and goals; or
 - Experience in education, strategic planning, staff development, board relations, financial management, and organizational leadership

Note: The At-large Representative, Retired Teacher Representative, and Parent Representative must not be an “interested person” as defined in the bylaws in Article VII, Sec. 6.

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

Board Meetings

The Board of Directors shall meet monthly or more often as needed. Decisions of the Board will be determined by vote, with the will of the majority prevailing as further defined in the bylaws.

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

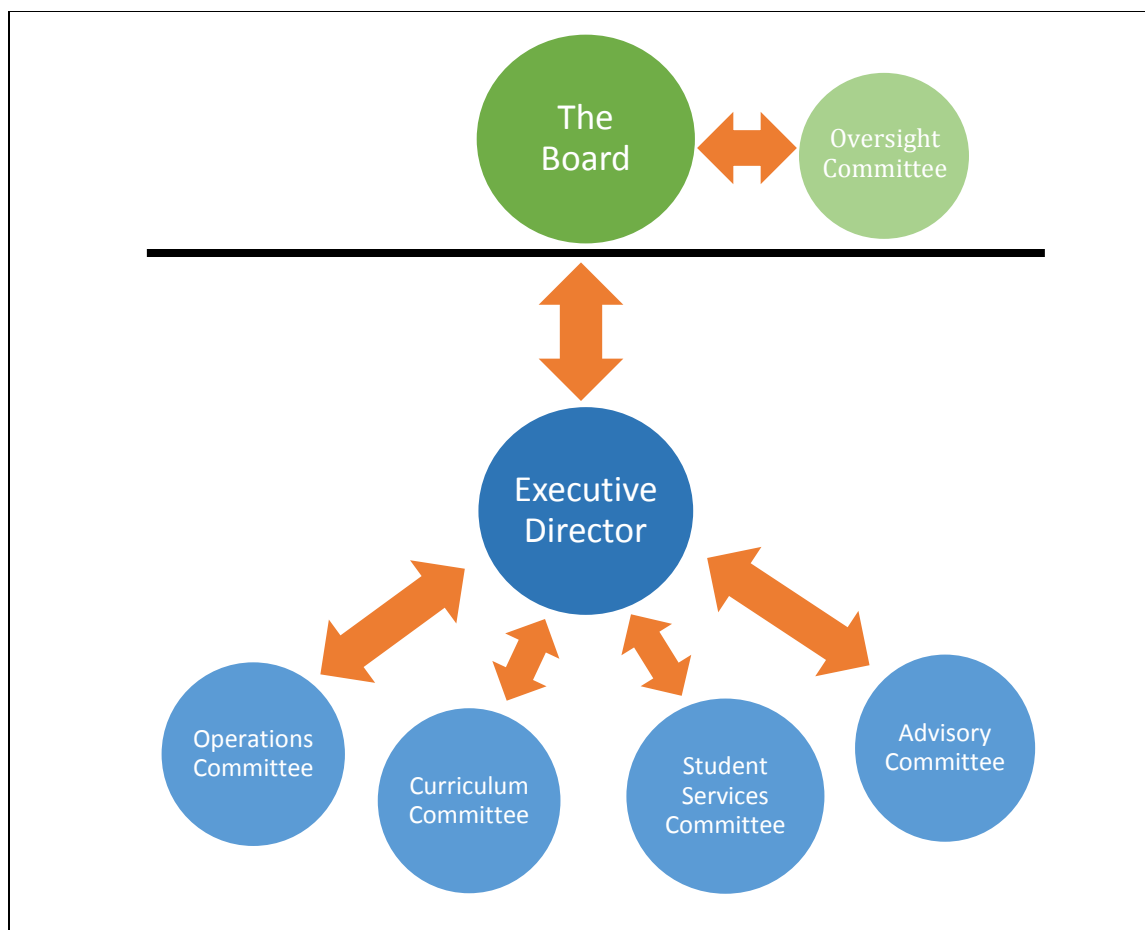
The CVCHS Board of Directors, and all applicable committees, shall conduct meetings in accordance with the Brown Act. Meeting agendas will be posted at least 72 hours prior to regular meetings on the school website and in hardcopy on campus. Meeting minutes will be posted on the website following approval. Other notifications may include media outlets as required by law, CVCHS social media, and upon request, mailers to local community agencies and feeder schools when appropriate. Parents who make their e-mail addresses available to the school will receive meeting notices, Board actions, and minutes following the meetings.

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

Committees

CVCHS believes that we best serve our students with a distributive leadership structure. We encourage faculty, staff, parents, students, and administrators to bring their concerns and ideas to one or more committees, through attending and participating in committee meetings, and submitting written proposals to the committees.

In order to clearly delineate the roles of various committees, if established, the following organizational chart is helpful:



The circles in green above the black line represent the governance of the school and will work to evaluate “how well” we are accomplishing the goals of the charter. The circles in blue below the black line represent the management of the school with the Executive Director being the single point of contact for the Board. The Executive Director is responsible for managing the “how will” questions of school operation. Both the Board and the Executive Director may choose to create committees to support them in their work.

Oversight Committees

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

CVCHS shall further strengthen budgetary and governance oversight by creating standing oversight committees appointed by the Board of Directors. These committees will include a Governance Oversight and Fiscal Oversight Committee. The committees shall be comprised of various stakeholders including board members, certificated staff, administration, classified staff and community members. These committees shall invite any interested parties to attend and comment. The Board of Directors shall seek input from the Fiscal Oversight Committee and

administration in regards to adopting the school budget as a part of their responsibility to ensure the needs of the CVCHS are being addressed.

Changes to oversight committees (e.g., composition, purview, etc.) may be made at any time by the CVCHS Board and shall not be considered a material revision to the charter.

The Board of Directors shall clearly define the purpose of each oversight committee. Consistent with legal requirements, oversight committees will make it a practice to seek input of the stakeholders by publishing their meeting times and agendas and by communicating with the school community on a regular basis. Oversight committees need a quorum in order to conduct their business and each member of the oversight committee is a voting member.

The Board may establish Board policy on its own, or through recommendations by administration or oversight committees that will draft policy recommendations to submit to the Governing Board for approval. Policy recommendations may include the following: graduation requirements, curriculum, professional development, new construction, and use of facilities, budgetary policy, requirements for audits, dress code, attendance policy, special student programs, and student discipline.

Advisory Committees

Any of the Executive Director's committees will be known as *advisory* committees. The Executive Director may create advisory committees that support the work of the administration. These committees shall serve the defined purpose for which they are created.

The suggested advisory committees are as follows:

- Curriculum and Instruction: Curriculum, instructional delivery, professional development, graduation, and technology. All academic department chairs or their designees are required to serve on this committee.
- Student Services: School safety, security, attendance, and student needs
- Operations: Facility related matters such as new construction, policy on facilities rental, other plant improvements and policies, and scheduling matters such as calendar and bell schedules

All committees may work to draft recommendations that are in the areas of their purview and that do not conflict with provisions of collective bargaining agreements based on the input they receive from stakeholders.

Advisory committees may be asked to meet a minimum of once per month, or more often if necessary. In addition, a Cabinet may be formed including the chairs of each advisory committee, the Executive Director, and the Chief Business Officer. Cabinet members may meet once a month, or more often as necessary, and may be expected to attend Governing Board

meetings, Cabinet meetings, and their own advisory committee meetings to ensure school wide communication in decision making.

Changes to advisory committees (e.g., composition, purview, etc.) may be made at any time by the Executive Director and shall not be considered a material revision to the charter.

The Executive Director will clearly define the purpose of each advisory committee. That committee may seek input from affected stakeholders at CVCHS. All advice and recommendations of the advisory committee will be consistent with the authority granted by the Executive Director and the advisory committee's defined purpose. An advisory committee shall have no authority to act in contravention with the Charter School's charter or current bargaining agreements and shall not supersede or relieve any obligation by CVCHS to collectively bargain when legally required.

CVCHS shall continue to keep all staff members informed of appropriate developments and direction of the Board and Administration by setting aside time as appropriate during staff meetings. At this time, Cabinet members and/or other advisory committee members can report to the faculty and staff the activities of their groups, seek faculty and staff input, and promote school wide discussion of issues. This time will also provide any faculty or staff member the opportunity to update the entire group on developing events around the campus.

Committee Composition

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

Each advisory committee may be comprised of certificated, classified, and administrative staff members; parents; students; and other stakeholder members.

All members of each committee (advisory or oversight) are voting members. A quorum is required to make a recommendation on any issue. If advisory committee members must be absent from a meeting, they may send a designee from their constituency group to vote in their absence as long as the advisory committee chair is notified in advance of the identity of the designee.

The Executive Director

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

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

- Ensure the Charter School enacts its mission and complies with its charter
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter School 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 the School
- 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 Charter School Board of Directors and/or the County
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote the Charter School in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development ;
- Attend County Administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested by the County
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the School annual performance report, the SARC, and the LCAP
- Present independent fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present audit to the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

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

Amending the Governing Structure

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

Parental Involvement

In addition to the parent representative positions on the CVCHS Board of Directors, parents are encouraged to participate on one or more committees. Additionally, parents are strongly encouraged to be involved in and participate in CVCHS activities. The Executive Director and/or his or her designee shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at Governing Board meetings; participation in the planning of, or attendance at, fundraising or Academic/Arts Events; or, other activities. No child will be excluded from CVCHS or school activities due to the failure of his or her parent or legal guardian to participate, but we will encourage parents to be involved in the educational program of their children and to participate in governance through membership on one or more committees and/or the Board of Directors.

Annual Parent/Student Survey

CVCHS shall complete an annual satisfaction survey of all students and staff members. The survey should assess both student learning and staff working conditions including issues such as equity, bias, safety, school connectedness, and work climate. CVCHS shall include a companion student survey (e.g., the California Healthy Kids Survey) that provides student self-reported data to compare with staff perceptions. Survey results shall be shared with the Board of Directors as a tool to guide policy, budget and administrative planning.

ELEMENT 5

Employee Qualifications

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

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

Beliefs

CVCHS is driven by its Mission Statement:

The mission of Clayton Valley Charter High School (CVCHS) is to unite our stakeholders, including students, staff, parents, and community members, in a common goal to diligently prepare all students for success in the 21st Century. We believe in instilling timeless principles as well as searching out innovations and best practices in education in order to foster a culture of excellence with ***RIGOR, RELEVANCE & RELATIONSHIPS.***

Code of Professionalism

All members recognize the magnitude of the responsibility being accepted in the field of education. In order to ensure the effectiveness of our programs and the success of students in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Qualifications, Selections, Duties, And Evaluation Of Staff

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

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

Qualifications

Administrative Team

Administrators at CVCHS should possess:

- An educational vision that is consistent with the school's mission and educational program
- A global frame of reference
- Leadership abilities such as public speaking, motivational skills, relationship building, skills in hiring, mentoring, and coaching to maximize their full potential
- Technological and data experience
- Business and legal experience

The most important criteria for Administrator candidates include the following:

- M.A. degree or equivalent
- Teaching credential
- Minimum of five years teaching experience
- Administrative Services Credential (or Student Services credential with the Administrative Services Credential earned within two years for the Director of Counseling)
- Positive references from most recent employment, college, or grad school
- Evidence of educational experience after college

Teachers

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

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.

CVCHS teachers and paraprofessionals shall meet all applicable 'highly qualified' requirements under the Elementary and Secondary Education Act ("ESEA").

The most important characteristics of teachers are:

- Professionalism
- Effective classroom management skills
- Commitment to lifelong-learning and professional development
- Ability to work cooperatively and collaboratively with the school community
- Expertise in at least one subject
- Critical constructive thinking
- Demonstrable effectiveness in teaching
- Productive use of technology
- A willingness to take responsibility and exercise leadership for the school as a whole

Although we expect our teachers to have additional qualifications, the minimum criteria for consideration include the following:

- B.A. or B.S. degree
- Subject matter competence (as evidenced by degree, subject waiver/course work, CSET, or work experience)
- Passing of CBEST and possession of credential
- Completion of a teacher-training program at an accredited university
- Evidence of educational experience after college, if applicable (i.e. fellowships, graduate work, etc.)
- Evidence of successful classroom teaching experience, if applicable

Exceptions to the above qualifications may be made by the Executive Director for hiring staff in special areas as long as Education Code Section 47605(l) is followed.

Credentials will be maintained on site and monitored on an ongoing basis by the Executive Director. The Human Resources Manager will maintain a database. Monthly reports will be generated to check for credential expiration status. Reminder notifications will be sent to individuals three months prior to credential expiration date. The Human Resource Manager will print hard copies of credentials from the California Commission on Teacher Credentialing Website and keep the file on site.

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

Non-teaching personnel such as school counselors, coordinators, deans, school psychologists, speech pathologists, and school social workers will possess appropriate credentials for the specific positions, such as Student Personnel Services credential for Counselors, a Professional Clear credential for Deans and coordinators, a Health Services credential for school nurses, or an appropriate California state license for a school psychologist or school social worker.

Candidates for these positions will have evidence of adequate professional training and/or experience. A bachelor's degree is required for all positions. Desirable qualifications would

include a Masters (required for school psychologist and school social worker) or higher degree with full clear credentials/licenses for the appropriate field.

In special circumstances, exceptions to the above qualifications may be made by the Executive Director for hiring non-teaching certificated staff such as counselors from another state with adequate professional training who are qualified to receive a California credential within a reasonable amount of time after being employed.

Non-Teaching Employees

Non-teaching employees, including office staff, maintenance staff, custodial staff, grounds-keeping staff, food service staff, aides, and paraprofessionals, serve in support roles to keep the school operating efficiently. If we receive Title I funding, we will ensure paraprofessionals are highly qualified under the ESEA, as applicable to charter schools. The following will be required for all classified position candidates:

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

In addition, the following qualifications are required per position:

Clerical/Office Staff

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

Buildings and Grounds Workers

- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals
- Ability to write routing reports and correspondence
- Ability to add, subtract, multiply, and divide in all units of measure
- Ability to lift and move up to 50 pounds on a regular basis
- Ability to work efficiently and cohesively

Cafeteria Workers

- Knowledge of methods of preparing, producing, heating, cooking, and serving food

- Knowledge of food storage methods and basic arithmetic
- Ability to prepare, produce, heat, cook, and serve a variety of nutritious foods
- Ability to work rapidly, efficiently, and cohesively
- Knowledge of food safety

Special Education Assistants

- Possession of an AA Degree or minimum 60 units Post-Secondary Education
- Knowledge of general nature and causes of physical, mental, and emotional disabilities
- Ability to communicate and relate effectively with students
- Ability to speak English
- Time management skills
- Other certifications as called for within an individual student's IEP

Staff Member Selection

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

Selection Procedures

When teacher, administrator, or classified vacancies occur, CVCHS staff will receive preference on open positions. The CVCHS administration will establish an ad hoc Hiring Committee that shall:

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

The ad hoc Hiring Committee shall consist of stakeholder representatives including the Department Chair or designee.

Process

Candidates should submit the following for consideration:

- Resume detailing educational experience, membership in professional organizations, and other relevant information

- Letter(s) of recommendation from previous Principals, Department Chairs, immediate supervisors, and/or colleges attended (for newly certificated teachers) or other documentation relevant to assessing professional ability/aptitude

The ad hoc Hiring Committee will make its recommendation(s) for hire to the Executive Director who, in turn, may offer employment on behalf of the CVCHS Governing Board.

All staff applicants will be required to:

- Provide medical clearance (including TB test results within the most recent 90 days)
- Submit fingerprints for a background investigation (DOJ)
- Furnish a criminal record summary as required in E.C. 44237
- Provide proof of legal status
- Sign child abuse reporting requirement
- Sign drug-free environment requirement

Day-to Day Substitutes

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

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

Work Basis and Duties

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

Duties of the Executive Director

- Ensure the Charter School enacts its mission and complies with its charter
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter School 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 the School
- 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 Charter School Board of Directors and/or the County
- Identify the staffing needs of the school and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote the Charter School in the community and promote positive public relations and interact effectively with media
- Encourage and support teacher professional development
- Attend County Administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested by the County
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the School annual performance report, the SARC, and the LCAP
- Present independent fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present audit to the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, as necessary participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

Duties of the Administrative Team

- Supervise day-to-day operation of the school
- Implement the policies determined by the Board of Directors
- Oversee the instructional program
- Evaluate staff effectiveness
- Oversee the business practices of the school
- Provide effective communication with community/families
- Assist with scheduling

- Support students and staff in accordance with CVCHS Mission Statement, Vision, and established goals
- Support discipline of students
- Attend meetings of the Board of Directors and standing committees
- Report to Cabinet regarding all of the above

Duties of Teachers

- Provide a quality, enriching curriculum
- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom environment to reflect and facilitate the academic program
- Continue to work on professional growth
- Provide for open and professional communication with all members of the school community
- Adhere to all Charter School policies as established by the Board of Directors
- Support student discipline policies
- Support a safe environment through effective classroom management

Duties for Out of Classroom Support Personnel

- Provide a quality, enriching support program for students
- Provide continual assessment of student progress and maintain records
- Adhere to all Charter School policies as established by the Board of Directors

Duties for Classified and Other Personnel

- Office personnel will perform daily school business
- Other personnel will perform daily duties as described by individual job descriptions
- Continue to work on professional growth

Compensation

Salary Schedule

In order to attract and retain the most highly qualified teachers, CVCHS provides a competitive salary schedule. It is our intent to offer a salary and benefits package that is as good or better in value to MDUSD, and we have succeeded in this regard in the first three years. We will review and revise the compensation schedules as needed and where applicable, subject to collective bargaining agreement.

Differentials

Leadership, activity, and athletic differentials will be paid for assignments based on eligibility criteria and amounts.

Examples of Differentials:

- National Board Certified Teacher
- Degree differential (certificated and classified)
- Department chairs and instructional advisors
- Other instructional leadership positions
- BTSA and Induction program members
- Years of experience
- Post-Bachelor Degree Coursework

Additional categories may be developed. The number, type, and amount of differentials may be altered in the future by the CVCHS Board of Directors and, where applicable, subject to a collective bargaining agreement.

ELEMENT 6

Health and Safety

The procedures that the school will follow in order to ensure the health and safety of students and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

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

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

Fingerprinting and Background Checks

No employee shall be permitted to commence work at CVCHS until clearance has been obtained with the Department of Justice. Employees and contractors of CVCHS will be required to submit a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1 prior to commencing employment or the contracted position. 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.

The Executive Director of CVCHS shall monitor compliance with this policy and report to the CVCHS Board of Directors on a semiannual basis. A Board designee shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers not under the direct supervision of a credentialed employee shall be fingerprinted and receive background checks through local law enforcement prior to volunteering without the direct supervision of a credentialed employee.

Drug Free/Alcohol Free/Smoke Free Environment

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

Immunizations

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

Tuberculosis Testing

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students and as additionally required by Education Code Section 49406.

Administration of Medication

In the presence or absence of trained nursing personnel, all medicines will be administered to students pursuant to California Education Code 49423 and Title 5 of the California Code of Regulations, Division 1, Chapter 2, Subchapter 3, Article 4.1.

Hearing, Vision, and Scoliosis Screening

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

Blood Borne Pathogens

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

School Safety

CVCHS maintains a Safe School Plan. CVCHS enhances school safety through use of campus security supervisors and collaboration with the Concord Police Department and their School Safety Officers and other First Responders. CVCHS will continue to upgrade the campus surveillance camera system. In addition, CVCHS will conduct required as well as other emergency drills, such as lockdown and intruder on campus, to simulate emergency scenarios.

Emergency Preparedness

CVCHS maintains an emergency preparedness plan. This plan covers school procedures in the advent of natural disasters including but not limited to earthquakes, fires, and terrorist threats. To ensure that these procedures are carried out efficiently, staff are trained on emergency procedures, first aid, and CPR. Emergency preparedness exercises will be carried out at least once each school year. The school ensures the storage of water, food, and first aid supplies in each wing to last for a minimum of three days.

Facility Safety

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

The school's facilities comply with state building codes and/or the Field Act in accordance with Education Code Section 47610.5, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements and will maintain on file readily accessible records documenting such compliance.

Asbestos Management

CVCHS will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 73. AHERA requires any building leased or acquired to be used as a school or administrative building shall maintain an asbestos management plan.

Child Abuse Reporting

CVCHS staff are mandated child abuse reporters under state and federal law. It is CVCHS policy that all employees shall comply with California state law mandated reporting procedures. Reports of suspected child abuse are to be made to an official child protective agency and local law enforcement agency. These policies are incorporated as appropriate into the school's student and staff handbooks and are reviewed on an ongoing basis in the school's staff development efforts and Board policies.

Comprehensive Discrimination and Harassment Policies and Procedures

CVCHS is committed to providing a school that is free from discrimination and sexual harassment as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, age, medical condition,

marital status, sexual orientation, or disability. CVCHS has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school, including employee to employee, employee to student, and student to employee misconduct.

E L E M E N T 7

Racial and Ethnic Balance

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

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

Clayton Valley Charter High School is a diverse mix of nationalities and languages. CVCHS attempts to achieve a stable student population that represents the racial and ethnic diversity of the territorial jurisdiction of the Mt. Diablo Unified School District. Students can achieve the goal of becoming productive and well-rounded citizens in a multi-national world if they are educated in a multi-national environment.

To the extent that the population of CVCHS can be controlled under the constraints of current state law, which requires admission by public random drawing and preference in the case of a public random drawing for students residing in the former attendance area of Clayton Valley High School, CVCHS seeks to mirror as closely as possible the diversity of the Mt. Diablo Unified School District, including with regard to socio-economic status. In analyzing this data, we have met this objective and will continue to do so (see tables in Introduction Section of this charter).

For the past three years, CVCHS has enrolled students to capacity and maintains a large waitlist, including nearly 400 students for the 2014-15 school year. It is evident that the success of the school has warranted a very positive reputation in the community. Being that we are not increasing capacity, the vast majority of these students on the waitlist will never be enrolled at CVCHS. This can be an emotional and trying process and we do not wish to further increase our already growing waitlist by perpetuating an extensive outreach program until such time as the CVCHS Board of Directors takes action to increase the school's capacity.

If and when the capacity of CVCHS is increased beyond the numbers already on our waitlist, we will enact an outreach plan, which shall include, but not limited to, the following:

- Recruitment events in various geographical regions of the District; recruitment events will include presentations, recruitment tables, and pamphlet distribution.
- Documents disseminated at parent/school meetings, press releases, website announcements, orientations, tours of CVCHS. All written promotional materials developed by CVCHS shall be provided in Spanish and English and CVCHS will strive to offer translation at recruitment events subject to the availability of a translator.
- Written communications with respected community organizations.

- Articulation meetings with feeder middle schools and parents of matriculating students.

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

Federal Compliance

To the extent that CVCHS is a recipient of federal funds, including federal Title I, Part A funds, CVCHS agrees to meet all of the programmatic, fiscal, and other regulatory requirements of the ESEA and other applicable federal grant programs. CVCHS agrees that it will keep and make available to the County any documentation necessary to demonstrate compliance with the requirements of the ESEA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of ESEA include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

CVCHS also understands that as part of its oversight of the school, the County may conduct program review of federal and state compliance issues.

E L E M E N T 8

Admission Requirements

Admission requirements, if applicable.

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

Clayton Valley Charter High School will admit all students residing in California who wish to attend on a space available-basis as outlined in Education Code Section 47605(d)(2). With the exception of existing students, a public random drawing shall be used when admission requests exceed the available spaces. Preference will be given to existing students and to the students residing within the former Clayton Valley High School attendance area, as detailed below.

CVCHS will not charge tuition and will not discriminate against any student on the basis of race, color, gender, gender expression, gender identity, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or athletic performance or any other characteristic described in Education Code Section 220. CVCHS will not enroll students over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age. CVCHS will not require any student to attend the Charter School. CVCHS will be nonsectarian in its programs, admission policies, employment practices, and all other operations.

Admission Information

Enrollment in CVCHS should be an informed, carefully considered decision. As part of the enrollment process, students and parents or guardians are required to attend an information session and orientation to learn more about the educational program at CVCHS³. At these sessions, parents and guardians will learn about the CVCHS mission, education program, and teaching philosophy. In these meetings and workshops, CVCHS staff will explain the expectations for the parents and guardians to enable their students to comply with the school schedule and homework requirements, and opportunities for parents to participate in committees that help operate the school.

Parents and students are required to sign an agreement (“Student Contract”) that they will abide by CVCHS policies on academics, attendance, dress code, behavior codes, including suspension and expulsion provisions, and care of school property.

³ These sessions will be offered at multiple times to allow for flexibility to accommodate the schedules of parents/guardians. Translation will be available as needed to accommodate non-English speaking parents and reasonable accommodation will be offered for parents/guardians with disabilities.

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

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

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

1. Students who reside in the former attendance area of Clayton Valley High School, defined by law as both the local neighborhood and those geographic neighborhoods that are now sending and have traditionally sent students to Clayton Valley High School
2. Siblings of existing CVCHS students
3. Students who reside in the Mt. Diablo Unified School District
4. All other students residing in the State of California

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

Additional information on CVCHS admissions procedures may be found in the CVCHS Board Policy on Student Enrollment and Public Random Drawing (See Appendix J), as well as the Parent and Student Handbook, and on the CVCHS website.

E L E M E N T 9

Annual Independent Financial Audit

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

California Education Code Section 47605(b)(5)(l)

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

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

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

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

E L E M E N T 1 0

Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled.

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

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

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this 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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education

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

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 student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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 student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- 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 student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- 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 students 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 students 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 students 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code.
- w) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- 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.

y) Violation of the Student Contract.

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the student:

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

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, 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 student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- 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 student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- 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 students 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 students 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 students 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, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
- w) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- 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.
- y) Violation of the Student Contract.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by 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.

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 the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her

version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Executive Director's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Academic Work During Suspension

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

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

D. Authority to Expel

A student may be expelled either by the Charter School Board of Directors ("Board") following a hearing before it or by the Charter School Board 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 student or a Board member. 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 student has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

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

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

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

influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the 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, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable

risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will 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 student shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Students/Alternative Education

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

parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the student and guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The student's readmission is also contingent upon the Charter School'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

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to

the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or 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 the Charter School agree otherwise.

5. Special Circumstances

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

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

E L E M E N T 1 1

Retirement Systems

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

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

Mandatory Benefits for all Full-Time Staff Members

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

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

Health Benefits

CVCHS provides eligible employees with a comprehensive health benefits package.

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

STRS

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

PERS

All classified employees of CVCHS are covered by PERS. Employees and CVCHS contribute the required rate as designated by PERS. All withholdings are forwarded to the PERS fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. For instance, if an employee has worked for a district for five years and another four

years for CVCHS, he/she will have accumulated a total of nine years of service credit towards retirement from PERS. Social Security payments are contributed for all qualifying PERS members. PERS contributions are reported through the County.

PARS

CVCHS participates in the Public Agency Retirement System for non-PERS/STRS eligible part-time employees.

Illness/Vacation/Holidays/ Personal Necessity

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

Willie Brown

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

Seniority

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

ELEMENT 12

Attendance Alternatives

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

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

No student shall be required to attend CVCHS.

Students who choose not to attend CVCHS may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

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

E L E M E N T 1 3

Employee Rights to Return

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

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

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

All employees employed by CVCHS are considered employees of CVCHS and not of the District or County. Employment by CVCHS provides no rights of employment at any other entity, including any rights in the case of closure of CVCHS.

E L E M E N T 1 4

Dispute Resolution Process

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.

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

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

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

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

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

Procedures for Resolving Internal Complaints/Grievances

Grievance procedures shall be handled in accordance with approved complaint procedures and/or the applicable collective bargaining agreements. Attached as Appendix K please find the CVCHS Board-approved complaint procedures.

Internal disputes will not be brought to the County.

Uniform Complaint Procedures

CVCHS will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with CVCHS alleging its non-compliance with these laws or alleging any actions that would be prohibited by these laws. CVCHS will notify all of its students and employees of the name, office, address, and telephone number of the designated employee or employees.

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

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

E L E M E N T 1 5

Labor Relations

Employer Status and Collective Bargaining

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

California Education Section 4760(b)(5)(O)

CVCHS shall be deemed the exclusive public school employer of employees of the Charter School for the purposes of the Education Employment Relations Act ("EERA") as specified in Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the California State Education Code [47611.5(b)] and shall adhere to the EERA and any other applicable laws. In accordance with state law, CVCHS employees have the right to join organizations of their choice, to be represented by such organizations in their professional and employment relations with public school employers, to select one employee organization as the exclusive representative of the employees in an appropriate unit, and to afford certificated employees a voice in the formulation of educational policy.

E L E M E N T 1 6

Charter School Closure Procedures

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

California Education Code Section 47605(b)(5)(P)

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

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

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

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

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

As applicable, CVCHS will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational

Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All student records of CVCHS shall be transferred to the County upon CVCHS closure. If the County will not or cannot store the records, CVCHS shall work with the Contra Costa County Office of Education to determine a suitable alternative location for storage.

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

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

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

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

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

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

Miscellaneous Charter Provisions

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

California Education Code Section 47605(g)

Fiscal Autonomy and Budget Development

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

The business philosophy of CVCHS is entrepreneurial and community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a “better, faster, cheaper” and “in the best interest of the students” test. We will continue to investigate alternative funding sources such as grants specific to charter schools offered through the State and Federal government.

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

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

Budget and Cash Flow

Governing Law: *The petitioner or petitioners 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).*

Fiscal management has been a strength of CVCHS as is evidenced in our budget and cash flow, attached as Appendix L. Also of relevance, our fiscal policies help govern fiduciary responsibility and are attached as Appendix M.

Financial Reporting

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

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

CVCHS shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. In receiving this funding directly, CVCHS is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. CVCHS shall provide the County with all financial and related reports pursuant to established timelines, including enrollment attendance, to enable the County to meet its requirements by law. Notwithstanding CVCHS's expectation to receive Title I funding under Federal guidelines, said funding may not be forthcoming until CVCHS meets established criteria for a determined school year.

Revenue Flow/Depository/Accounting

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

All such revenue deposits will be recorded in the County's financial system. All expenditures, including payroll, will be drawn on the County Treasury, which enables the County's financial system to account for all revenue and expenditures. If CVCHS decides to replace the County

financial system with a comparable financial system, such system shall meet CDE reporting guidelines for charter schools, funds will be transferred from the County to the new system, and all revenues and expenditures will be recorded in the new system. Revolving accounts with a local financial institution may be established for day-to-day expenditures from the General Fund, Food Services, and other miscellaneous accounts. All expenditures over \$500.00 from local accounts will continue to require two signatures. Fiscal control procedures are adopted and maintained by CVCHS.

Attendance Accounting Procedures

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

Facilities

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

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

Insurance

CVCHS purchases and maintains general liability, workers compensation, directors and officers, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the County and CVCHS's insurer. The County Board of Education shall be named as an additional insured on all CVCHS policies. Evidence of the above insurance coverage is available upon request to the County.

Administrative Services

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

CVCHS is responsible for its own financial services (accounting, budgeting, and payroll) and personnel services. CVCHS currently contracts with Charter School Management Corporation

(CSMC), a business and development company specializing in charter schools, for administrative and “back office” services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS and PERS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

Any services from the County will be provided on a fee-for-service basis pursuant to a negotiated memorandum of understanding (MOU) between the County and CVCHS.

Transportation

CVCHS contracts with an outside transportation vendor for curricular and athletic trips.

Food Services

CVCHS provides for food services through an outside vendor that complies with state regulations. CVCHS ensures that its contracted food services vendor will follow all applicable laws governing the safety and quality of food. Additionally, all employees of the food services vendor will complete a background check pursuant to Education Code Section 45125.1

Maintenance

CVCHS will be responsible for routine maintenance including, but not limited to, custodial, gardening, landscaping, and tree trimming services. CVCHS has hired an outside vendor for these services.

Potential Civil Liability Effects

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

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

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

Further, CVCHS and the County shall enter into a memorandum of understanding, wherein CVCHS shall indemnify the County for the actions of CVCHS under this charter.

The corporate bylaws of CVCHS provide for indemnification of CVCHS's Board, officers, agents, and employees, and CVCHS purchases and maintains general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

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

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

Conclusion

By approving this charter renewal, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. CVCHS shall continue to work independently, yet cooperatively with the County to establish the highest bar for what a **charter** school can and should be. To this end, CVCHS pledges to work cooperatively with the County to answer any concerns over this charter renewal and to present the County with the strongest possible proposal requesting a charter renewal term from July 1, 2015 through June 30, 2020.

Appendix A

ELEMENT 2 - Measurable Student Outcomes

CVCHS shall pursue the following pupil outcomes as grouped by goal area:

Goal	Outcome	Method of Measurement	Frequency	2011- 2012	2012-2013	2013-2014
1. Students will be proficient readers, writers, and speakers of the English Language	The English Language Arts CST scores will increase 5% annually until an average of 75% of all students who have been enrolled at CVCHS for at least two full academic years score at the proficient or advanced level.	CST	Annually	English 9 - 66 English 10 - 55 English 11 - 53	English 9 - 80 English 10 - 68 English 11 - 65	N/A
	The average percentage of students who have been enrolled at CVCHS for at least two full academic years scoring at proficient or advanced will exceed the average percentage of students in MDUSD scoring proficient or advanced in the English Language Arts CST.	CST	Annually	See Table 1	See Table 1	N/A
	The average percentage of students who have been enrolled at CVCHS for at least two full academic years scoring at proficient or advanced will exceed the average percentage of students attending Similar Schools ¹ in MDUSD scoring proficient or advanced in the English Language Arts CST by 10% after the first three years.	CST	Annually	See Table 2	See Table 2	N/A

Goal	Outcome	Method of Measurement	Frequency	2011- 2012	2012-2013	2013-2014
	Each subgroup of CVCHS students will improve their scores by 5% annually until they have reached proficient.	CST	Annually	See Table 3	See Table 3	N/A
2. Students will be proficient in mathematical skills and content.	The Math CST scores will increase 5% annually until an average of 75% of all students who have been enrolled at CVCHS for at least two full academic years score at the proficient or advanced level.	CST	Annually	Algebra 1 - 3 Geometry - 42 Algebra 2 - 23 Summ. Math - 40 Gen Math - 8	Algebra 1 - 47 Geometry - 37 Algebra 2 - 39 Summ. Mat - 54 Gen Math - 26	N/A
	The average percentage of students who have been enrolled at CVCHS for at least two full academic years scoring at proficient or advanced will exceed the average percentage of students in MDUSD scoring proficient or advanced in the Math CST.	CST	Annually	See Table 4	See Table 4	N/A
	The average percentage of students who have been enrolled at CVCHS for at least two full academic years scoring at proficient or advanced will exceed the average percentage of students attending Similar Schools* in MDUSD scoring proficient or advanced in the Math CST by 10% after the first three years.	CST	Annually	See Table 5	See Table 5	N/A

Goal	Outcome	Method of Measurement	Frequency	2011- 2012	2012-2013	2013-2014
	Each subgroup of CVCHS students will improve their scores by 5% annually until they have reached proficient.	CST	Annually	See Table 6	See Table 6	N/A
3. Students will be proficient in science and social science content.	The Science CST scores will increase 5% annually until an average of 75% of all students who have been enrolled at CVCHS for at least two full academic years score at the proficient or advanced level.	CST	Annually	Biology - 58 Chemistry - 24 Physics - 62 Earth Science - 34 Life Science - 55	Biology - 68 Chemistry - 51 Physics - 86 Earth Science - 56 Life Science - 71	Biology - N/A Chemistry - N/A Physics - N/A Earth Science - N/A Life Science - 76
	The Social Science CST scores will increase 5% annually until an average of 75% of all students who have been enrolled at CVCHS for at least two full academic years score at the proficient or advanced level.	CST	Annually	World History- 57 US History - 53	World History - 60 US History - 71	N/A
4. English Learners and Special Education students will progress academically at the same average rate as all other students	English Language Learners and Special Education students will demonstrate the same average rate of improvement in proficiency on the annual CSTs as the rest of the CVCHS student population.	CST	Annually	Schoolwide - (-5) EL - 26 SPED - (-6)	Schoolwide - 62 EL - 70 SPED - 77	N/A
5. Students will embrace and demonstrate the school's character and leadership values	Staff will expand the Club 800 program to encompass a school wide behavior assessment system to promote a positive school culture. (See Appendix D)	School wide Behavior Assessment	Ongoing	800 Club	Link Crew Freshman Transition Do the Right Thing Prgrm Renaissance	Link Crew Freshman Transition Do the Right Thing Prgrm Renaissance Challenge Day

Goal	Outcome	Method of Measurement	Frequency	2011- 2012	2012-2013	2013-2014
6. CVCHS will increase the CAHSEE passage rate	The CAHSEE passage rate will increase each year by 2% until an average of 95% of all students who have been at CVCHS for at least 2 full academic years have passed.	CAHSEE scores	Annually	Math - 90 English - 92	Math - 92 English - 94	Math - 93 English - 95

[1] The criteria for selecting Similar Schools are:

- 1) The total student population is within 10% of the charter school enrollment.
- 2) Students eligible for free/reduced lunch are within 10% of the charter school enrollment.
- 4) The student ethnic populations are within 10% of the charter school enrollment.

SCHOOL WIDE GOALS

In addition to student-oriented goals, CVCHS shall pursue the following clear and measurable school wide outcomes

Goal	Outcome	Method of Measurement	Frequency	2011- 2012	2012-2013	2013-2014
1. CVCHS will meet or exceed state Academic Performance Index Targets	The CVCHS API score will meet or exceed 800 by the end of the third year of operation.	API score	Annually	774	836	836
	CVCHS will meet or exceed its overall growth target each year and within reportable subgroups	API score	Annually	Hisp - 739 White - 784 Econ Disad - 695 EL - 636 SPED - 558	Hisp - 793 White - 851 Econ Disad - 767 EL - 705 SPED - 635	N/A
2. CVCHS will meet AYP	CVCHS will meet AYP	AYP report	Annually	Met 10 of 18 criteria	Met 14 of 18 criteria	Met 17 of 17 criteria (No API)

Goal	Outcome	Method of Measurement	Frequency	2011- 2012	2012-2013	2013-2014
3. CVCHS will demonstrate strong attendance, enrollment, and graduation rates	The average daily attendance rate will increase each year by 3% until we meet or exceed 95%.	Attendance Data	Annually (at P2)	94.7	95.7	96.3
	CVCHS will maintain capacity enrollment (as deemed by the CVCHS Governing Board) each year.			Capacity: 1900 Yes	Capacity: 1999 Yes	Capacity: 1999 Yes
	The CVCHS graduation rate will increase by 3% each year until we meet or exceed 95%. Conversely, the CVCHS dropout rate will decrease by 3% each year until it is less than 5%.			83.00%	95.00%	96.00%
4. CVCHS will demonstrate fiduciary responsibility in managing public and private resources.	The school will use generally accepted accounting practices independently verified through an annual external audit.	Audit	Annually	NA	Yes	Yes
	The school will produce financial reports and submit an annual balanced budget demonstrating fiscal transparency, sound financial standing, and prudent resource allocation in alignment with the school's mission.	Annually Required Financial Reports	Annually (as required by Education Code Section 47604.33)	NA	Yes	Yes

Goal	Outcome	Method of Measurement	Frequency	2011- 2012	2012-2013	2013-2014
5. CVCHS community stakeholders (especially including parents and guardians) will express satisfaction with the academic program.	At least 80% of CVCHS parents and guardians will report satisfaction with the school's academic program on an anonymous survey. On a scale of 1 to 5, "satisfied" will be determined as an average of 4 or higher.	Parent/Guardian Satisfaction Survey	Annually	NA	Yes (see survey packet)	Yes (see survey packet)
	At least 80% of CVCHS parents and guardians will agree that the school provides effective communication regarding student achievement. On a scale of 1 to 5, "effective" will be determined as an average of 4 or higher.	Parent/Guardian Satisfaction Survey	Annually	NA	Yes (see survey packet)	Yes (see survey packet)

Clayton Valley Charter High School
Measurable Student Outcomes

Table 1

Goal:

Students will be proficient readers, writers, and speakers of the English Language

Outcome:

The average percentage of students who have been enrolled at CVCHS for at least two full academic years scoring at proficient or advanced will exceed the average percentage of students in MDUSD scoring proficient or advanced in the English Language Arts CST.

	2011 - 2012		2012 - 2013	
	MDUSD (%)	CVHS (%)	MDUSD (%)	CVCHS (%)
English 9	63	66	61	80
English 10	49	55	51	68
English 11	49	53	44	65

Table 2

Goal:

Students will be proficient readers, writers, and speakers of the English Language

Outcome:

The average percentage of students who have been enrolled at CVCHS for at least two full academic years scoring at proficient or advanced will exceed the average percentage of students attending Similar Schools 1 in MDUSD scoring proficient or advanced in the English Language Arts CST by 10% after the first three years.

	2011 - 2012			2012 - 2013		
	College Park HS	Concord HS	CVHS	College Park HS	Concord HS	CVCHS
English 9	77	56	66	71	58	80
English 10	60	47	55	67	49	68
English 11	65	51	53	61	43	65

Clayton Valley Charter High School
Measurable Student Outcomes

Table 3

Goal:

Students will be proficient readers, writers, and speakers of the English Language

Outcome:

Each subgroup of CVCHS students will improve their scores by 5% annually until they have reached proficient. (Proficient and Advanced)

	CVHS 2011 - 2012			CVCHS 2012 - 2013		
	English 9	English 10	English 11	English 9	English 10	English 11
Hispanic	47	48	33	73	53	57
White	72	61	60	84	74	72
Econ Disad	43	33	24	70	49	52
ELL	10	0	0	21	6	6
SPED	27	18	5	33	28	29

Table 4

Goal:

Students will be proficient in mathematical skills and content.

Outcome:

The average percentage of students who have been enrolled at CVCHS for at least two full academic years scoring at proficient or advanced will exceed the average percentage of students in MDUSD scoring proficient or advanced in the Math CST.

	2011 - 2012		2012 - 2013	
	MDUSD	CVHS	MDUSD	CVCHS
Algebra 1	31	3	31	47
Geometry	32	42	30	37
Algebra 2	27	23	28	39
Summative Math	56	40	50	54
General Math	11	8	18	26

Clayton Valley Charter High School
Measurable Student Outcomes

Table 5

Goal:

Students will be proficient in mathematical skills and content.

Outcome:

The average percentage of students who have been enrolled at CVCHS for at least two full academic years scoring at proficient or advanced will exceed the average percentage of students attending Similar Schools* in MDUSD scoring proficient or advanced in the Math CST by 10% after the first three years.

	2011 - 2012			2012 - 2013		
	College Park HS	Concord HS	CVHS	College Park HS	Concord HS	CVCHS
Algebra 1	23	15	3	26	10	47
Geometry	40	17	42	36	17	37
Algebra 2	32	24	23	31	26	39
Summative Math	67	50	40	63	47	54
General Math	21	4	8	10	NA	26

Table 6

Goal:

Students will be proficient in mathematical skills and content.

Outcome:

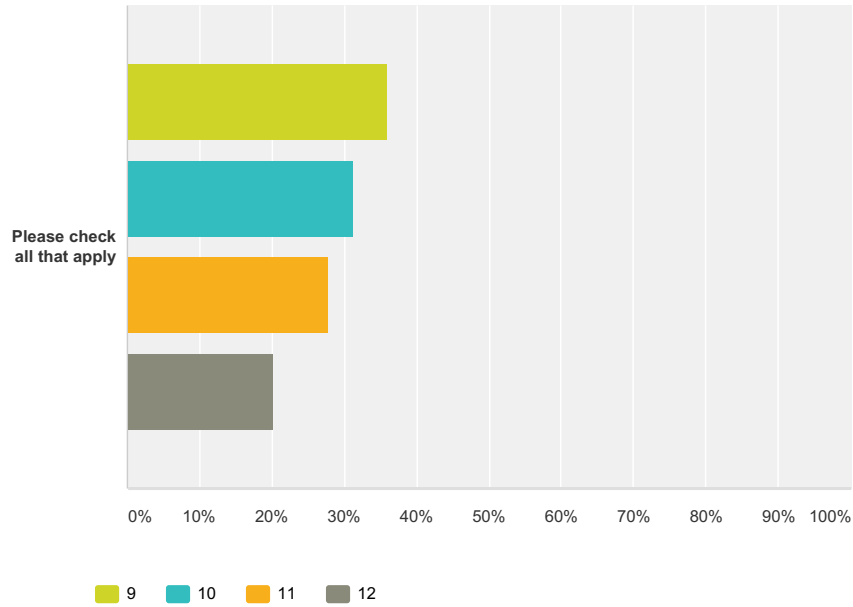
Each subgroup of CVCHS students will improve their scores by 5% annually until they have reached proficient.

	CVHS 2011 - 2102					CVCHS 2012 - 2013				
	Alg 1	Geom.	Alg 2	Sum. Math	Gen. Math	Alg 1	Geom.	Alg 2	Sum. Math	Gen. Math
Hispanic	2	24	22	NA	0	38	26	29	53	23
White	4	47	22	38	14	50	40	43	58	30
Econ Disad	1	35	13	27	15	30	27	39	39	NA
ELL	0	NA	NA	NA	NA	13	NA	NA	NA	NA
SPED	0	NA	NA	NA	6	14	6	NA	NA	0

Clayton Valley Charter High School - Parent Survey

Q1 I am the parent of a current Clayton Valley student in grade(s):

Answered: 173 Skipped: 21

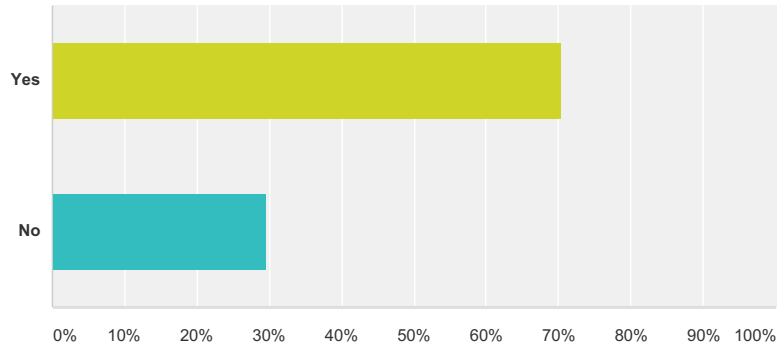


	9	10	11	12	Total Respondents
Please check all that apply	35.84% 62	31.21% 54	27.75% 48	20.23% 35	173

Clayton Valley Charter High School - Parent Survey

Q2 I have had a child in Clayton Valley High School prior to this year.

Answered: 192 Skipped: 2

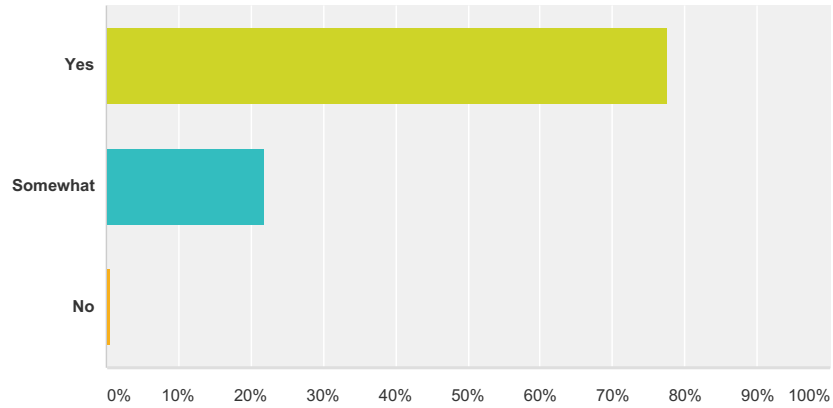


Answer Choices	Responses	
Yes	70.31%	135
No	29.69%	57
Total		192

Clayton Valley Charter High School - Parent Survey

Q3 I have confidence in CVCHS school administration.

Answered: 183 Skipped: 11

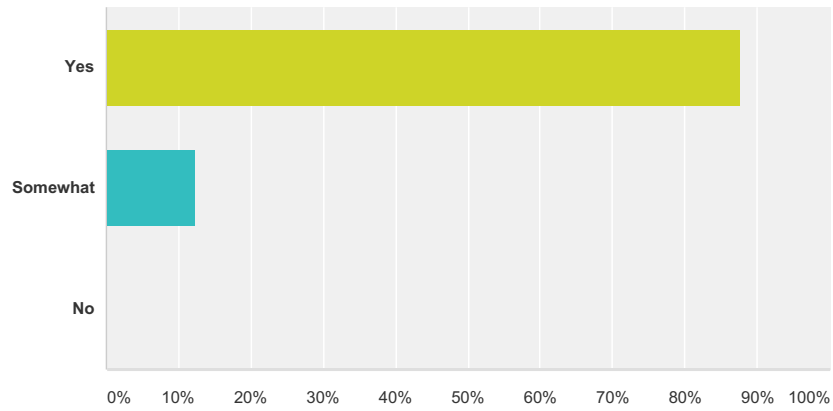


Answer Choices	Responses	
Yes	77.60%	142
Somewhat	21.86%	40
No	0.55%	1
Total		183

Clayton Valley Charter High School - Parent Survey

Q4 CVCHS is headed in the right direction.

Answered: 180 Skipped: 14

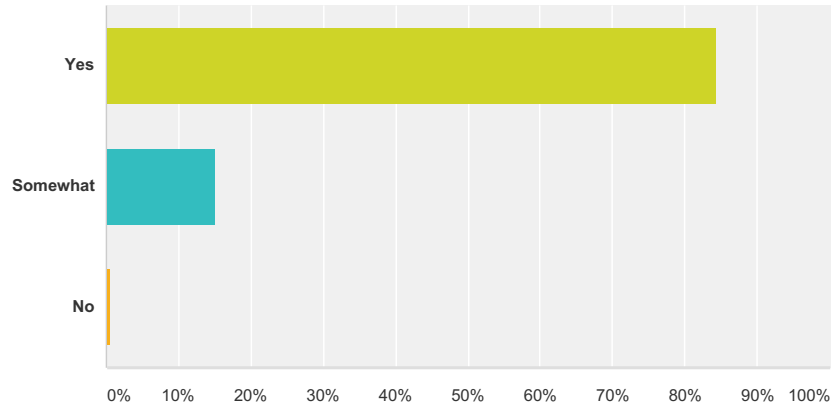


Answer Choices	Responses	
Yes	87.78%	158
Somewhat	12.22%	22
No	0.00%	0
Total		180

Clayton Valley Charter High School - Parent Survey

Q5 The leadership has made a positive change in the school.

Answered: 179 Skipped: 15

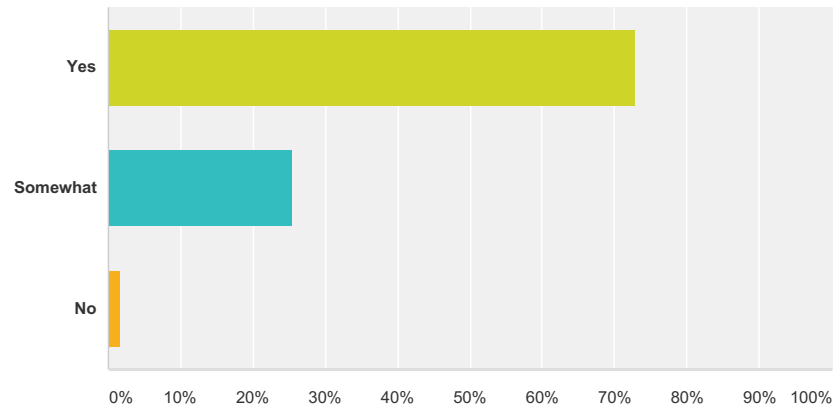


Answer Choices	Responses	
Yes	84.36%	151
Somewhat	15.08%	27
No	0.56%	1
Total		179

Clayton Valley Charter High School - Parent Survey

Q6 Most teachers care about my student.

Answered: 177 Skipped: 17

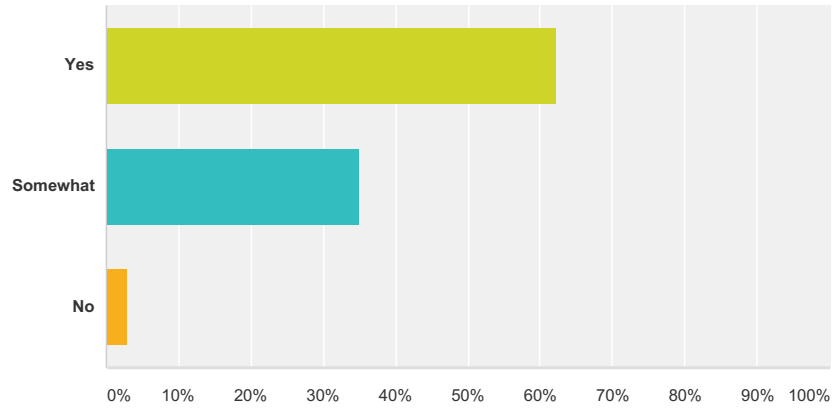


Answer Choices	Responses	
Yes	72.88%	129
Somewhat	25.42%	45
No	1.69%	3
Total		177

Clayton Valley Charter High School - Parent Survey

Q7 Teachers are doing a good job educating my student.

Answered: 177 Skipped: 17

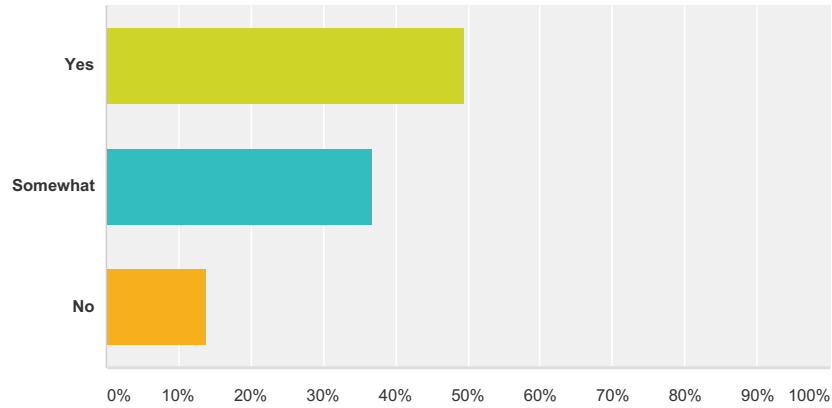


Answer Choices	Responses	
Yes	62.15%	110
Somewhat	35.03%	62
No	2.82%	5
Total		177

Clayton Valley Charter High School - Parent Survey

Q8 My student's counselor has been very helpful.

Answered: 166 Skipped: 28

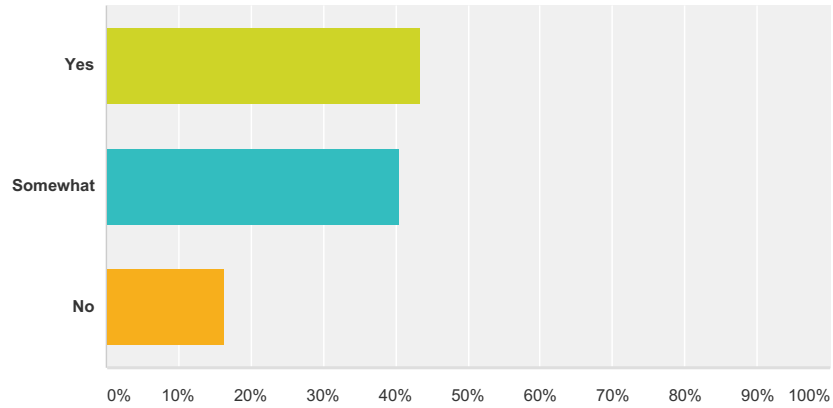


Answer Choices	Responses	
Yes	49.40%	82
Somewhat	36.75%	61
No	13.86%	23
Total		166

Clayton Valley Charter High School - Parent Survey

Q9 Teachers communicate with me effectively.

Answered: 173 Skipped: 21

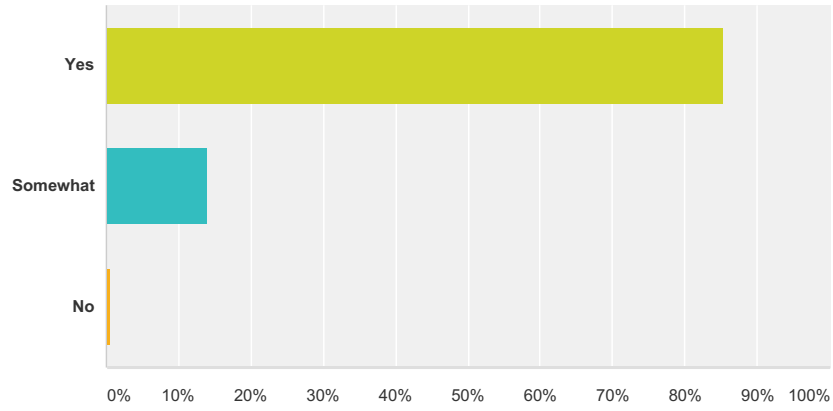


Answer Choices	Responses
Yes	43.35% 75
Somewhat	40.46% 70
No	16.18% 28
Total	173

Clayton Valley Charter High School - Parent Survey

Q10 CVCHS is a safe school.

Answered: 179 Skipped: 15

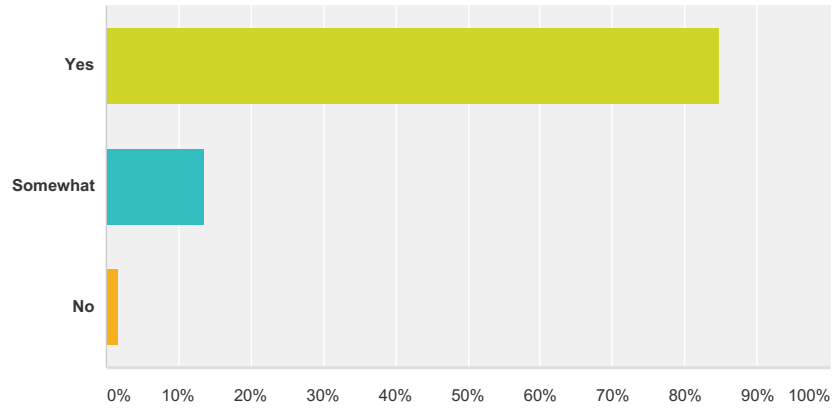


Answer Choices	Responses	
Yes	85.47%	153
Somewhat	13.97%	25
No	0.56%	1
Total		179

Clayton Valley Charter High School - Parent Survey

Q11 There is a clear vision and direction of CVCHS.

Answered: 176 Skipped: 18

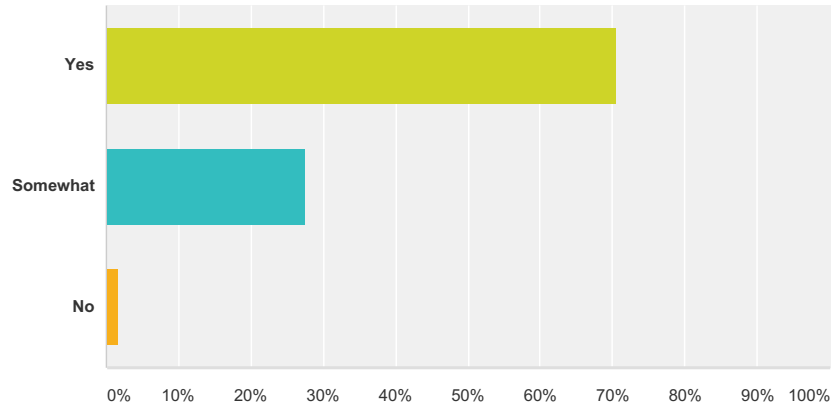


Answer Choices	Responses	
Yes	84.66%	149
Somewhat	13.64%	24
No	1.70%	3
Total		176

Clayton Valley Charter High School - Parent Survey

Q12 My child is receiving a good education at CVCHS.

Answered: 170 Skipped: 24

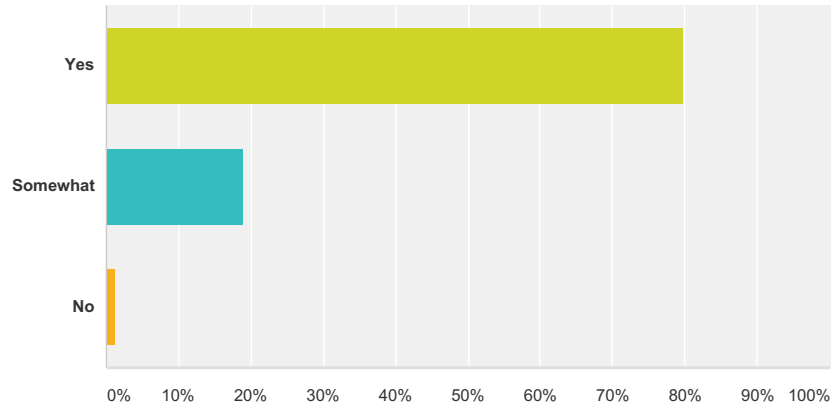


Answer Choices	Responses	
Yes	70.59%	120
Somewhat	27.65%	47
No	1.76%	3
Total		170

Clayton Valley Charter High School - Parent Survey

Q13 The administration communicates effectively with parents.

Answered: 173 Skipped: 21

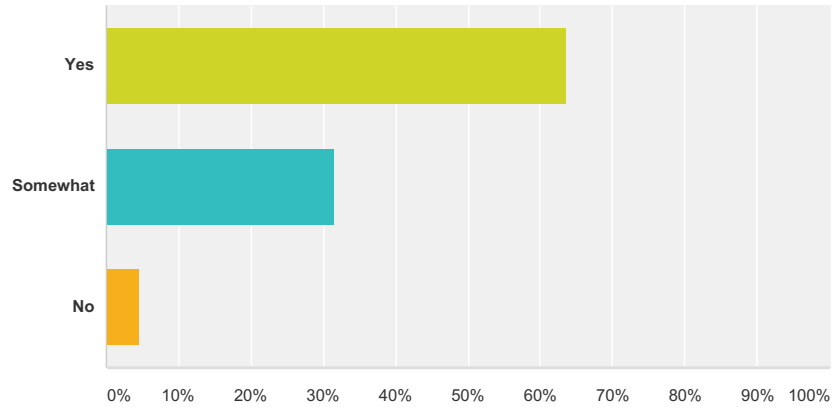


Answer Choices	Responses	
Yes	79.77%	138
Somewhat	19.08%	33
No	1.16%	2
Total		173

Clayton Valley Charter High School - Parent Survey

Q14 The teachers demonstrate concern for and interest in my child.

Answered: 171 Skipped: 23

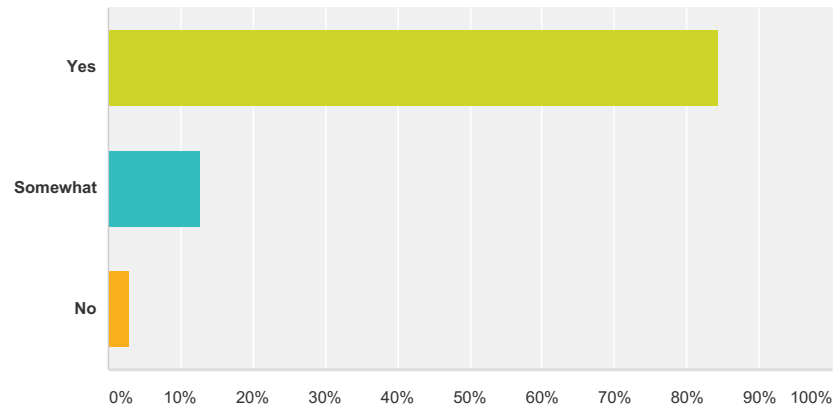


Answer Choices	Responses	
Yes	63.74%	109
Somewhat	31.58%	54
No	4.68%	8
Total		171

Clayton Valley Charter High School - Parent Survey

Q15 I would recommend CVCHS to other parents for their student(s).

Answered: 172 Skipped: 22

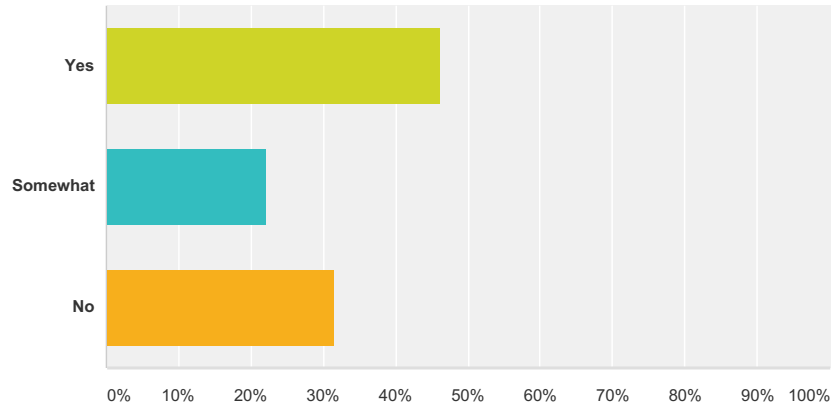


Answer Choices	Responses	
Yes	84.30%	145
Somewhat	12.79%	22
No	2.91%	5
Total		172

Clayton Valley Charter High School - Parent Survey

Q16 I have strong concerns about the effectiveness of at least one teacher at CVCHS.

Answered: 171 Skipped: 23

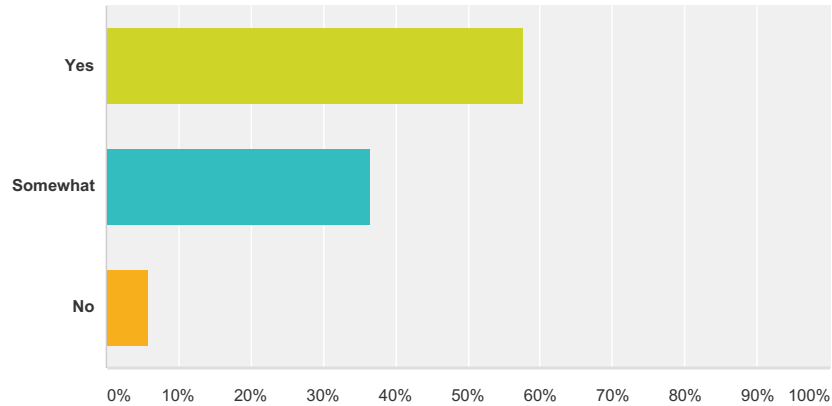


Answer Choices	Responses	
Yes	46.20%	79
Somewhat	22.22%	38
No	31.58%	54
Total		171

Clayton Valley Charter High School - Parent Survey

Q17 My student understands how to seek help regarding both his/her academics and any personal issues.

Answered: 170 Skipped: 24

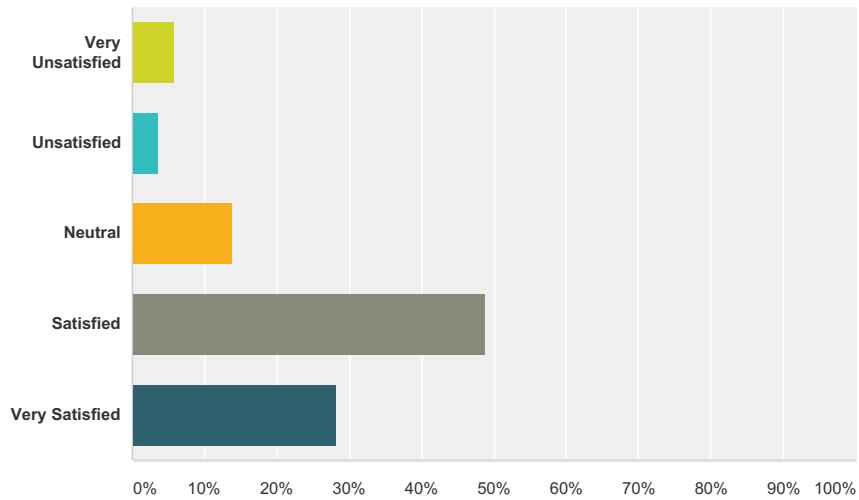


Answer Choices	Responses	
Yes	57.65%	98
Somewhat	36.47%	62
No	5.88%	10
Total		170

Clayton Valley Charter High School - Parent Survey

Q18 Please rank your satisfaction with the CVCHS academic program.

Answered: 174 Skipped: 20

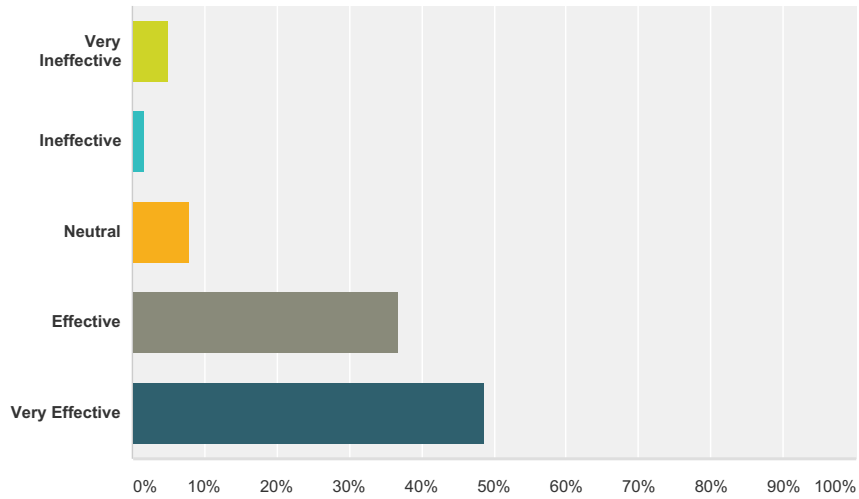


Answer Choices	Responses	
Very Unsatisfied	5.75%	10
Unsatisfied	3.45%	6
Neutral	13.79%	24
Satisfied	48.85%	85
Very Satisfied	28.16%	49
Total		174

Clayton Valley Charter High School - Parent Survey

Q19 Please rank the effectiveness of school communication (newsletters, phone messages, emails, website) regarding student achievement.

Answered: 177 Skipped: 17

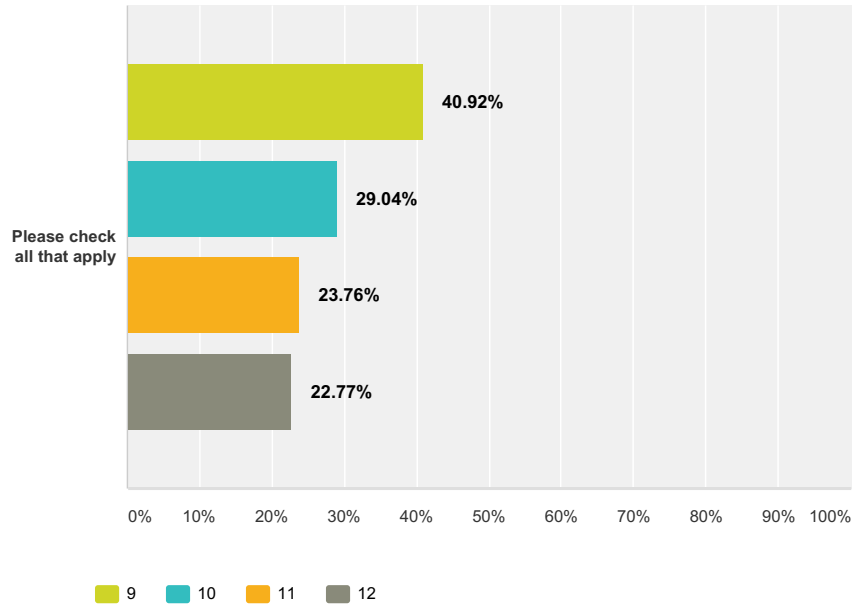


Answer Choices	Responses	
Very Ineffective	5.08%	9
Ineffective	1.69%	3
Neutral	7.91%	14
Effective	36.72%	65
Very Effective	48.59%	86
Total		177

Clayton Valley Charter High School - 2014 Parent Survey

Q1 I am the parent of a current Clayton Valley student in grade(s):

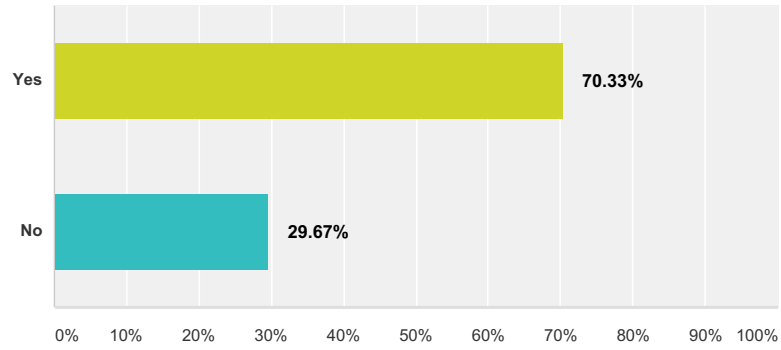
Answered: 303 Skipped: 2



Clayton Valley Charter High School - 2014 Parent Survey

**Q2 I have had a child in Clayton Valley
Charter High School prior to this year.**

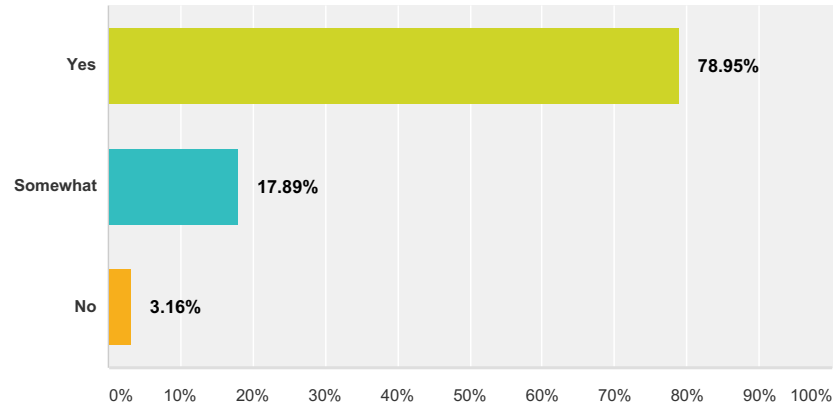
Answered: 300 Skipped: 5



Clayton Valley Charter High School - 2014 Parent Survey

Q3 I have confidence in CVCHS school administration.

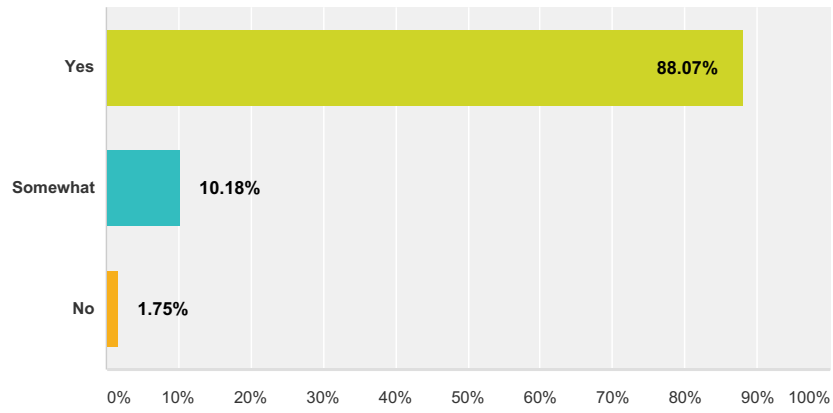
Answered: 285 Skipped: 20



Clayton Valley Charter High School - 2014 Parent Survey

Q4 CVCHS is headed in the right direction.

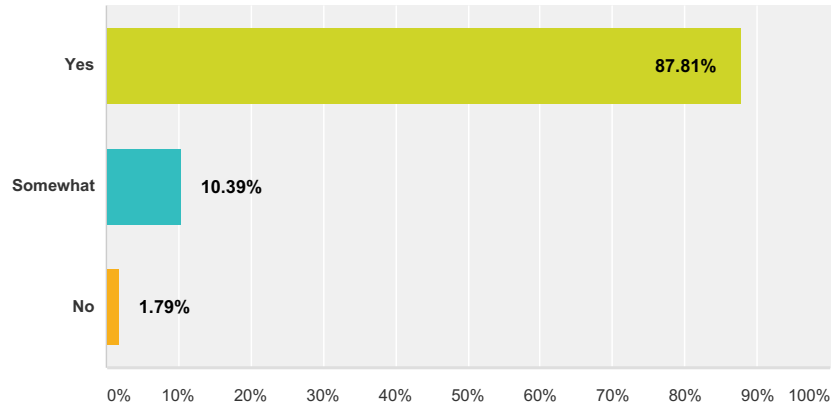
Answered: 285 Skipped: 20



Clayton Valley Charter High School - 2014 Parent Survey

Q5 The leadership has made a positive change in the school.

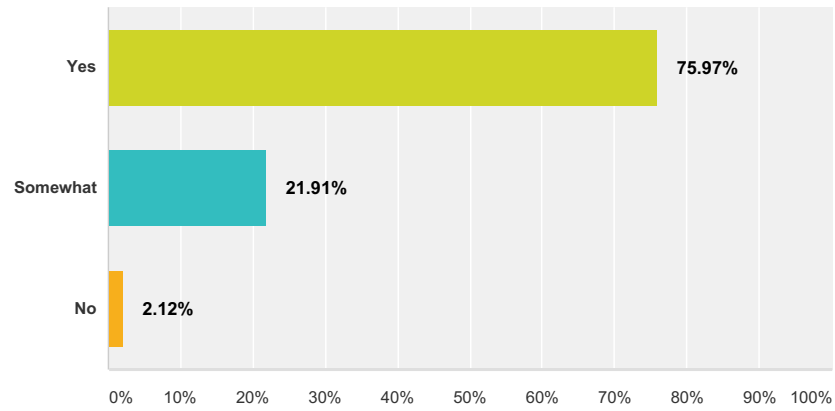
Answered: 279 Skipped: 26



Clayton Valley Charter High School - 2014 Parent Survey

Q6 Most teachers care about my student.

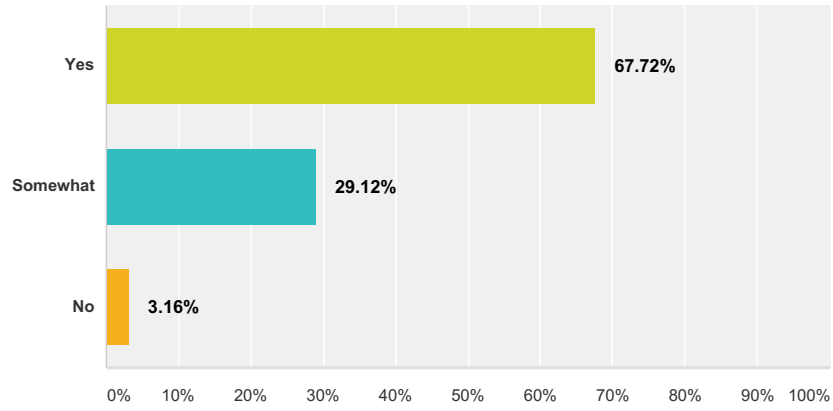
Answered: 283 Skipped: 22



Clayton Valley Charter High School - 2014 Parent Survey

Q7 Teachers are doing a good job educating my student.

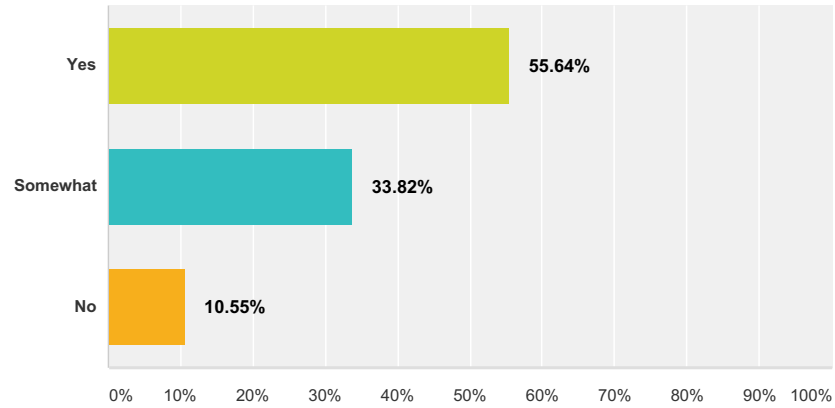
Answered: 285 Skipped: 20



Clayton Valley Charter High School - 2014 Parent Survey

Q8 My student's counselor has been very helpful.

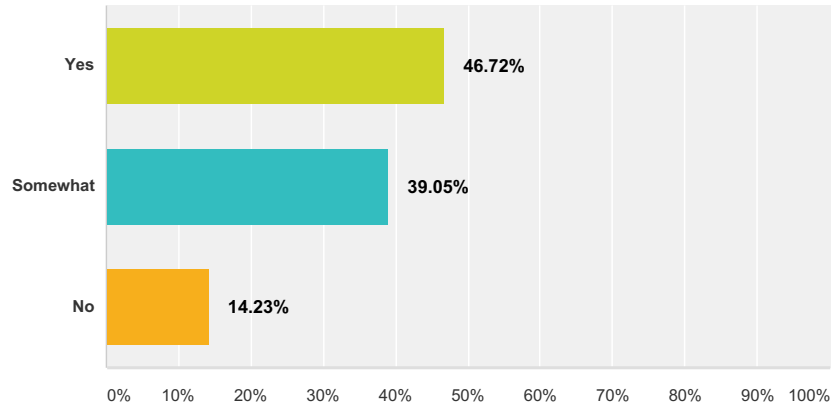
Answered: 275 Skipped: 30



Clayton Valley Charter High School - 2014 Parent Survey

Q9 Teachers communicate with me effectively.

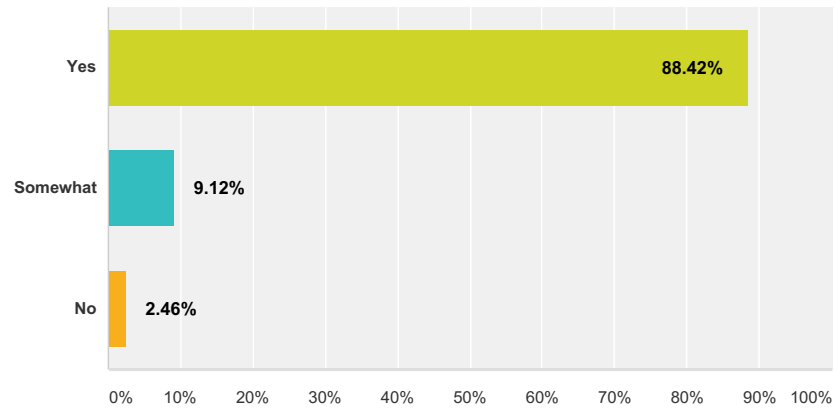
Answered: 274 Skipped: 31



Clayton Valley Charter High School - 2014 Parent Survey

Q10 CVCHS is a safe school.

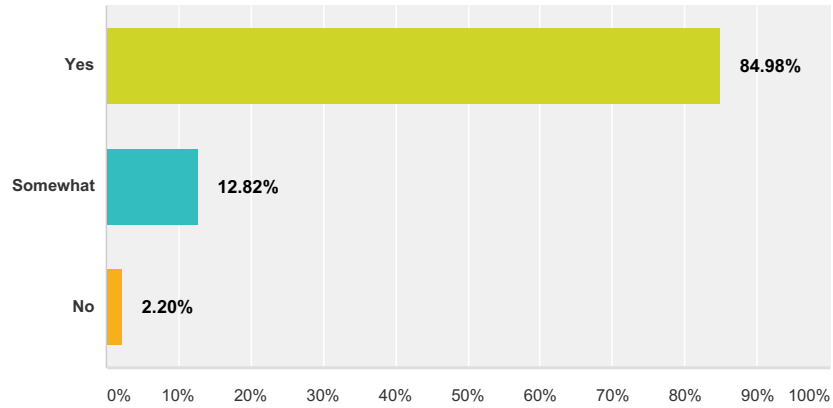
Answered: 285 Skipped: 20



Clayton Valley Charter High School - 2014 Parent Survey

Q11 There is a clear vision and direction of CVCHS.

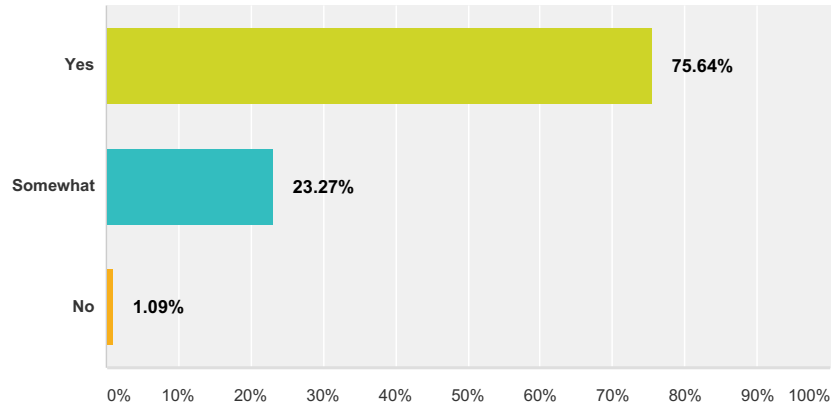
Answered: 273 Skipped: 32



Clayton Valley Charter High School - 2014 Parent Survey

**Q12 My child is receiving a good education
at CVCHS.**

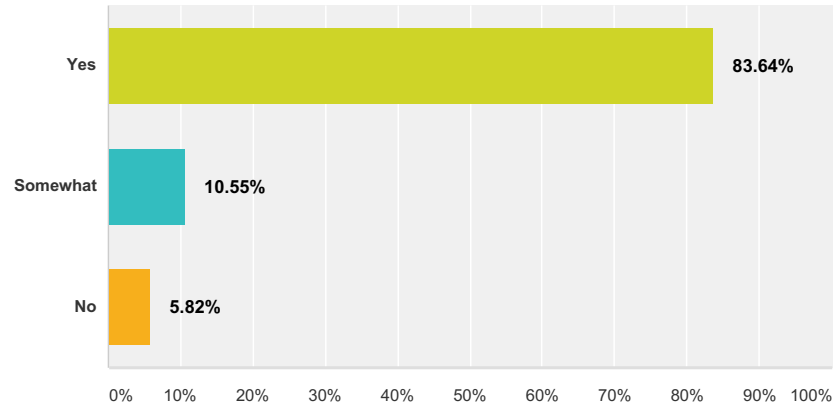
Answered: 275 Skipped: 30



Clayton Valley Charter High School - 2014 Parent Survey

Q13 The administration communicates effectively with parents.

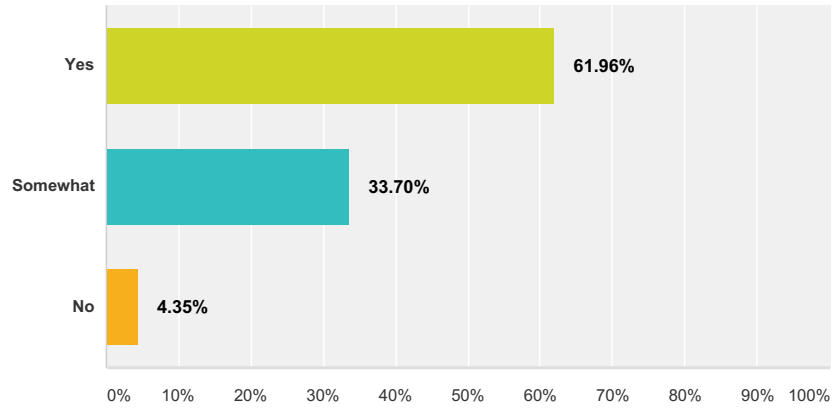
Answered: 275 Skipped: 30



Clayton Valley Charter High School - 2014 Parent Survey

Q14 The teachers demonstrate concern for and interest in my child.

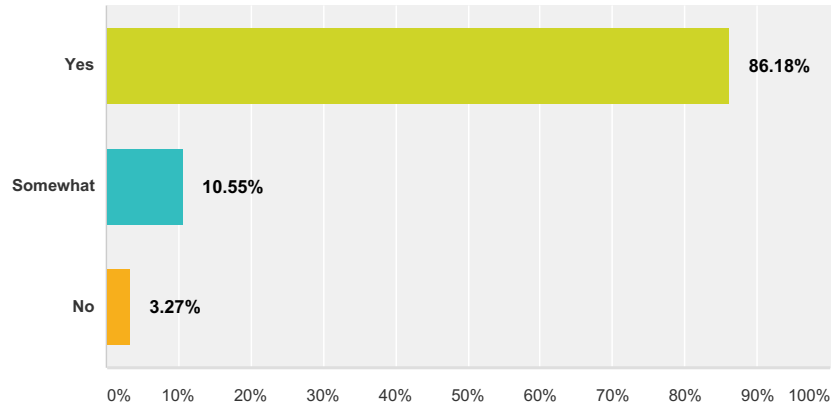
Answered: 276 Skipped: 29



Clayton Valley Charter High School - 2014 Parent Survey

Q15 I would recommend CVCHS to other parents for their student(s).

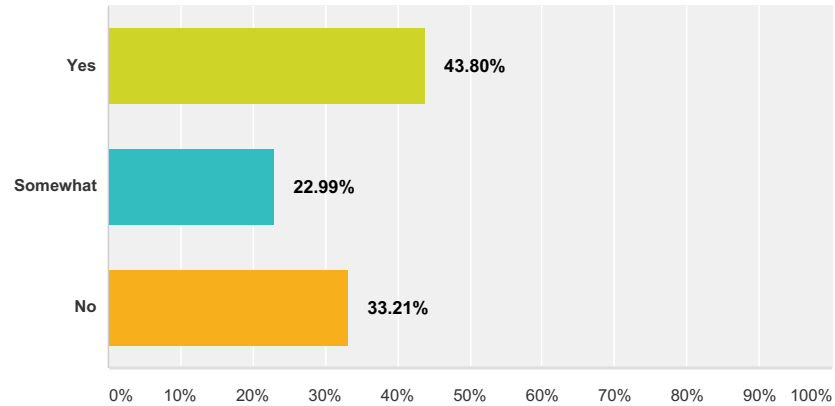
Answered: 275 Skipped: 30



Clayton Valley Charter High School - 2014 Parent Survey

Q16 I have strong concerns about the effectiveness of at least one teacher at CVCHS.

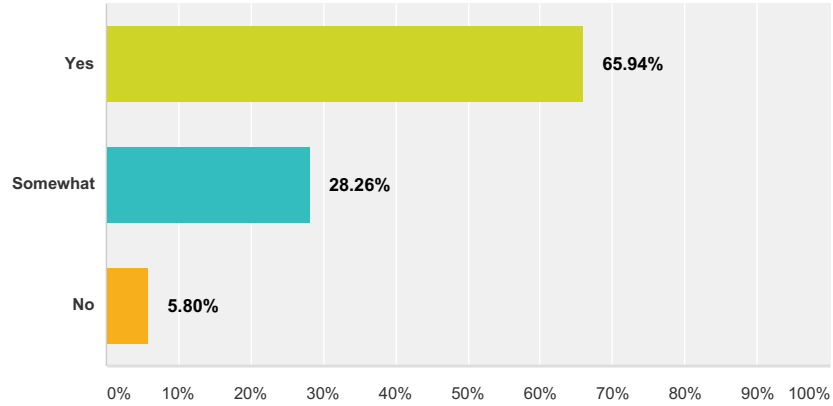
Answered: 274 Skipped: 31



Clayton Valley Charter High School - 2014 Parent Survey

Q17 My student understands how to seek help regarding both his/her academics and any personal issues.

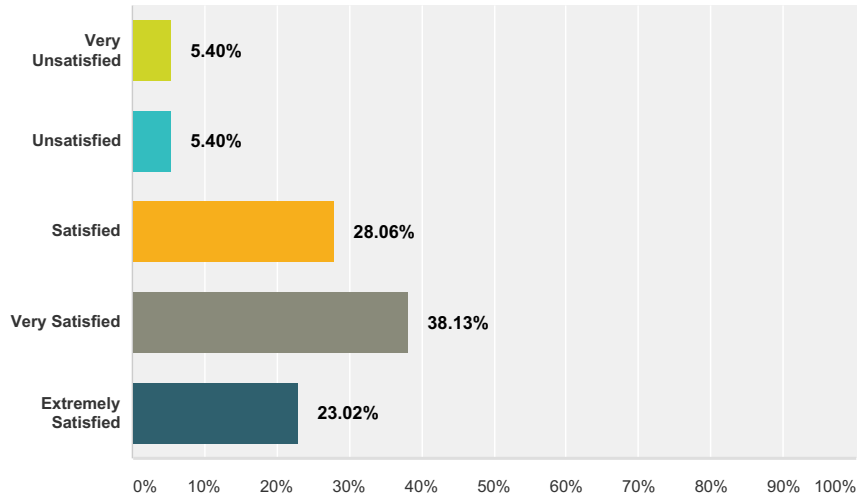
Answered: 276 Skipped: 29



Clayton Valley Charter High School - 2014 Parent Survey

Q18 Please rank your satisfaction with the CVCHS academic program.

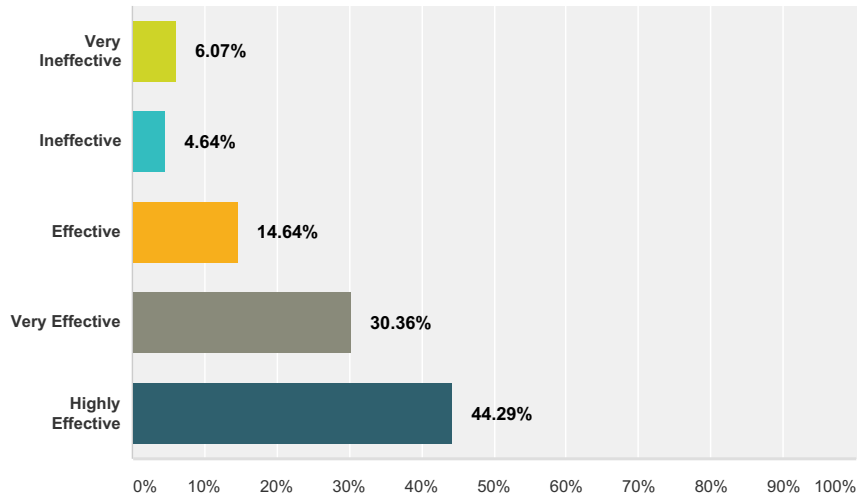
Answered: 278 Skipped: 27



Clayton Valley Charter High School - 2014 Parent Survey

Q19 Please rank the effectiveness of school communication (newsletters, phone messages, emails, website) regarding student achievement.

Answered: 280 Skipped: 25



Appendix B

[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

2012-13 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met 2013 Growth Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
7/29/2014

School: Clayton Valley Charter High
LEA: Contra Costa County Office of
County: Contra Costa
CDS Code: 07-10074-0731380
School Type: High

2013 Growth API Links:
3 - Year Average
School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county
office of education, or statewide
benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
All Student Groups: Yes
All Targets: Yes

2013 Statewide Rank: 9 **2013 Similar Schools Rank:** 5

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	1393		836	774	5	62	Yes
Black or African American	48	No	802	704			
American Indian or Alaska Native	7	No					
Asian	106	No	852	818			
Filipino	64	No	875	827			
Hispanic or Latino	314	Yes	794	739	5	55	Yes
Native Hawaiian or Pacific Islander	8	No					
White	805	Yes	851	784	5	67	Yes
Two or More Races	33	No	830	782			
Socioeconomically Disadvantaged	268	Yes	769	695	5	74	Yes
English Learners	123	Yes	706	636	8	70	Yes
Students with Disabilities	118	Yes	635	558	12	77	Yes

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2013 Growth API is posted even if a school or LEA had no 2012 Base API or if a school had significant population changes from 2012 to 2013. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A"	means a number is not applicable or not available due to missing data.
"**"	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.
"A"	means the school or Student Groups scored at or above the statewide performance target of 800 in the 2012 Base.
"B"	means the school did not have a valid 2012 Base API and will not have any growth or target information.
"C"	means the school had significant demographic changes and will not have any growth or target information.
"D"	means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.
"I"	means the school had some invalid data at the student group level and the California Department of Education cannot calculate a valid rank for this school.

Missing Statewide and Similar Schools Ranks – LEAs, Alternative Schools Accountability Model (ASAM) schools, and special education schools do not receive statewide or similar schools ranks. Schools with less than 100 valid test scores do not receive a similar schools rank.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2013 Growth API of 770 or a one-point increase from the 2012 Base API to 2013 Growth API for a school or LEA.

Two or More Races: – "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners students groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2012 Base API to the 2013 Growth API, or the LEA reported a potential data error

with one or more these student groups. Demographic data corrections made through the California Longitudinal Pupil Achievement Data System (CALPADS) or assessment-related data corrections (such as statewide student identifiers or fields specific to the testing administration process) made through the testing contractor will be reflected in the updated API reports released in March 2014.

Appendix C



Clayton Valley Charter High School

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www.claytonvalley.org

Clayton Valley Charter High School Professional Development Plan 2014-2015

Mission: To create first class citizens with a world class education through rigor, relevance, and relationships.

Overview: During the 2013-2014 school year, professional development of the Clayton Valley staff continued our focus on teaching the right curriculum (instructional guides and maps) by using highly effective instructional strategies (Marzano 9). We also presented relevant Educational technologies to assist effective classroom instruction. In addition, we spent time introducing and analyzing the Common Core State Standards and Smarter Balanced practice tests. For the 2014-2015 school year we will continue to reinforce these areas, and go beyond with a deep focus on literacy skills, as we transition to the Common Core State Standards (CCSS)

Our primary goals this year are to continue to improve instruction, as well ramp up for the transition to common core. We hope to accomplish these by improving and maintaining knowledge and performance in the following areas:

Goal # 1: Continue to Improve Effective Instruction

1.1- Developing mastery of Marzano's 9 highly effective instructional strategies

1.2- Continue to unpack essential content standards/CCSS and build highly effective lessons with rubrics

Goal # 2: Prepare for Transition to Common Core

2.1 –Understanding the Rigor/Relevance Framework

2.1.1- Developing Quadrant D lessons

2.1.2- Nexpert

2.2 – Improving Student Literacy Skills

2.2.1 – Essential Questioning

2.2.1- Academic Vocabulary

Improve student acquisition of academic voc. across all content areas

2.2.2- Reading skills

Achieve 3000

2.2.3- Writing skills

Cornell notes

Effective summarizing techniques

Argumentative writing utilizing evidence; such as:



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Toulmin method

TAHG Thesis writing, UC Berkeley (Social Science)

Stanford writing program (Social Science)

Developing common writing rubrics

2.2.4- Speaking skills

Facilitating effective Socratic Seminars

Developing common rubrics for speaking skills and presentations

2.3 – Improving Technology Literacy of staff and students

2.3.1- Overview of Educational Technology

2.3.2- Digital Standards

2.3.3- Digital Citizenship

2.3.4- Educational technology tools to help support rigor and relevance targets and 21st Century skills

2.4- Ensuring College and Career Readiness

2.4.1- 21st Century Themes and Skills

Goal # 3 Facilitate Character Education in the classroom

3.1 – Train staff on Character Counts philosophy, 6 pillars, and implementation strategies

Methods to facilitate professional development

To facilitate these professional development targets there will be numerous synchronous and asynchronous sessions available to staff throughout the year.

Scheduled PD events

1. June Curriculum Institute, June 3rd-6th (CV & CCCOE)
2. Character Counts Seminar, June 9-11th (CV)
3. Model School's Conference, June 22nd-July 25th (Florida)
4. CV EdTech Institute, July 28th-30th (CV)
5. Pre-Service days, Aug. 11th-12th (CV)
 - a. Curriculum Institute review
 - b. Character Counts share out
 - c. Model Schools Conference Round Robin



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On-going PD

Wednesday early release days (2-3 Wednesdays a month for staff, department, or content-area level PD)

1. *PD Wednesdays*- The first Wednesday of every month is scheduled for PD with a focus on introducing new concepts.
2. *PLC Wednesdays*- The fourth Wednesday of every month is scheduled for PLC time with a focus on application of concepts and analysis and evaluation of classroom implementation efforts.

Legacy PD Systems

It is also my goal to improve the capture and storage of this collective knowledge for ongoing reference and access by creating some proprietary legacy systems.

1. *Department level intranet sites*- Continue to design and develop department intranet sites to house instructional guides/maps, model lessons, common rubrics, etc.
2. *Clayton Valley U*- Design and develop a PD Intranet site to house information from PD activities including topics, rationale, supporting materials and resources, documentation, etc.



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Clayton Valley Charter 2014-2015 Early Release Wednesday Calendar (subject to change)

- 1st Wed. – PD
- 2nd Wed. – Department
- 3rd Wed. – Staff
- 4th Wed. – PLCs
- 5th Wed. – Admin. discretion

Date	Wed. Focus	Topic
8/13	Dept.	Back to school planning ,IGs, common core focus
8/20	Staff	TBD
8/27	PLC	IGs, Character Counts implementation strategies
9/3	PD	Helpdesk, School Dude
9/10	Dept	1 st quarter Benchmark review, revision
9/17	Staff	TBD
9/24	PLC	Analysis & evaluation of essential questioning strategies
10/1	PD	Nextpert webinar
10/8	Dept	SBAC Assessments, practice tests
10/15	Staff	TBD
10/22	PLC	Analysis & Evaluation of essential questioning strategies
10/29	Admin. discretion	TBD
11/5	PD	Argumentative writing
11/12	Dept.	2 nd quarter Benchmark review, revision
11/19	Staff	TBD
11/26	Thanksgiving Break	
12/3	PD	Argumentative writing strategies, con't
12/10	Dept.	Common writing rubrics
12/17	Finals	
12/24 -1/7	Winter Break	
1/14	Dept.	2 nd semester planning, focus on literacy
1/21	Staff	TBD
1/28	PLC	TurnItIn.com
2/4	CAHSEE	
2/11	Dept.	3 rd quarter benchmark review, revision
2/18	Staff	TBD
2/25	PLC	Achieve3000
3/4	PD	Close reading strategies (overview)
3/11	Dept.	Close Reading strategies (implementation)
3/18	Staff	TBD



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3/25	PLC	Analysis & Evaluation of close reading strategies
4/1	PD	Socratic Seminar (overview, strategies)
4/8	Spring Break	
4/15	Staff	TBD
4/22	PLC	Evaluation & analysis of Socratic Seminar strategies
4/29	Admin. discretion	TBD
5/6	PD	Project Based Learning
5/13	Dept.	Project Based Learning
5/20	Staff	End of year processes
5/27	PLC	Year reflection, goals for next year's instruction

Appendix D

Regular 6 Period Day Schedule

Monday/Tuesday/Friday

	Start Time	End Time	Length
Period 0	7:00 AM	7:50 AM	50 min
Period 1	8:00 AM	8:58 AM	58 min
Period 2	9:05 AM	10:00 AM	55 min
Brunch	10:00 AM	10:13 AM	13 min
Period 3	10:20 AM	11:15 AM	55 min
Period 4	11:22 AM	12:17 PM	55 min
Lunch	12:20 PM	12:50 PM	30 min
Period 5	12:57 PM	1:52 PM	55 min
Period 6	1:59 PM	2:54 PM	55 min

Block Day Schedule

Wednesday/Thursday

	Start Time	End Time	Length
Period 0	7:00 AM	7:50 AM	50 min
Period 2/5	8:00 AM	9:47 AM	107 min
Brunch	9:47 AM	10:00 AM	13 min
Period 3/4	10:07 AM	11:54 AM	107 min
Lunch	11:54 AM	12:27 PM	33 min
Period 1/6	12:34 PM	2:21 PM	107 min

Appendix E

CLAYTON VALLEY CHARTER HIGH SCHOOL							2014-2015
Month	Monday	Tuesday	Wednesday	Thursday	Friday	Teaching Days	Holidays & Reporting Periods
June	2 9 16 23 (SB) 30 (SB)	3 10 17 24 (SB)	4 11 18 25 (SB)	5 12 19 26 (SB)	6 13 20 27 (SB)	9th Gr Summer Bridge	June 23-July 18 9th Gr. Summer Bridge (SB)
July	7 (SB) 14 (SB) 21 28	1 (SB) 8 (SB) 15 (SB) 22 29	2 (SB) 9 (SB) 16 (SB) 23 30	3 (SB) 10 (SB) 17 (SB) 24 31	4 (L) 11 (SB) 18 (SB) 25	9th Gr Summer Bridge	July 4 - Independence Day
August	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	13	Aug.5-8 Freshman Transition Prg. August 11-12 Teacher Work Days August 13 - First Day of School
September	1 (L) 8 15 22 29	2 9 16 23 30	3 10 17 24	4 11 18 25	5 12 19 26	21	Sept. 1 - Labor Day - No School
October	6 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	23	Oct. 17 - End of 1st Quarter
November	3 10 (L) 17 24 (R)	4 11 18 25 (R)	5 12 19 26 (R)	6 13 20 27 (L)	7 14 21 28 (R)	14	Nov.10 - Veteran's Day - No School Nov. 27 -Thanksgiving Nov. 24-28 School Break
December	1 8 15 22 (R) 29 (R)	2 9 16 23 (R) 30 (R)	3 10 17 24 (R) 31 (R)	4 11 18 25 (L)	5 12 19 26 (R)	14	Dec.18 - End of 1st Sem./2nd Quarter Dec.16-18 Semester 1 Finals Dec.19 Teacher Work Day - No Students Dec.22-Jan.9 Winter Break
January	5 (R) 12 19 (L) 26	6 (R) 13 20 27	7 (R) 14 21 28	1 (R) 8 (R) 15 22 29	2 (R) 9 (R) 16 23 30	14	Jan.19-Martin Luther King -No School
February	2 9 (OL) 16 (L) 23	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	18	Feb 9 - Lincoln's BD - No School Feb. 16 -President's Day - No School
March	2 9 16 23 30	3 10 17 24 31	4 11 18 25	5 12 19 26	6 13 20 27	22	March 13- End of 3rd Quarter
April	6 (R) 13 20 27	7 (R) 14 21 28	1 8 (R) 15 22 29	2 9 (R) 16 23 30	3 10 (R) 17 24	17	April 6-10 Spring Break
May	4 11 18 25 (OL)	5 12 19 26	6 13 20 27	7 14 21 28	1 8 15 22 29	20	May 25-Observed Memorial Day-No School
June	1	2	3	4		4	June 4-End of 2nd Sem./4th Quarter

Appendix F

Clayton Valley Charter High School

Home of the Eagles

Course Catalog 2014 - 2015



**Clayton Valley Charter High School
1101 Alberta Way
Concord, CA 94521
Telephone: 925-682-7474**

CLAYTON VALLEY CHARTER HIGH SCHOOL COURSE CATALOG

This Course Catalog has been developed as a guide by the Clayton Valley Charter High School staff to help students and parents better understand the program of classes at CVCHS and make intelligent course selections.

Each course listed in this catalog represents the creative efforts and organization of the teaching staff. We are proud to offer such a varied array of courses to challenge our wide range of students.

These offerings represent a broad selection of courses designed to respond to the needs of all 2,000 CVCHS students, whether they choose to enter the work force immediately after high school or continue their education at a trade school, community college, public or private college or university.

This Catalog contains descriptions of the courses that will be offered at CVCHS next year and the requirements for post-high school programs. It is intended to help students and parents plan and define their goals and select courses that will move students towards those goals. Courses that do not receive sufficient student sign ups may not be offered.

CLAYTON VALLEY CHARTER HIGH SCHOOL

1101 ALBERTA WAY
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ADMINISTRATION

David Linzey	Executive Director
Neil McChesney	Director of Administrative Services
Patrick Gaffney	Director of Attendance and Discipline
Miguel Romo	Director of Student Services and Athletics
Dylan Perreira	Director of Curriculum and Guidance
Greg Hile	Director of Operations
Gregory Fister	Dean of Students

STAFF

Nancy Kahl	Executive Assistant/Human Resources
Kirsten Owen	Office Manager
Cindy Barnett	Director Secretary
Jennifer Ferrari	Front Office/Athletic Secretary
Dina Jacobsen	Attendance Secretary
Helen Bendoyro	Registrar
Diane Bailey	Treasurer
Maribel Herrera	Student Resource Technician
Kelley King	Student Resource Technician
Cindy Edwards	College & Career Advisor
Jackie Valdez	Guidance Counselor
Steve Nares	Guidance Counselor
Vel Snider	Guidance Counselor
Keo Pearce	Instructional Media Assistant
Kaitlyn James	Psychologist
Laurie Arbour	Speech & Language Pathologist
Kathy Gabe	School Nurse
Alison Bacigalupo	Facilities Manager

DEPARTMENT CHAIRS

Maureen Allen, Lisa Ihle	English
Kathleen Magana	Mathematics
Jennifer Garcia	Physical Education
Kipp Penovich	Science
Paula Dillon, Brian Corbett	Social Science
Robin Soto, Amanda Ramirez	Collaborative Education
Katie Nolan	Visual & Performing Arts
Tracy Winslow	World Languages
Patti Yuen	Home Economics

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CLAYTON VALLEY CHARTER HIGH SCHOOL VISION:

The goal of the students, teachers, staff, parents, and community members of Clayton Valley Charter High School is to have the flexibility to develop and sustain traditional and innovative programs and practices that will promote student acceleration in all academic, social, and civic areas to prepare them for entrance into the global community as skilled participants ready to achieve their post-secondary goals.

CLAYTON VALLEY CHARTER HIGH SCHOOL MISSION STATEMENT:

The mission of Clayton Valley Charter High School is to unite our stakeholders, including students, teachers and staff, parents, and community members, in a common goal to diligently prepare all students for success in the 21st Century. We believe in instilling timeless principles and fostering a culture of excellence with rigor, relevance, and relationships.

SCHOOLWIDE LEARNER OUTCOMES

Clayton Valley Charter High School will prepare students to excel in the 21st Century skills of:

College and Career Readiness – as evidenced by:

- Students' eligibility to meet college entrance requirements
- Schoolwide completion of career exploration activities
- EAP, ACT, SAT, and AP data
- College acceptance and graduation data

Character Education – as evidenced by:

- Positive citizenship in the classroom, at school, and in the community
- Respect for diverse cultures, lifestyles, and ideas
- Successful participation in programs on campus designed to strengthen character
- Student volunteer service on and off campus
- Data collected from discipline statistics

Critical Thinking – as evidenced by:

- Mastery of the Common Core State Standards
- Successful completion of essays, lab write-ups, student projects, and other assignments that reflect use of logic, analysis, and conceptualization across content areas
- Instructional activities that require students to define problems, analyze assumptions and biases, consider other interpretations, tolerate ambiguity

Communication – as evidenced by:

- Presentations, speeches, debates, Socratic Seminars, and other activities to demonstrate effective verbal skills
- Essays and other written assignments that reflect effective
- PowerPoint and other electronic communication media that reflect the most current and relevant use of tools and strategies to produce high-quality, professional presentations
- Participation in extra- and co-curricular activities and clubs that promote listening and speaking skills

Collaborative Problem-solving – as evidenced by:

- Classroom partner and group work that reflects shared responsibility and effective interaction
- Teamwork that supports and builds on individual members' strengths and challenges

INTRODUCTION

This course description catalog was developed by the Clayton Valley Charter High School staff to help students and parents to better understand our educational program and to make intelligent and informed choices. The course curricula follow the California State Standards. Please carefully consider the course descriptions and related information found in this catalog. Remember that educational growth and personal development will result after a process of informed decision making.

A STUDENT'S GUIDE FOR SUCCESSFUL EDUCATIONAL PLANNING

1. This booklet was designed for you. Use it like a workbook.
2. Read the information yourself and pursue more information when you need it. Involve your parents. Talk to teachers and administrators who you trust and who know your capabilities and aspirations. Remember that choices which are appropriate for your friends may not be the right ones for you.
3. Consider college entrance requirements when making your choices. Even if you are undecided about college now, the more challenging your educational experience in high school, the more options await you after graduation. When in doubt, always choose the more difficult course or sequence of courses. A recent College Board study disclosed that the more high school academic work students complete, the greater their SAT performance.
4. In any given area, take care to plan a sequence of courses that makes sense. For example, each course in math should logically follow the previous course.
5. Refer to the graduation requirements page which will guide you in fulfilling the subject and credit requirements. Use this sheet as your checklist. Do you need to repeat a requirement because you received a "D" or "F"? (D's must be made up for college other than community college. F's must be made up for high school graduation.) Remember, classes repeated to raise a D grade DO NOT earn additional units. The four-year educational plan that you choose must include all of the graduation requirements.
6. The business community has advised us that the best way to train our students for careers is to teach them to read, write, compute, be on time, and get along with others. Students will need a skill set of transferable skills in order to be competitive in future careers. Making thoughtful choices now will better prepare them for the future.
7. Courses failed in all required areas (Math, English, Social Studies, Science, Fine Arts, and PE) must be repeated.
 - a. The UC and CSU systems will NOT accept "D" grades to satisfy course entrance requirements except in accordance with their validation policy. Classes may be repeated to raise a "D" grade. However, such repeated classes DO NOT earn additional credits toward graduation from Clayton Valley Charter High School.

8. In order to receive a California high school diploma, students MUST pass the California High School Exit Exam (CAHSEE). The mathematics test includes statistics, data analysis, probability, number sense, measurement, mathematical reasoning, and algebra as well as decimals, fractions, and percentages. The reading portion of the test includes vocabulary, informational reading and literary reading. The writing portion of the test includes writing strategies, applications and conventions. Students will initially take the exam in the spring semester of the 10th grade. It will be offered again in the 11th and 12th grades.
9. Homework is required by CVCHS Board policy and should be monitored by parents. Parents are partners with the Clayton Valley Charter High School staff. We encourage you to maintain ongoing contact with teachers. We are anxious to work together with you in planning your student's four-year program. You may contact the teachers through voicemail phone numbers and/or email addresses. This information is available online at: <http://claytonvalley.org> or via PowerSchool at: <https://cvchs.powerschool.com/public>.

COURSE CHANGES

It is crucial that serious consideration be given to each of the courses a student selects as **no** student-requested course changes will be considered in the fall. Students and parents should consider the expectations of each class requested, especially Honors and Advanced Placement (AP) courses, in terms of level of interest, student time and other commitments such as athletics, work, or other out of school activities. The completion of the COURSE REQUEST CARD, when signed by student and parent or guardian, constitutes a contract between student, parent or guardian, and Clayton Valley Charter High School. The Master Schedule of classes and the assignment, and possible hiring of teachers to teach those classes, is based on the **courses students select in the spring**.

POLICY FOR DROPPING A CLASS

Clayton Valley Charter High School expects all students to enroll in six classes each semester. Students wishing to DROP a class must do so during the first three weeks of the semester with parental and administrative approval. Students dropping a class while maintaining a passing grade will receive a "No Credit" or "Withdrawal" on their records. A student/ parent/ teacher/ administrator conference may be required prior to allowing a student to drop a class. Students dropping a class while maintaining an "F" will receive an "F" on their records. This change will only be made if the student schedule and master schedule contractual limits permit. Teachers may recommend a "No Credit" or "Withdrawal" for students in special cases.

Schedule changes create significant problems for students. The master schedule of classes and the assignment of teachers to teach those classes are based on courses students chose in the Spring. Therefore, CHANGES ARE MADE FOR ACADEMIC MISPLACEMENT OR COMPUTER ERROR ONLY.

Classes are not changed due to teacher preferences. Only when a parent, student, teacher, and administrator are in agreement that a change is in the best interest of a student, will a change be made.

Students enrolled in Advanced Placement courses are enrolled in the classes for the entire year.

Students who DROP a class after the third week of the semester will receive a grade of "WF." The last date to drop a class without it appearing on a student transcript is three weeks from the first day of school.

COLLABORATIVE EDUCATION

The California State Board of Education adopted the Master Plan for Special Education in 1974, and enacted Assembly Bill 1250 in 1977 which provides for statewide implementation of the Master Plan in California public schools. A major concept in the Master Plan for Special Education is that public education must offer special assistance to exceptional individuals in a setting, which promotes maximum interaction with the general school population, generally referred to as the "least restrictive environment." There is a formal referral process. However, by high school, most students have already been identified. The goal at Clayton Valley Charter High School is to make every effort to comply with the Americans with Disabilities Act of 2004.

DESIGNATED INSTRUCTION AND SERVICES - DIS

These services are provided by specialists and include specific services not normally given in a regular classroom and are supportive of the student's total educational program. They include, but are not limited to: Designated Instruction and Services, student services in speech and language, and Adaptive Physical Education.

FULL TIME/PART TIME SPECIALIZED INSTRUCTION SERVICES

The program provides, directly or indirectly, instructional and other services for students whose needs have been identified by the Individualized Education Plan (IEP) team as being exceptional. Students are assigned to regular classroom teachers for the majority of the school day, services are determined by students' IEP. Please refer to your case manager for course selection.

SPECIAL DAY CLASSES – SDC

These classes provide services to a student who has more intensive needs than can be met by regular school programs and the Resource Specialist Programs. Students are enrolled for a majority of the school day and grouped according to similar instructional needs. These classes include mildly handicapped and severely handicapped students.

Available to Special Education students are regular academic and elective classes and programs provided by Adult Education and the Regional Occupational Program (ROP). Please refer to your case manager for course selection.

GRADUATION REQUIREMENTS

from Clayton Valley Charter High School

Courses completed with a passing grade are worth 5 credits each semester, or 10 credits a year.

SUBJECT REQUIREMENTS:

2015 220 Credits	2016 – 2018 230 Credits
ENGLISH: 40 CREDITS (4 YEARS)	ENGLISH: 40 CREDITS (4 YEARS)
MATHEMATICS: 30 CREDITS (3 YEARS)	MATHEMATICS: 30 CREDITS (3 YEARS)
SOCIAL STUDIES: 30 CREDITS (3 YEARS)	SOCIAL STUDIES: 30 CREDITS (3 YEARS)
30 TOTAL CREDITS: 10 LIFE SCIENCE 10 PHYSICAL SCIENCE 10 STUDENT CHOICE	30 TOTAL CREDITS: 10 LIFE SCIENCE 10 PHYSICAL SCIENCE 10 STUDENT CHOICE
VISUAL & PERFORMING ARTS: 10 CREDITS	VISUAL & PERFORMING ARTS: 10 CREDITS
WORLD LANGUAGE: 10 CREDITS	WORLD LANGUAGE: 10 CREDITS
PHYSICAL EDUCATION: 20 CREDITS (2 YEARS)	PHYSICAL EDUCATION: 20 CREDITS (2 YEARS)
ELECTIVES: 50 CREDITS	ELECTIVES: 60 CREDITS

EXAMINATION

CALIFORNIA HIGH SCHOOL EXIT EXAMINATION:

All students must pass the **CALIFORNIA HIGH SCHOOL EXIT EXAMINATION (CAHSEE)** consisting of mathematics and language arts. The exam is administered in the 10th grade. Students may retake the exam in the 11th and 12th grades if not previously passed.

CVCHS 2015 High School Graduation Table

SUBJECT	UNITS	Grade 9	Grade 10	Grade 11	Grade 12
English	40	English I	English II	English III	English IV
Mathematics*	30	Math	Math	Math	
Social Studies World History 10 US History 10 US Gov't/Econ 10	30		World History	US History	US Government Economics
Science: Life Science 10 Physical Science 10	30	Biology	Chemistry, Physics, or Earth Science	Science	
Fine Arts	10	Fine Arts			
Foreign Language	10	World Language			
Physical Education	20	PE 9	PE		
Electives	50				

***Students must pass Algebra I** either in middle school or high school in order to graduate. Students who have already passed Algebra I in middle school must pass at least 30 units of additional mathematics courses in order to meet the graduation requirement.

COLLEGE GUIDANCE SECTION

ADVANCED PLACEMENT PROGRAM

Advanced Placement (AP) courses offer our students the opportunity to do college level work at Clayton Valley Charter High School. The curriculum for these courses is standard throughout the country and is very rigorous. The courses are available to qualified, academically talented students in the tenth, eleventh and twelfth grades. Students will earn an additional grade point: A=5, B=4, C=3, the same as for honors courses. These classes are yearlong classes so students may not drop at the end of the first semester.

Students are encouraged to take the Advanced Placement Examination(s) in the spring. Many colleges will give college credit based on the student's score(s) on the examination(s). Check with the individual colleges to find out which examinations and passing scores they will accept. Each three-hour test is administered annually in May. An AP grade report is sent in July to the student, high school and college(s) if requested. Applications are in the College and Career Center. Check with the College and Career Center (Ext. 3151) for cost of exam.

(Note: Students are not required to enroll in an AP Course in order to take an AP exam).

HONORS PROGRAM

Honors (H) courses offer to our students the opportunity to do an enriched and / or accelerated rigorous curriculum in several areas. The courses are available to qualified, academically talented students in the 10th through 12th grades. Students will earn an additional grade point: A=5, B=4, C=3 for honors classes. Acceptance of the numbers of honors credits varies by university. Honors classes are yearlong courses and all students are expected to complete the yearlong course requirements.

*It is always to a student's advantage to take the most rigorous academic schedule that they are able to manage because colleges evaluate on how "challenging" the curriculum has been.

COLLEGE INFORMATION

Students may take college courses with administrative approval if classes are **NOT** available at CVCHS. Students must complete a Concurrent Enrollment Form through the Counselors' offices no later than the drop date the college allows. College units will be converted to high school credit as follows: 2 units = 5 credits, 3+ units = 10 credits. It is the student's responsibility to provide a copy of the college transcript to the CVCHS Registrar.

CALIFORNIA STATE UNIVERSITY (CSU) INFORMATION

The twenty-three campuses of the California State Universities are located in Bakersfield, Chico, Dominguez Hills, Fresno, Fullerton, East Bay, Humboldt, Long Beach, Los Angeles, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus, Monterey Bay, and the Maritime Academy in Vallejo and the Cal State Channel Islands in Ventura.

The California State University selects applicants from the top one-third of California's high

school graduates. Admission is based on the student's grade point average and score on either the American College Test (ACT) or SAT Reasoning test. The GPA is based on classes completed in the 10th and 11th grades, (only classes from the a-g list are used in the calculation) and includes bonus points for each "C" or better grade in approved honors courses. Up to eight semesters of AP/H courses taken during **the last two years** of high school are accepted. Up to 2 semesters of AP/H courses taken in the 10th grade can be counted in the eight semesters. To be eligible for admission to the system, but not necessarily to a specific campus or major, students with a recomputed grade point average below 3.0 must present a minimum corresponding ACT composite or SAT Reasoning score. The higher the GPA, the lower the test scores required. Students with a 3.00 or higher GPA are eligible with any score on the ACT or SAT. Students must have a minimum recomputed GPA of 2.0. Students must meet the eligibility index with grade point average and test scores.

UNIVERSITY OF CALIFORNIA (UC) INFORMATION

The 10 campuses of the University of California are located in Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, Santa Cruz, Merced, and San Francisco. The San Francisco campus provides graduate programs in the health professions.

The University of California selects students who rank at the top of California's high school graduates. Admission eligibility is based on the student's grade point average in a specific sequence of high school courses referred to as the "a-g subjects" and a score on the American College Test (ACT) or SAT. The University also uses scores from two SAT subject tests from different subject areas. The University of California uses the highest verbal and math score from a single sitting of the SAT I and certified college preparatory subjects completed in the 10th, 11th, and 12th grades. Courses taken in 9th grade can be used to meet the Subject Requirement if you earn a grade of "C" or better, but they will not be used to calculate the student's GPA.

INDEPENDENT COLLEGES AND UNIVERSITIES

Admissions requirements vary at private (independent) colleges and universities. The University of California testing requirement and configuration of course requirements will generally meet or surpass requirements at independent colleges. Check catalogs, websites or write or call admission offices for specific requirements. Contact the College and Career Center at CVCHS for guidance.

COMMUNITY COLLEGES

California citizens are free to enroll in any of the community colleges in California. Courses offered include one and two-year vocational programs, courses leading to an Associate of Arts degree and also course work leading to a transfer to the junior level at a four-year college. Minimum eligibility for admission to a community college is any one of the following: (a) high school diploma, (b) passing score on the California High School Proficiency Exam, or (c) age 18. Placement tests in Math, English, and Writing are required prior to enrollment.

Who to Contact:

Los Medanos College
2700 East Leland Road
Pittsburg, CA 94565
(925) 439-2181

Diablo Valley College
321 Golf Club Road
Pleasant Hill, CA 94523
(925) 685-1230

Contra Costa College
2600 Mission Bell Drive
San Pablo, CA 94806
(510) 235-7801

UNIVERSITY OF CALIFORNIA / CALIFORNIA STATE UNIVERSITY REQUIREMENTS		
"a-g" Subject Requirements	UC/CSU Admission Requirements	CVCHS "a-g" Courses
a. History	2 Years	<p>a - History</p> <p>World History, AP European History*, US History, AP US History*, US Government, AP US Government and Politics*</p> <p>UC/CSU: Two years of history / social science, including one year of World History; one year of U.S. History; and one-half year of U.S. Government</p>
b. English	4 Years	<p>b - English</p> <p>English 1, English 2, English 3, English 3 Honors*, English 4, AP English Literature and Composition*</p>
c. Mathematics	3 Years Required 4 Years Recommended	<p>c - Mathematics</p> <p>Algebra 1, Geometry, Algebra 2, Trigonometry and Advanced Algebra **, Algebra 2/Trigonometry, Statistics**, AP Statistics*, Pre-Calculus, Pre-Calculus Honors, AP Calculus A/B*, AP Calculus B/C*</p> <p>UC/CSU: Three years including Algebra 1, Geometry, and Algebra 2 (Four years recommended)</p>
d. Science	2 Years Required (1 yr. Physical and 1 yr. Life) 3 Years Recommended	<p>d - Science (Laboratory)</p> <p>Biology, AP Biology*, Chemistry, Chemistry Honors, AP Chemistry*, Physics, Physics Honors, Marine Biology**, Anatomy & Physiology, AP Environmental Science*, (M) Principles of Bio Med**(9/10th), (M) Human Body Systems**(10/11/12th), (M) Medical Interventions**(11/12th), (M) Bio Medical Innovation(12th)**</p>
e. LOTE Language other than English	2 Years Required 3 Years Recommended	<p>e – Language Other Than English</p> <p>Spanish 1, Spanish 2, Spanish 3, AP Spanish 4*, Spanish 5 Honors*, French 1, French 2, French 3, AP French 4*</p>
f. VAPA Visual and Performing Arts	1 Year	<p>f - VAPA Visual and Performing Arts</p> <p>Art 1**, Art Design, AP Art History*, AP Studio Art*, Ceramics, Dance 1, Dance 2, Dance 3, (A) Beginning Drama, (A) Advanced Drama, Guitar – Beginner or Advanced, Film Study Introduction, Photography Arts, Photography Arts Advanced, Vocal Music 1 - Concert Choir, Vocal Music 2 – Ensemble, AP Music Theory*, Jazz Band, Orchestra (String), Symphonic Band, Wind Ensemble ROP Art and Animation, ROP Computer Graphics, ROP Digital Arts for the Web</p>
g. College Preparatory Electives	1 Year College Prep Course	<p>g – College Preparatory Electives</p> <p>Earth Science, Marine Biology, Journalism 1, Public Speaking 1, Public Speaking 2, ROP Developmental Psychology of Children, Sociology**, Psychology, AP Psychology*, Economics, AP Microeconomics*, AP Computer Science*, ROP Sports Medicine, Nutrition and Food Science** (E) Introduction to Engineering Design, (E) Principals of Engineering, ROP Civil (E) Engineering and Architecture, (E) ROP Computer Integrated Manufacturing</p>

Additional UC/CSU Information

UNIVERSITY OF CALIFORNIA (UC)

***Validation of Mathematics**

Math is a skill building subject. Students may clear subject omissions and scholarship deficiencies by earning grades of "C" or higher in appropriate, more advanced courses in college preparatory math. This is called *validation*.

Example: A "D" in the first semester of Algebra I would be cleared if the student earns a "C" or higher in the second semester of Algebra I or if the student earns a "C" or higher in Algebra II. "D" or "F" grades earned in Geometry or Algebra II are cleared with a "C" or higher in Trigonometry. Both grades are used in calculating GPA.

Laboratory Requirements

To meet the "d" requirement, a student must take courses in at least two of the fundamental disciplines of biology, chemistry, and physics. Please consult your school's certified "g" course list to learn which courses are "d" laboratory science approved.

Test Requirements

Students must take the SAT or ACT and two SAT Subject Test. Typically, a passing score for an AP test is "3".

NOTE:

UC's do require the applicant's list of awards, Honors, extra-curricular activities, community service, and jobs held during high school.

High School Grade Point Average

The academic grade point average (GPA) is calculated on all academic courses completed in the subject areas specified by the University's eligibility requirements (the "a-g" subjects), including additional points for completion of University-certified honors courses (see bullet below). It is recommended that the maximum value allowed for the GPA shall be 4.0.

Honors Points

Honors points are the number of points and performance in University-approved honors courses, College Board Advanced Placement courses, International Baccalaureate Higher Level courses and transferable college courses completed. It is recommended that caution be exercised in order not to assign excessive weight to these courses, especially if considerable weight already has been given in the context of the first criterion. Additionally, in recognition of existing differences in availability of these courses among high schools, it is recommended that reviewers assess completion of this coursework against the availability of these courses at the applicant's secondary school. WEBSITE: www.ucop.edu/pathways.html

CALIFORNIA STATE UNIVERSITY (CSU)

***Validation of Mathematics**

Students may validate the requirement for three years of college preparatory mathematics (Beginning and Intermediate Algebra and Geometry) with a grade of "C" or better in a higher level college preparatory mathematics course such as Trigonometry, Analytic Geometry, and Calculus.

Validation of "D" grade in the first semester of a year course

CSU will require that applicants have a grade of "C" or better in each term of the required "a-g" courses, except that a "D" grade may be validated with a higher grade in the second semester or the next higher level course in Chemistry, languages other than English, and Mathematics.

Laboratory Science

CSU's require that the two years of lab science include at least one biological science and at least one physical science from the UC list of approved lab sciences in the "d" lab science area.

Test Requirements

SAT or ACT

Some campuses waive the SAT score if the student has a GPA of 3.0 or higher.**

Honors Points

CSU will award honors points in calculating the GPA for up to 8 semester courses taken in 11th and 12th grades, including up to two 11th grade International Baccalaureate, Advanced Placement, or Honors courses with 11th or 12th grade course content in 10th grade.

High School Grade Point Average

Beginning for admission to fall 2004 the high school grade point average calculation will include only those grades earned in approved college preparatory courses taken during the 10th, 11th, and 12th grades. WEBSITE: www.csumentor.edu

*It should be noted that the best approach to take when a student has received a "D" as a semester grade is to re-take the class for a higher grade. Due to the high volume of students applying to UC's and CSU's, many campuses will reject a student regardless of their validation policy if the student has a "D" semester grade in required courses.

**Because of the competition for spaces in impacted schools, many CSU's do not waive the SAT score requirements.

COLLEGE ENTRANCE EXAMINATIONS

The ACT (American College Test) and SAT Reasoning are college entrance tests. University of California and other selective universities also require 2 or more SAT Subject Tests. Most colleges and universities accept both the ACT and SAT, however, it is not necessary to take both tests. Some students perform better on one test over the other. Colleges will use the higher score so it can be beneficial to take both tests. Information regarding testing dates and registration may be obtained in the Clayton Valley Charter High School College & Career Center.

PSAT

The Preliminary Scholastic Assessment Test is a preliminary SAT given once a year on a Saturday in October. This test, **when taken in the Junior year**, is used to qualify candidates for the National Merit Scholarship Program. **Sophomores who have complete Alg II** may want to take the PSAT as a practice test.

PLAN

PLAN is the practice version of the ACT. **A Sophomore who has not complete Geometry**, but wants to take a practice test, should consider this alternative. It includes an interest inventory, which complements the career unit in Sophomore English classes. PLAN will probably be given on a Saturday morning in late October or early November.

ACT

The American College Test is designed to measure classroom achievement in four broad content areas; the ability to reason, and the application of problem-solving skills. The test takes approximately three hours and covers English Usage, Mathematics, Science Reasoning, and Reading. The score is based on the number of correct answers given with no penalty for wrong guesses. Score reports are sent directly to the student as well as the high school. Most colleges and universities nationwide accept the ACT.

SAT Reasoning Test

The SAT is designed to measure academic aptitude in writing, reading comprehension and mathematical areas. The test takes about four hours and includes an essay. There is a scoring penalty for incorrect guesses. Scores are reported to the high school and to the student. Most colleges and universities nationwide accept this test.

SAT Subject Tests

Some colleges and universities, including the University of California, require a student to take one or more subject tests. Students are given one hour for each test and can take up to three tests at one sitting. The University of California requires two subject tests of the student's choice. Students graduating high school in 2012 or later will **NOT** have to meet the subject test requirement. The tests are offered in five categories: Literature, History, Math, Science, and Language. It is not permissible to submit two tests from the same category. **It is appropriate to take these as soon as possible after completing a specific subject.**

The SAT Subject tests offered are:

- Literature
- United States History
- World History
- Math Level 1 (not acceptable to UC)
- Math Level 2 (acceptable to UC, recommended for students wishing to major in science or engineering)

- Biology, E.M (Ecological/Molecular)
- Chemistry
- Physics

Languages Reading Only

- French
- German
- Modern
- Italian
- Spanish
- Latin

Languages Reading and Listening

- Chinese
- French
- German
- Korean
- Spanish
- Japanese
- ELPT – English Language Proficiency Test

Be sure to check the requirements of the colleges you are interested in before deciding which tests to take.

OTHER TESTING PROGRAMS

There are a number of tests that high school students take during the course of their high school years. Some tests are mandated by the State of California or by Clayton Valley Charter High School as part of the graduation requirements. Other testing may be optional depending upon the student's interests and educational goals.

Advanced Placement

The Advanced Placement (AP) is a program of college-level courses and exams for secondary school students. Over 90 percent of colleges give credit and/or advanced placement status to students who score in the upper range of the test. The examination is scored on a five point scale: 5 (extremely well qualified) to 1 (no recommendation). Each three-hour test is administered annually during the month of May. An AP Grade Report is sent in early July to each student's home address, high school, and to the student's college, if requested. Students are encouraged to take AP exams, but are not required to take the cumulative test in May for college credit. However, if a student is in an AP class, colleges prefer that the student take the AP test. Students may register to take an AP exam without being enrolled in an AP class, but it is highly recommended that students partake of the year-long course work to prepare for the exam.

ART

ART I

Grade Level: 9-12

Length: Year

Prerequisite: None

Art I is a class that introduces students to the elements of art and principles of design. The history and criticism of visual arts are presented through the use of projects, text, videos, and visual materials. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media. The student will respond to, analyze, and make judgments about form, content, techniques, and purpose in the works of art as evidenced by creation/evaluation of portfolios. Basic tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. This course supports cross-curricular learning and basic school-to-career awareness. Art I is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced classes. Requested donation for consumable materials, \$25.00 per year.

ART II

Grade Level: 10-12

Length: Year

Prerequisite: Art I

Art II is an advanced class that expands students' knowledge and abilities in the fundamentals and principles of two-dimensional art forms. The history and criticism of these forms are presented through the use of projects, text, videos, and visual materials. This class provides an expanded understanding of how to see, evaluate, and interpret experience through projects such as pencil, ink, watercolor, acrylic, tempera, collage, pastels, charcoal, and clay. The students will respond to, analyze, and make judgments about form, content, technique, and purpose in works of art as evidenced by the creation and evaluation of portfolios. Related tools and techniques are explained, demonstrated, and practiced to promote creative expression through active student participation. Where appropriate, work outside of class is required. For example: portfolio or project preparation, reading, writing, or critical viewing. This course continues cross-curricular and school-to-career awareness. This class is designed for students with previous experience in the visual arts who are prepared for an advanced level of art. Requested donation for consumable materials, \$25.00 per year.

ART ADVANCED

Grade Level: 11-12 (Grade 10 with instructor approval)

Length: Semester/Year

Prerequisite: Art I and Art II

Class may be repeated for credit

This is an advanced course of study in art with the intent of developing a portfolio of work that exhibits an in-depth understanding of visual relationships, aesthetics, and a variety of media. Students will develop their own projects with the approval and direction of the instructor. Art of regional civilizations as well as contemporary art will be explored.

Works of art will be examined in terms of their historical precedents and their elements and principles of design. Students will also investigate the influence of new technology and materials on works of art and experiment with technological development. This course enhances cross-curricular experiences and school-to-career opportunities. Requested donation for consumable materials, \$25.00 per year. Students who repeat this course for credit will demonstrate higher levels of investigation and study in each repeated semester.

ART DESIGN

Grade Level:

Length: Year

Prerequisite: None

College Prep: CSU/UC

This course introduces students to the fundamentals and principles of visual arts. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media such as wire, glass, wood, plaster, computer graphics, etc. Basic tools are explained and demonstrated and techniques are practiced to promote creative expression through active student participation. The history and criticism of visual arts are presented through the use of projects, films, videos, and slides. Work outside of class is required, for example: portfolio or project preparation, reading, writing, or critical viewing where appropriate. The history and criticism of visual arts presented through the use of projects, films, videos, and slides. This class is designed for all students with or without previous experience in the visual arts and prepares students for more advanced classes. Requested donation for consumable materials, \$25.00 per semester.

ADVANCED ART DESIGN

Grade Level: 10-12

Length: Year

Prerequisite: Art Design A/B

Advanced Art Design – Three Dimensional is a second-year course that expands students' knowledge and abilities in the fundamentals and principles of three-dimensional visual art forms. The history and criticism of these forms are presented through the use of projects, lectures, and visual materials. This class provides understanding of how to see, evaluate and interpret experience through a variety of such media. Related tools and techniques are explained, demonstrated and practiced to promote creative expression through active student participation. Work outside of class is required, for example: portfolio or project preparation, reading, writing, or critical viewing where appropriate. This class is designed for all students with previous experience in the visual arts who are prepared for an advanced level of three-dimensional design. Requested donation for consumable materials, \$25.00 per semester.

AP STUDIO ART

Grade Level: 10-12

Length: Year

Prerequisite: Completion or concurrent enrollment in any upper or advanced art class

College Prep: CSU/UC

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students

submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios – 2-D Design, 3-D Design and Drawing – corresponding to the most common college foundation courses.

AP ART HISTORY

Grade Level: 11-12

Length: Year

Prerequisite: World History, English II

College Prep: CSU/UC

The AP Art History course prepares students for the AP Art History Exam. The course covers art from the Paleolithic period through postmodernism and is designed to provide students with the same material covered in an introductory college course in art history. Students gain knowledge of architecture, sculpture, painting, and other art forms with diverse historical and cultural contexts. Students examine and crucially analyze major forms of artistic expression from the past and present and from a variety of European and non-European cultures. In this course students engage in both visual and historical study about art and its contexts. Students develop an understanding of artworks in their context, considering issues of patronage, gender, politics, religion, and ethnicity. Attention is given to the interpretation of a work of art based upon its intended use, audience, and the role of both the artist and work of art in a particular society. Throughout the study of AP Art History, students examine how and why the work looks the way it does, what it means within its particular context, and how and why it has this meaning. Requested donation for consumable materials, \$25.00 per year.

CERAMICS I

Grade Level:

Length: Year

Prerequisite: None

College Prep: CSU/UC

Ceramics I is a class that introduces students to the fundamentals and principles of the visual arts. The history and criticism of visual arts are presented through the use of projects, lectures, films, and slides. This class provides a basic understanding of how to see, evaluate, and interpret experience through a variety of media. Basic tools and techniques (pinch, coil, 30 slab, wheel, sculpture, decorating, and glazing works made of clay) are explained, demonstrated and practiced to promote creative expression through active student participation. This class is designed for all students with or without previous experience in the visual arts and can prepare students for more advanced classes. Requested donation for consumable materials, \$20.00 per semester.

CERAMICS II

Grade Level: 10-12

Length: Year

Prerequisite: Ceramics I or instructor approval

Ceramics II is an advanced class that expands students' knowledge and abilities in the fundamentals and principles of three-dimensional visual art forms. The history and criticism of ceramics are presented through the use of projects, lectures, and visual art materials. This class provides understanding of how to see, evaluate and interpret experience through projects such

as: wheel throwing, casting, slab, coil, sculpting, glazing, painting, and firing methods. Related tools and techniques are explained, demonstrated, and used to promote creative expression through active student participation. Work outside of class is required, for example: project preparation, reading, writing, or critical viewing where appropriate. This class is designed for all students with successful experience in Ceramics I who are prepared for a more advanced level of ceramics. Consumable materials, \$20.00 per semester.

CERAMICS ADVANCED

Grade Level: 11-12

Length: Year

Prerequisite: Ceramics I, II, or instructor approval

Class may be repeated for credit

Advanced Ceramics is an advanced class that expands students' knowledge and abilities in the fundamentals and principles of three-dimensional visual art forms. Students must demonstrate the ability to work independently in areas of special interest. The history and criticism of ceramics are presented in greater depth through the use of projects, lectures, and visual arts materials. This class expands and deepens understanding of how to see, evaluate and interpret experience through projects such as: wheel throwing, casting, slab, pinch, coil, sculpting, glazing, decorating, and ceramic firing methods. Specialized tools and techniques are explained, demonstrated, and used to promote individual creative expression through active student participation. Work outside of class is required (e.g., project preparation, reading, writing, research, critical viewing, and exhibiting). Students will explore possibilities of higher education and/or career opportunities in ceramics. This class is designed for motivated students who are prepared for a more advanced level of ceramics. Requested donation for consumable materials, \$20 per semester.

ART AND ANIMATION, ROP

Grade Level: 10-12

Length: Year

Prerequisite: Must be at least 16

College Prep: CSU/UC

This comprehensive program introduces students to animation through theory and hands-on training in art fundamentals, drawing, cartooning, and animation basics. It also includes an introduction to computer graphics imaging. Students will study art theory, composition, color, spatial concepts, rendering and animation, using creativity and imagination to convey ideas and tell a story. Integrated throughout the course are career technical education standards which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge.

COMPUTER GRAPHIC ARTS, ROP

Grade Level: 10-12

Length: Year

Prerequisite: Must be at least 16

College Prep: CSU/UC

This course is an exploratory digital arts class with a focus on graphic design and commercial art. This class will enable students to achieve an understanding and appreciation of artistic

expression and use this knowledge to enhance visual communication. Students will explore drawing and layout techniques and tools used in computer arts and digital graphics such as Adobe Photoshop, Illustrator, In-Design and Acrobat. The historical, social and cultural uses of art and graphic design are explored and analyzed. Students create original art projects, including digital photography, using professional-level software and equipment. Students critique their work and maintain portfolios of their artwork and writing. Integrated throughout the course are the California Visual and Performing Arts Standards as well as career technical education skills. Students will leave the course with an electronic portfolio of their work and prepared for entry-level positions in the world of marketing and advertising, or for college programs in the arts and design.

This course is certified by the University of California as an “a-g” course in the “f-Visual and Performing Arts” category.

DIGITAL ARTS/DESIGNS FOR THE WEB, ROP

Grade Level: 10-12

Length: Year

Prerequisite: Must be at least 16

Digital Arts/Designs for the Web is a college preparatory course integrating the California Visual and Performing Arts Standards. This class will enable students to achieve an understanding and appreciation of artistic expression and be able to use that expression to enhance communication. Students will create original digital arts projects using new and contemporary media techniques. Outside research is part of the curriculum. Students are required to keep design journals, critique their work and the works of others and maintain portfolios of their artwork and writing. Integrated throughout the course are career technical education standards which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge.

GAME DESIGN

New ROP course offered by CCCOE – Course description pending

PHOTOGRAPHY ARTS I

Grade Level: 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Photography, as a non-verbal language, allows all students, in a differentiated setting, to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. In producing their own work and by studying the photographs of others, all students will develop a base for making informed aesthetic judgments. **Students will learn to operate 35mm cameras and light meters while using black and white film.** They will process negatives, create proof and enlargement prints and learn the basics of design and lighting theories related to photography. Students will be challenged with assignments that replicate professional work with the enhancement of critical thinking skills. They will learn how to apply elements from the study of photography to other art forms, content areas, and careers. A

35mm camera is necessary for this course. Requested donation for consumable materials, \$50 per semester.

PHOTOGRAPHY ARTS ADVANCED

Grade Level: 10-12

Length: Year

Prerequisite: Photo Arts I or instructor approval

College Prep: CSU/UC

Photography, as a non-verbal language, allows all students, in a differentiated setting, to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. In producing their own work and by studying the photographs of others, all students will develop a base for making informed aesthetic judgments as learned in Photography Arts I.

Students will become proficient in operating 35mm cameras and light meters while using black and white film. They will process negatives, create proof and enlargement prints and expand their use of the basics of design and lighting theories related to photography. In building their portfolio, students will be challenged with assignments that replicate definitive professional work with the enhancement of critical thinking skills. They will learn how to apply elements from the study of photography to other art forms, content areas, and careers. A 35mm camera is necessary for this course. Requested donation for consumable materials, \$50 per semester.

BUSINESS EDUCATION

WEB PAGE DESIGN, ROP

Grade Level: 11-12

Length: Year

Prerequisite: Must be at least 16

College Prep: CSU/UC

This course is an exploratory digital arts class with a focus on web design. This class will enable students to achieve an understanding and appreciation of artistic expression and use this knowledge to enhance visual communication. Students will explore drawing and layout techniques and tools used in web design and digital graphics, such as Adobe Dreamweaver, Flash and Photoshop. Students will learn HTML, CSS, and scripting languages. The historical, social and cultural uses of commercial art and web design are explored and analyzed. Students create original web pages and web sites, as well as digital photography and animation projects using professional-level software and equipment. Students critique their work and maintain portfolios of their art work, design, and writing. Integrated throughout the course are the California Visual and Performing Arts Standards as well as career technical education skills. Students will leave the course with an electronic portfolio of their work and prepared for entry-level positions in the world of web design, or for college programs in the arts and design. This course is certified by the University of California as an "a-g" course in the "f-Visual and Performing Arts" category.

WORK EXPERIENCE EDUCATION**Grade Level: 11-12****Length: Year****Prerequisite: Must be at least 16****College Prep: CSU/UC****May be repeated for credit**

Through Work Experience Education, students have the opportunity to gain valuable on-the-job training before graduation from high school. Their job performances are observed and evaluated both by their Work Experience Coordinator and their employers. Through Work Experience Education seminars, students are introduced to career planning and decision-making, the career search process, preparation of a professional personal resume, and will learn about budgeting their time and money. They will also cover such vital daily processes as banking, financial investing, job survival, and self-awareness, and will become aware of the responsibilities they must accept as they enter the "World of Work." Parent approval is required. This course provides a supervised assignment for students employed in business, sales, distributive, legal office, or trade and industrial occupations. Students must work an average of 10-12 hours per week for 5 semester hours of school credit: an average of 20 or more hours per week for 10 semester hours of school credit each semester. Students must have a valid Permit to Work, which complies with the state of California Labor Code and the work orders of the Department of Industrial Relations.

Credit:

- 1) Students are limited to a total of 40 credits from W.E.E. toward graduation
- 2) Students must be at least 16 years old
- 3) Students must be enrolled as regular full-time students in a high school program
- 4) Students must maintain a school-wide GPA of 2.0 each quarter, good attendance and good behavior school-wide

ENGLISH/LANGUAGE ARTS**ACADEMIC LITERACY I****Grade Level: 9-12****Length: Year****Prerequisite: Teacher and Administrator recommendation or approval**

Academic Literacy I is a year-long elective designed to aid students who need intensive intervention in the language arts skills of decoding, comprehension, reasoning, and basic writing. The course offers direct instruction in phonemic awareness, word recognition fluency, oral and silent reading, and work meaning. Individual assessment of students' strengths and weaknesses in reading proficiency is an integral part of the course.

ACADEMIC LITERACY II**Grade Level: 9-12****Length: Year****Prerequisite: Teacher and Administrator recommendation or approval**

Academic Literacy II is a year-long elective designed to aid students who need strategic intervention to access content area text, critical thinking, and intermediate writing (may include essays and/or a career research report). The course offers direct instruction in metacognitive reading strategies to negotiate meaning in increasingly difficult material to prepare students for upper division text-based coursework. Individual assessment of students' strengths and weaknesses in reading proficiency is an integral part of the course.

ACADEMIC LITERACY III**Grade Level: 9-12****Length: Year****Prerequisite: Teacher and Administrator recommendation or approval**

Academic Literacy III is a year-long elective designed to aid students who need to master grade level content area standards. The course offers continued direct instruction in metacognitive reading strategies to negotiate meaning in the increasingly difficult material to prepare students for upper division and college level text-based course work. Individual assessment of students' strengths and weaknesses in these areas is an integral part of the course.

ACADEMIC SUCCESS**Grade Level: 9****Length: Year****Prerequisite: None**

This course will help students enhance personal responsibility and interpersonal skills while focusing on academic success. Service-learning is an integral part of this class and is done in conjunction with school and/or community service. This class addresses themes such as respect, integrity, goal setting, team building, and organizational skills. Upper-class students (high school) and repeating students (at middle school) act as mentors for the students in this class. The six main components of this class are: school and workplace literacy, character education, skills for effective learning, personal well-being, school-to-career exploration, and service-learning.

ENGLISH I**Grade Level: 9****Length: Year****Prerequisite: None****College Prep: CSU/UC**

English I is a required on-year freshman class. It is designed to help students continue development in the language arts: reading, writing, speaking, and listening. This course includes instruction in composition, vocabulary, grammar, and the interpretation of literature. Skills and concepts are taught in an integrated way to be mutually reinforcing.

ENGLISH II**Grade Level: 10****Length: Year****Prerequisite: English I****College Prep: CSU/UC**

English II is a required one-year sophomore class. This course continues the emphasis on the four language arts: reading, writing, speaking, and listening. Additional exposure to various types of literature and continued emphasis on developing written expression are stressed. Skills and concepts are taught in an integrated way to be mutually reinforcing.

ENGLISH III**Grade Level: 11****Length: Year****Prerequisite: English II****College Prep: CSU/UC**

English III is a one-year required junior class. This course will enable students to continue developing their abilities in the skills of English. Works of literature with an emphasis on American authors will be studied; composition work will emphasize developing ability in a variety of written modes. Skills and concepts are taught in an integrated way to be mutually reinforcing.

ENGLISH III – HONORS**Grade Level: 11****Length: Year****Prerequisite: English II and successful completion of application process****College Prep: CSU/UC**

English III Honors is a one-year course for a limited number of students who are highly motivated, able to assume considerable responsibility for their progress and willing to pursue topics in depth. Intensive study of works of American literature and advanced forms of composition will be required. The course will have a comprehensive written final examination. Students will be selected by an application process.

ENGLISH IV**Grade Level: 12****Length: Year****Prerequisite: English III****College Prep: CSU/UC**

English IV is a required one-year senior class. In this course students will expand their knowledge of the classics, modern works of world literature, and non-fiction. This course focuses on close reading of literary works and on advanced forms of composition with development of both style and precision. Skills and concepts are taught in an integrated way to be mutually reinforcing.

ENGLISH IV AP**Grade Level: 12****Length: Year****Prerequisite: English III or English III Honors and successful completion of application process****College Prep: CSU/UC**

This course engages highly motivated students in the careful reading and critical analysis of imaginative literature. Students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style, and themes as well as use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading wide and deep and builds upon the reading done in previous English courses.

CREATIVE WRITING**Grade Level: 9-12****Length: Year****Prerequisite: None****College Prep: CSU/UC**

Creative Writing is a seminar-style course for students interested in writing. Through whole class instruction, small group work, and individual instruction, students will develop their own voices and styles in writing, and gain skill and confidence in utilizing a writing process in a variety of genres. Students will read a variety of literary selections to use as models and stimuli for writing.

ELD ACADEMIC LANGUAGE**Grade Level: 9-12****Length: Year****Prerequisite: Placement by ELD/CELDT Assessment****Class may be repeated for elective credit**

This course accelerates the learning of academic English, which students need to succeed in their core-content classrooms. Teaching in this course focuses on strategies that enable English Learners to comprehend the language of textbooks, lectures, and discussions. Likewise, students learn the kinds of language needed to interact collaboratively with English speaking students in academic settings. The course provides EL students with opportunities to develop their thinking abilities, encourages them to read and write extensively, and offers support and encouragement for success in their core-content studies. The course provides access to textbooks and content topics covered in their core-content classrooms. Instruction is developmental and is thus delivered in ways appropriate to the English proficiency level of each student. The oral-language, reading, and writing activities of the course incorporate the cultural background, living experiences, and knowledge that students bring to the classroom.

ENGLISH LANGUAGE DEVELOPMENT

Grade Level: 9-12

Length: Year

Prerequisite: Placement by ELD/CELDT Assessment

College Prep: CSU/UC (1 year)

ELD enables students to acquire communicative competence in English. The course enhances the student's self-confidence and promotes language proficiency for personal, social, and educational purposes. A special emphasis is placed on developing the student's academic English proficiency. Performance objectives describe what a second-language learner should be able to do by the end of the course. Instruction is developmental and includes a variety of communicative, meaning-based approaches, which incorporate a range of thinking skills. The course fosters an appreciation of the cultural diversity of all students.

COMMUNICATIONS

FILM STUDY (Intro)

Grade Level: 10-11

Length: Year

Prerequisite: None

College Prep: CSU/UC

Film is one of the major collaborative art forms of the 20th century. This course will examine the many aspects of this art form, such as the history and aesthetics of film and other moving images. It will examine film in terms of vocabulary, criticism, grammar, production elements, genre, collaboration, acting, modes of music, historical context, and career opportunities.

FILM STUDY (Advanced)

Grade Level: 11-12

Length: Year

Prerequisite: Intro. To Film Study, Video Production I, II or instructor approval

This course is designed for students who have a serious interest in cinema as a major art form of the 20th and 21st centuries. Students will use the language and tools learned in Introduction to Film Study to focus on the work of outstanding directors of the past and present. All of the directors studied have made a significant contribution to the development of film, have a compelling vision and unique style, and have a personal stamp that cuts across films, genres, and decades.

JOURNALISM I

Grade Level: 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

This course introduces students to a variety of writing and editorial skills involved in creating and publishing a newspaper. Students will study communication strategies, aesthetics in the art of mass communication, and various media. Students will develop an awareness of

journalistic integrity and the balance between the rights and responsibilities of media in a free society. In addition, they will explore careers related to journalism.

JOURNALISM II

Grade Level: 10-12

Length: Year

Prerequisite: Journalism I or instructor approval

College Prep: CSU/UC (pending approval)

May be repeated for credit

This course is devoted to the development and publication of the school newspaper. Students will use a variety of writing and editorial skills. Students will assume traditional staff roles related to newspaper production. Students will use communication strategies and knowledge of aesthetics in newspaper design. Students will practice journalistic integrity recognizing their rights and responsibilities as members of the press. In addition, they will examine in depth careers related to journalism.

PUBLIC SPEAKING I

Grade Level: 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Public Speaking I is an elective course designed to help students develop oral language skills in a variety of planned and spontaneous public speaking situations, and to gain research and organizational skills necessary for a variety of types of oral presentations.

PUBLIC SPEAKING II

Grade Level: 10-12

Length: Year

Prerequisite: Public Speaking I

College Prep: CSU/UC

May be repeated for credit

Public Speaking II is a rigorous course designed to challenge students to expand oral language and organizational skills in all professional facets. Students will engage in in-depth research including the use of technology.

VIDEO PRODUCTION I

Grade Level: 9-12

Length: Year

Prerequisite: Journalism I

College Prep: CSU/UC

Students will learn the basic aspects of video production, both in front of, and behind the camera. They will study the techniques of video production and create their own theme-based video projects. There will be an emphasis on the uses of communication (speech, language, and writing) and organizational skills. This class is designed for all students with or without previous experience in video production and is the prerequisite for Video Production II.

VIDEO PRODUCTION II

Grade Level: 10-12

Length: Year

Prerequisite: Video Production I

This class includes advanced instruction in all aspects of video/audio production, from techniques for on-camera talent (as a spokesperson, news, anchor, and dramatic performer) to script writing, storyboarding, studio operation, directing, producing, linear and digital editing of video productions. Students will develop a portfolio (demo reel) of their work as well as other projects. The Video II students will work with the instructor on refining techniques and on major video projects. Them-based projects skills will support other curricular areas and serve as a link from school to professional careers. The class stresses the practical use of communication (speech, language, and writing), computer, and organizational skills. This course includes aesthetics, cultural aspects, and the history of television and video production.

FOREIGN LANGUAGE

FRENCH I

Grade Level: 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Level I French is a performance-based course in which students use listening, speaking, and writing skills to begin to develop fluency in French. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions. Requested donation for consumable materials, \$15 per year.

FRENCH II

Grade Level: 9-12

Length: Year

Prerequisite: French I or consent of instructor. It is highly recommended student receive a grade of C or better in French I to continue to French II

College Prep: CSU/UC

Level II French is a performance-based course in which students use listening, speaking, reading and writing skills to continue to develop fluency in French. While using these skills in a variety of familiar themes or topics, students continue to build confidence and a solid foundation for future language learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and target culture(s). In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interaction. It is highly recommended

a grade of “C” or better was earned in French I. Requested donation for consumable materials, \$15 per year.

FRENCH III

Grade Level: 10-12

Length: Year

Prerequisite: French II or consent of instructor. It is highly recommended student receive a grade of C or better in French II to continue to French III

College Prep: CSU/UC

Level III French is a performance-based course in which students progress on the continuum of developing fluency in French. Students participate in activities spanning a variety of themes and topics. They begin to transition from topics of the immediate environment to those of more global perspectives. They communicate with increasing fluency and control of vocabulary and structure. As they begin the study of literature of the target cultures, they expand their intercultural knowledge and awareness. It is highly recommended a grade of “C” or better was earned in French II. Requested donation for consumable materials, \$15 per year.

FRENCH IV ADVANCED PLACEMENT

Grade Level: 10-12

Length: Year

Prerequisite: French III or consent of instructor. It is highly recommended student receive a grade of C or better in French III to continue to French IV

College Prep: CSU/UC

Level IV French is a performance-based course in which students progress on the continuum of developing fluency in French, as they pursue their own interests in the language. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspectives. They begin to adapt vocabulary to personal needs. As they continue the study of literature of the target cultures, they further expand their intercultural knowledge and awareness. The students who choose to pursue the AP French program will develop both practical and long-range intellectual benefits. In addition to the intrinsic benefits, students receiving a score of 3 or higher on the AP French language examination, may receive credit or placement, or both, in advanced courses at the college level. It is highly recommended a grade of “C” or better was earned French III. Requested donation for consumable materials, \$45.00 per semester. (Aligned with State Framework and National Standards)

FRENCH V Honors

Grade Level: 10-12

Length: Year

Prerequisite: French IV or consent of instructor. It is highly recommended student receive a grade of C or better in French IV to continue to French V

College Prep: CSU/UC (pending approval)

French V Honors exposes students to selected French pieces of literature across several centuries as they develop an advanced sensitivity to the nuance of the language and shades of meaning found not only in literary text, but on the continuum of fluency in the language. Grammatical and phonological errors, when present, are addressed in ways that promote

student confidence and do not stifle communication. Student communication is comprehensible to most native speakers. This course offers a challenge to the students who see themselves as mature and ready for critical thinking and cultural understanding. It is highly recommended a grade of “C” or better was earned in French IV. (Aligned with State Framework and National Standards)

SPANISH I

Grade Level: 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Level I Spanish is a performance-based course in which students use listening, speaking, reading, and writing skills to begin to develop fluency in Spanish. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions. Requested donation for consumable materials, \$30 per year.

SPANISH II

Grade Level: 9-12

Length: Year

Prerequisite: Spanish I or consent of instructor. It is highly recommended student receive a grade of C or better in Spanish I to continue to Spanish II.

College Prep: CSU/UC

Level II Spanish is a performance-based course in which students use listening, speaking, reading and writing skills to continue to develop fluency in Spanish. While using these skills in a variety of familiar themes or topics, students continue to build confidence and a solid foundation for future language learning. Students communicate within the context of expanded vocabulary and structure. They expand their understanding of the nature of language and target culture(s). In a learning environment that continues to be supportive of and conducive to the development of new perspectives, students acquire intercultural awareness and experience personal and academic growth through positive personal interaction. It is highly recommended a grade of “C” or better was earned in Spanish I. Requested donation for consumable materials, \$30 per year.

SPANISH III

Grade Level: 10-12

Length: Year

Prerequisite: Spanish II or consent of instructor. It is highly recommended student receive a grade of C or better in Spanish II to continue to Spanish III.

College Prep: CSU/UC

Level III Spanish is a performance-based course in which students progress on the continuum of developing fluency in Spanish. Students participate in activities spanning a variety of themes and topics. They begin to transition from topics of the immediate environment to those of more global perspectives. They communicate with increasing fluency and control of vocabulary and structure. As they begin the study of literature of the target cultures, they expand their intercultural knowledge and awareness. It is highly recommended a grade of "C" or better was earned in Spanish II. Requested donation for consumable materials, \$30 per year.

SPANISH IV – ADVANCED PLACEMENT LANGUAGE

Grade Level: 10-12

Length: Year

Prerequisite: Spanish III or consent of instructor. It is highly recommended student receive a grade of C or better in Spanish III to continue to Spanish IV.

College Prep: CSU/UC

Spanish AP Language is intended for students who wish to develop their proficiency in all four language skills: listening, speaking, reading, and writing. The AP Spanish Language course is designed to be comparable to advanced level (fifth and sixth semester or the equivalent) college/university Spanish language courses. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Course content will reflect intellectual interests shared by the students and teacher. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines. Extensive training in the organization and writing of composition will be an integral part of the course. This course is designed to prepare students for the AP Spanish Language Exam. It is highly recommended a grade of "C" or better was earned in Spanish III. Requested donation for consumable materials, between \$25.00 - \$45.00. (Aligned with the State Framework and National Standards)

SPANISH V HONORS

Grade Level: 10-12

Length: Year

Prerequisite: Spanish IV or consent of instructor. It is highly recommended student receive a grade of C or better in Spanish IV to continue to Spanish V.

College Prep: CSU/UC

Spanish Honors is a performance-based course in which students progress on the continuum of developing fluency in Spanish, as they pursue their own interests in the language. They become independent users of the language as they participate in activities spanning a variety of themes and topics. They transition from topics of the immediate environment to those of more global perspectives. They begin to adapt vocabulary to personal needs. As they continue the study of literature of the target cultures, they further expand their intercultural knowledge and awareness. Students will develop both practical and long-range intellectual benefits. It is highly recommended a grade of "C" or better was earned Spanish IV. (Aligned with the State

Framework and National Standards)

HOME ECONOMICS

DEVELOPMENTAL PSYCHOLOGY OF CHILDREN, ROP

Grade Level: 10-12

Length: Semester/Year

Prerequisite: Must be at least 16

College Prep: CSU/UC (if taken for 1 year)

2nd semester may be repeated for credit

Developmental Psychology of Children is a comprehensive study of the developmental stages of children from conception through adolescence. The content covers the principle theories of child development and their application.

FOODS I

Grade Level: 9-12

Length: Semester

Prerequisite: None

Foods I includes the study of nutrition, consumer skills, and the selection, preparation and care of foods while reinforcing academic, leadership, technology, and decision-making skills. Career pathways are taught and reinforced throughout the course. Requested donation for consumable materials, \$35 per semester.

FOODS II

Grade Level: 9-12

Length: Semester

Prerequisite: Foods I

Foods II is an advanced study of nutrition, consumer skills, and the selection, preparation and care of foods while reinforcing academic, leadership, technology, and decision-making skills. Career pathways are taught and reinforced throughout the course. Requested donation for consumable materials, \$35 per semester.

INDUSTRIAL TECHNOLOGY

AUTO I

Grade Level: 9-12

Length: Year

Prerequisite: None

A basic consumer-oriented automotive class designed to introduce all aspects of the automobile, as well as preventive maintenance and impart basic manipulative skills with hand tools. Emphasis on safe work habits, safety inspection, practical application of basic competencies, and consumer awareness.

AUTOMOTIVE TECHNOLOGY, ROP**Grade Level: 11-12****Length: Year (2 periods long)****Prerequisite: Auto I – must be at least 16 years old****May be repeated for credit**

This course prepares students for entry-level employment and provides the knowledge and skills required to enter into advanced training in the automotive field. The course includes engine repair, fuel delivery systems, wheel alignment, computer control, air conditioning, electrical systems, brake service and repair, front-end repair diagnostic equipment, and technical reading and writing. Integrated throughout the course are career preparation standard that include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

COMPUTER INTEGRATED MANUFACTURING, ROP**Grade Level: 10-12****Length: Year****Prerequisite: Completion of Civil Engineering and Architecture**

Computer Integrated Manufacturing is part of the *Project Lead the Way* curriculum for the engineering path. In this course students will learn automated manufacturing concepts by creating three-dimensional designs with modeling software and producing models of their designs on computer numerically controlled (CNC) machine tools. The topics covered include robotics, machine tool operating, industrial practices, tool motion, CNC programming, simulations, prototyping, and manufacturing systems. Integrated throughout the course are career technical education standards which include basic academic skills, communication, career planning, technology, problem solving, safety, responsibility, ethics, teamwork, and technical knowledge.

MATHEMATICS**ALGEBRA I****Grade Level 9-12****Length: Year****Prerequisite: Qualifying score on assessment test and/or teacher recommendation****College Prep: CSU/UC**

This course covers the twenty five California State Mathematics Standards for Algebra I. Emphasis is on writing, solving, and graphing linear and quadratic equations. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics. In addition, algebraic skills and concepts are developed and used in a wide variety of problem solving situations. This course is the first course in the three-year mathematics requirement for four-year college admission.

GEOMETRY

Grade Level 9-12

Length: Year

Prerequisite: Successful completion of Algebra I. Concurrent support recommended for students who received a D in Algebra I

College Prep: CSU/UC

This course provides the student with the knowledge, concepts and skills identified in the California State Mathematics Standards for Geometry. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics. In addition, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems. **This course is the second course in the three year mathematics requirement for four-year college admission.**

ALGEBRA II

Grade Level 10-12

Length: Year

Prerequisite: Geometry. A minimum grade of C in Geometry is strongly recommended.

College Prep: CSU/UC

This course provides the student with the knowledge, concepts, and skills identified in the California State Math Standards for Algebra II. The ability to communicate mathematical reasoning and understanding will be incorporated into all math topics. In addition, students will develop their ability to construct formal, logical arguments in algebraic settings and problems. **This course is the third course in the three-year mathematics requirement for four-year college admission.**

ALGEBRA II/TRIGONOMETRY

Grade Level 10-12

Length: Year

Prerequisite: Student earns a B or better in Algebra I and a B or better in Geometry

College Prep: CSU/UC

This course provides the student with the knowledge, concepts, and skills identified in the California State Math Standards for Algebra II and Trigonometry. The ability to communicate mathematical reasoning and understanding will be incorporated into all topics. In addition, students will develop their ability to construct formal, logical arguments in algebraic and trigonometric settings and problems. **This course is the third course in the three-year mathematics requirement for four-year college admission.**

TRIGONOMETRY – ADVANCED ALGEBRA

Grade Level 11-12

Length: 1 year

Prerequisite: Algebra 2 or higher

College Prep: CSU/UC

This course will prepare students to enter directly into Pre-Calculus at the high school or college level. It is the second half of the Algebra 2 sequence and will include Trigonometry and advanced functions. The curriculum will be aligned with the fourth year of the Common Core

standards. This class will prepare students for success on the math placement exam required by the CSU/UC's.

PRE-CALCULUS

Grade Level 11-12

Length: Year

Prerequisite: Algebra II/Trig (grade of B or better) or Trig/Adv. Alg. Topics

College Prep: CSU/UC

Pre-Calculus is a study of absolute value, polynomial, exponential, logarithmic, and trigonometric functions. Concepts provide a bridge from the high school mathematical material to the college.

PRE-CALCULUS - HONORS

Grade Level 11-12

Length: Year

Prerequisite: Algebra II/Trig (grade of B or better) or Trig/Adv. Alg. Topics & teacher recommendation

College Prep: CSU/UC

Pre-Calculus is considered to be the fourth year of a very strong high mathematics program, but is also taught at the college level where it is the second college level course in mathematics after trigonometry. Pre-Calculus Honors refines the Trigonometric, Geometric and Algebraic techniques needed in the study of Calculus. New skills will be introduced and many old skills will be pushed to new heights with a conceptual understanding beyond the reach of most high school students.

CALCULUS – AP

Grade Level 12

Length: Year

Prerequisite: Pre-Calculus (grade of B or better)

College Prep: CSU/UC

This course consists of the study of functions, limits, continuity, differentiation, integration, and applications of the principles of differential and integral calculus. The course will prepare students for the Advanced Placement in Calculus AB.

STATISTICS

Grade Level: 11-12

Length: Year

Prerequisite: C or better in Algebra 1 and Eng. 10

College Prep: CSU/UC

In this class students will work to understand probability, inference and modeling with logarithms and exponential equations. Students will study the concepts of distribution, expectation, variance, covariance, portfolios, central limit theorem, statistical inference of univariate and bivariate data, regression models and bias. This class will be graded on projects, in class assignments and concept quizzes.

STATISTICS AP

Grade Level 11-12

Length: Year

Prerequisite: Algebra II or Algebra II/Trig (grade of B or better) or Pre-Calculus (grade of C or better) or Trig & Advanced Algebra (grade of C or better)

College Prep: CSU/UC

The purpose of the course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring data: Observing patterns and departures from patterns
- Planning a study: Deciding what and how to measure
- Anticipating patterns: Producing models using probability and simulation
- Statistical inference: Confirming models

COMPUTER SCIENCE AP

Grade Level 11-12

Length: Year

Prerequisite: Algebra II or Algebra II/Trig (grade of B or better) or Pre-Calculus (grade of C or better) or Trig & Advanced Algebra (grade of C or better)

College Prep: CSU/UC

The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction.

The nature of the AP course is suggested by the words “computer science” in the title. Their presence indicates a disciplined approach to a more broadly conceived subject than would a descriptor such as “computer programming.” There are no computing prerequisites for the AP course. It is designed to serve as a first course in computer science for students with no prior computing experience

PERSONAL FINANCE

Grade Level 11-12

Length: Year

Prerequisite: None

A comprehensive course that covers career exploration, basic mathematical concepts, personal money management skills, introduction to applicable technology, research techniques, and problem-solving skills as each relates to personal finance. Specific topics include but are not limited to budgeting, tax preparation, banking, credit, purchasing a car, home ownership, insurance and investments. Students will leave this course with the knowledge and tools to be successful in their personal finances involving their careers and everyday life.

INTRODUCTION TO BUSINESS FINANCE

Grade Level 11-12

Length: Year

Prerequisite: None

A fundamental course that covers career exploration in business ownership and management, basic mathematical concepts with direct applications to business finance, business management skills, introduction to applicable technology, helpful resources and problem-solving strategies as each relates to business finance. Specific topics include but are not limited to entrepreneurship, personnel, production, purchasing, sales, marketing, accounting basics, corporate planning, and writing a business plan. Students will leave this class with new insight into the basic elements of starting a business, owning and/or managing a business, and an idea of concepts that would be addressed in a business degree pathway.

PERFORMING ARTS

MUSIC - INSTRUMENTAL

All music classes except Guitar-Beginning may be repeated for credit.

It is expected all students enrolled in instrumental music classes (except Guitar and Orchestra) also enroll in Marching Band. Marching Band includes summer rehearsals. (Dates to be provided by teacher.)

GUITAR – BEGINNING

Grade Level 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Guitar-Beginning is a course open to students in grades 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities. Requested donation for consumable materials, \$30.00 covers cost of keeping instruments operational.

GUITAR – ADVANCED

Grade Level 10-12

Length: Year

Prerequisite: Guitar Beginning & teacher interview/audition & approval

College Prep: CSU/UC

Guitar-Advanced is a course open to students in grades 9-12. Students will use the skills and knowledge acquired in Guitar – Beginning to advance the overall concepts of guitar technique, performance, responsiveness, and discrimination. They will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence.

Work outside of class involves project preparation, written assignments, and exploration of school-to-career possibilities. \$30.00 donation covers cost of keeping instruments operational.

JAZZ BAND

Grade Level 9-12

Length: Year

Prerequisite: By Audition

College Prep: CSU/UC

Jazz Band is an advanced course in jazz. Students must be able to play their instrument with a high degree of skill. The music will consist of professional level commercial and jazz music. Students will be expected to improvise with some skill and to know and understand the harmonic structure of the music that is played. Students will be encouraged to write for this ensemble. The jazz band will perform on many occasions for the general public at music festivals. Attendance at performances is a mandatory class requirement. Membership in the group is by teacher recommendation to insure that the students have a high level of musical skill and to maintain a balanced instrumentation.

MARCHING BAND/RALLY BAND

Grade Level 9-12

Length: Semester

Prerequisite: Concurrent enrollment in another band class at CVHS

The Marching Band performs at football games and several competitions throughout the season. Rehearsals are held after school and some Saturdays with competitions on weekends throughout the fall. Attendance at performances is a mandatory class requirement. There are variable competition fees. In addition, attendance is required at a one week band camp prior to the beginning of school. Marching Band and Rally Band will be added to the students schedule separate of the course card. **Students should not sign up for Marching Band or Rally Band on the course selection card.**

ORCHESTRA (STRING)

Grade Level 9-12

Length: Year

Prerequisite: One year instrumental music or consent of instructor

College Prep: CSU/UC

Orchestra is a course in orchestral music of different styles and periods. Students must possess some ability to perform on their instrument, which includes violin, Viola, Cello, Bass, and Piano. At times, the group will perform as a full orchestra with the addition of wind and percussion players. A number of concerts will be performed each year for the general public and at music festivals. Attendance at all performances is a mandatory class requirement. This class is open to students who already play a string instrument, but with teacher permission a student who wishes to learn to play an instrument could be accepted.

SYMPHONIC BAND

Grade Level 9-12

Length: Year

Prerequisite: Orchestra, Stage Band, Concert Band or consent of instructor

College Prep: CSU/UC

Symphonic Band- is an advanced instrumental music class. Students must be able to play their instrument with a high degree of skill, and teacher recommendation is required for enrollment in this class. This band will give a number of performances for the general public and at music festivals. Marching band will be a part of the activity of this band. The music teacher can supply information regarding this part of the program. Membership in this band is by teacher recommendation.

WIND ENSEMBLE

Grade Level 9-12

Length: Year

Prerequisite: One year instrumental music or consent of instructor

College Prep: CSU/UC

Wind Ensemble is an advanced instrumental music class open to any students in grades 9-12. Students will learn proper instrumental techniques and rehearse and perform music of an advanced degree of difficulty and of different styles, cultures, and periods. Performances for school, the community, and music festivals are an important part of the program. Students may enroll only with teacher permission. Attendance at performances is a mandatory class requirement. The music teacher can supply additional information regarding this class.

MUSIC – VOCAL

TREBLE CHOIR (Women's Ensemble) – VOCAL MUSIC I

Grade Level 9-12

Length: Year

Prerequisite: Consent of Instructor

College Prep: CSU/UC

Treble Choir is a class which is open to students in grades 9-12 whose voice range is soprano or alto. Students will learn the elements of vocal techniques and music reading, and sing a wide variety of selections representing different styles, cultures, and periods. Performances for school, community and at music festivals are an important part of the class instruction. Attendance at performances is a mandatory class requirement. Membership is by audition or teacher recommendation.

CONCERT CHOIR – VOCAL MUSIC II

Grade Level 9-12

Length: Year

Prerequisite: Consent of Instructor

College Prep: CSU/UC

Concert Choir is a class open to any student 9-12. Students will learn vocal techniques, the elements of music and rehearse and perform choral music of different styles, cultures and

periods. Performances for school, community and music festivals are an important part of the class instruction. Attendance at performances is a mandatory class requirement

SHOW CHOIR – VOCAL ENSEMBLE – VOCAL MUSIC III

Grade Level 9-12

Length: Year

Prerequisite: Vocal Music I or equivalent experience with teacher recommendation or audition.

Show Choir - Vocal Ensemble – Vocal Music III is a course open to students in grades 9-12 who can demonstrate advanced skill and knowledge of vocal techniques, elements of music, and interpretation of musical styles, periods, and cultures. The Ensemble performs on many occasions for school and community and at music festivals. Membership is by audition or teacher recommendation.

PHYSICAL EDUCATION

All PE classes grades 10-12 may be repeated for credit.

AEROBICS

Grade Level 10-12

Length: Semester/Year

Prerequisite: None

Aerobics includes knowledge of exercise physiology and body mechanics. Strength training, weight training, circuit training, stretching, yoga, jogging and aerobic exercise to music are used to improve the cardio-respiratory, strength, and endurance fitness level of students. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

BOWLING

Grade Level 10-12

Length: Semester/Year

Prerequisite: None

Bowling is an off-campus course that is taught at Clayton Valley Bowl. Individual instruction is given and leagues are formed. Averages are kept for each student. Various tournaments may be held each semester.

Cognitive-based physical and health-related concepts and grade-level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels. Includes 2-mile fitness jog/walk. Requested donation for consumable materials, \$85.00 per semester.

DANCE I

Grade Level 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Dance I can be used for either PE credit or Fine Arts credit for graduation, but not for both

Dance I is a class that introduces students to the study of fundamental forms of movement

which will allow them to create their own dance compositions. Students will study different dance styles and forms which will include historical and cultural information on dance. This class is designed for all students with or without previous experience in dance and can prepare students for more advanced classes. Dance shoes are required.

PERSONAL FITNESS

Grade Level 10-12

Length: Semester/Year

Prerequisite: None

Personal fitness is a course designed to meet the individual needs of students in the area of fitness, specifically in the areas of cardio respiratory fitness, strength fitness, endurance fitness, and nutrition. The class includes aerobics, steps, weight training, and body strengthening movements.

PHYSICAL EDUCATION 9

Grade Level 9

Length: Year

Prerequisite: None

Ninth grade physical education is composed of activities from the eight areas included in the physical education handbook and the model curriculum standards. It will also include a cognitive-based, health-related fitness program. This year forms the core program and will be the base for a sequentially developed elective program.

TEAM SPORTS

Grade Level 10-12

Length: Semester/Year

Prerequisite: None

Team sports consist of the following units of instruction: Volleyball, football, soccer, speedball, basketball, and softball. Instruction in skills will be provided in each activity. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

WEIGHT TRAINING I

Grade Level 10-12

Length: Semester/Year

Prerequisite: None

Students lift weights and practice cardio-respiratory fitness every class period for periods 2-7. For period 1, weight training is a three-day a week work-out program. Students will lift on Monday, Wednesday and Friday. The off days are used for cardio-respiratory fitness. Workouts are based upon the set/repetitions concept. Free bar, universal machines, and dumbbells are the major sources of training. Students are grouped by abilities and each student works on his/her own individual capacity. Cognitive-based physical and health-related concepts and grade level physical fitness performance objectives will be reviewed, applied and evaluated for all grade levels.

SCIENCE

BIOLOGY I

Grade Level 9-12

Length: Year

Prerequisite: Passing grade of “C” in Algebra I and concurrent enrollment in Geometry.

College Prep: CSU/UC

Biology is the study of living things and their relationships with other living things and with the physical environment. Included are the study of life processes such as growth, reproduction, and metabolism, and the flow of energy through living systems. Genetics, evolution of life forms, classification of living things, the structure and function of molecules, cells, tissues, organs, and systems that make up living organisms are also studied. Special attention is given to the human species and its relationship to other life and to the environment. Science attitudes, thinking processes and skills, and applications of science and technology to social problems and personal decision making are emphasized.

BIOLOGY – ADVANCED PLACEMENT

Grade Level 11-12

Length: Year

Prerequisite: Biology and Chemistry with a grade of “B” or better in both classes or “C” with teacher approval

College Prep: CSU/UC

The AP Biology course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP Examination, some students, as college freshmen, are permitted to undertake upper-level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors.

AP Biology includes those topics regularly covered in a college biology course for majors or in the syllabus from a high-quality college program in introductory biology. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by students, and the time and effort required of students. The textbooks used the AP Biology should be those also used by college biology majors. The kinds of labs done by AP students must be the equivalent of those done by college students.

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

CHEMISTRY**Grade Level 10-12****Length: Year****Prerequisite: Passing grade of "C" in Geometry and concurrent enrollment in Algebra II or teacher approval.****College Prep: CSU/UC**

Chemistry is the study of the structure of matter-atoms, molecules, crystals, solutions – and how that structure is related to the properties and behavior of matter. A quantitative approach is used to investigate the processes that occur during chemical change, when matter changes its form, and with the energy that is always involved with those processes. Basic principles of chemistry are developed and applied to real life situations. This course is designed to provide a solid foundation for further study of science. The course meets the criteria for laboratory science courses in the University of California and California State Universities and Colleges entrance requirements.

CHEMISTRY - HONORS**Grade Level 10-12****Length: Year****Prerequisite: Geometry completed with "B" or better and concurrent enrollment in Algebra II or higher level math & current math/science teacher recommendation/test evaluation****College Prep: CSU/UC**

Chemistry is the study of the structure of matter – atoms, molecules, crystals, solutions – and how that structure is related to the properties and behavior of matter. A quantitative approach is used to investigate the processes that occur during chemical change, when matter changes its form, and with the energy that is always involved with those processes. Basic principles of chemistry are developed and applied to real life situations. Chemistry I Honors differs from Chemistry I in that the pace of instruction is faster, additional topics are included, and many topics are treated in greater depth and with more application of mathematics. Chemistry I Honors meets the criteria set forth by the University of California and the California State Universities and course.

CHEMISTRY - AP**Grade Level 11-12****Length: Year****Prerequisite: Enrollment in Algebra II or higher level math & B or higher in Biology and****College Prep: CSU/UC**

Students enrolled in AP Chemistry will cover content equivalent to what is presented in two semesters of college general chemistry. Upon successful completion of this course and achievement of a satisfactory score on the AP Chemistry Examination, students may have the opportunity to receive general chemistry credits or place out of general chemistry classes and move into more advanced science courses during their first years in college.

During the first semester, students will review concepts presented during their first course of high school chemistry beginning with problem solving skills, data collection, significant figures, stoichiometry, and the basics of the periodic table and general properties of matter. Moving from this review foundation, students will study chemical reactions, solutions, properties of

gases and thermochemistry before focusing in on a more in depth examination of the periodic table and chemical bonding.

EARTH SCIENCE I

Grade Level 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Earth Science I is designed to provide a rigorous introduction to high school science for students who anticipate taking Chemistry and/or Physics. Earth Science is designed to provide a full year course for students who have a particular interest in the earth sciences. Earth Science I includes content drawn from astronomy, geology, meteorology, and hydrology. Many basic concepts of chemistry and physics are also developed in the context of earth science topics. Science attitudes, thinking processes and skills, application of appropriate mathematical concepts and skills, and applications of science and technology to social problems and personal decision making are emphasized. Earth Science I meets the UC “g” requirement for elective courses.

INTRODUCTION TO ENVIRONMENTAL SCIENCE

Grade Level 11-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Environmental Science is the study of how humans affect and are affected by their environment. It includes the study of the total environment of Earth and how each human and all humans collectively with their actions or lack of actions affect the environment, both in negative and positive ways. Emphasis is placed on what students can do to join the global community in attaining sustainability. An extensive study of what constitutes environmental equilibrium is made. Examples of environmental problems and solutions that are already in progress are studied.

ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT

Grade Level 11-12

Length: Year

Prerequisite: Biology and Chemistry with a grade a “B” or better or “C” with teacher approval.

College Prep: CSU/UC

This course is designed to be the equivalent of an introductory college level course in Environmental Science, and is part of the Environmental Science Academy. AP Environmental Science, (APES) is hands-On, laboratory, and product based. Field trips and field work are necessary components to this course of study. APES is an interdisciplinary field of study that integrates material from Biology, Chemistry, Earth Science, Mathematics, and History, Topics include; ecology, biodiversity, sustainability, renewable and non -renewable resources, pollution, politics, and global change.

NUTRITION AND FOOD SCIENCE

Grade Level: 11-12

Length: 1 year

Prerequisite: Passing grade in Biology

College Prep: pending a-g approval

Learn about the relationships among science, food, and nutrition. Learn to make wiser food choices and be aware of the health impact of making sound choices. The examination of the sources and functions of nutrients that the body requires for optimal health and learning to achieve healthy weight will be included to maintain total wellness. The course will address scientific, cultural, environmental, and health issues related to food, nutrition and wellness. Work "hands on" to learn scientific principles related to nutrition. Knowledge from this class can be applied to food science related careers such as nutritionist, chef, food chemist.

HEALTH SCIENCE

Grade Level 11-12

Length: 1 year

Prerequisite: Pass Earth Science and Biology

This is a 3rd year of science briefly reviewing the various changes in the human body and how it will affect any student in various stages. This course will cover: healthy changes in the body, how psychology affects the human body (self-esteem), stress, addiction: drug abuse, alcohol and tobacco, nutrition, weight management and body image, fitness, infectious conditions, environmental health and consumerism and complementary and alternative medicine.

MARINE BIOLOGY

Grade Level 11-12

Length: Year

Prerequisite: Biology with a passing grade of "C"

College Prep: CSU/UC

The course deals with water environments and the living things that inhabit them. The content includes the physical and chemical properties of water; characteristics of oceans and their interaction with land and with the atmosphere; aquatic ecosystems and how human activity both affects and is affected by aquatic environments and ecosystems. Laboratory and field work is integral to the course and includes study of both live and preserved specimens. This one year course qualifies as a laboratory science for University of California entrance requirements.

PHYSICS

Grade Level: 11-12

Length: Year

Prerequisite: Geometry and concurrent enrollment in Algebra II or teacher approval. It is highly recommended student has passed Geometry with a B or better.

College Prep: CSU/UC

Physics is a laboratory course that provides a systematic understanding of the fundamental principles of physical phenomena that govern chemical, biological, terrestrial and astronomical processes. The course provides a foundation for the intensive studies of most of the other sciences and for an understanding of many technological application of science. Major areas of content include mechanics, work and energy, wave motion, light, electromagnetism, modern 49

atomic and nuclear physics. Science attitudes, thinking processes, and skills, and applications of science and technology to social problems and personal decision making are emphasized. This course qualifies as a laboratory science in meeting University of California entrance requirements.

PHYSICS - HONORS

Grade Level 11-12

Length: Year

Prerequisite: Completion of Algebra II /Trig with a grade of "B" or better or teacher approval

College Prep: CSU/UC

Honors Physics is an intensive study into the physical phenomena that govern the events that occur in the world around us. Mathematical analysis and problem solving approaches are emphasized. Laboratory exercises will require students to apply knowledge to new situations and require them to work in situations that require unique and imaginative solutions. Honors Physics is intended for students with an interest to major in the sciences or science-related careers. Topics discussed are mechanics, vectors, forces, gravity, energy, thermodynamics, gas laws, waves electromagnetism, nuclear physics, and modern physics.

PHYSIOLOGY

Grade Level 10-12

Length: Year

Prerequisite: Biology with a passing grade of "C" or better

College Prep: CSU/UC

This is a laboratory course that includes a detailed and comprehensive study of the structure and function of cells, tissues, organs, and systems of the human body. Concepts from the physical sciences are developed and applied as needed. Science attitudes, thinking processes, laboratory and communication skills and technology are incorporated. Personal as well as global health issues are emphasized. This course qualifies as a laboratory science in meeting University of California entrance requirements.

SPORTS MEDICINE, ROP

Grade Level 10-12 (Must be at least 16 years old)

Length: Year

Prerequisite: None

College Prep: CSU/UC

Learn how systems of the body function and interact through physical activity, and develop a thorough understanding of the structure and function of the musculoskeletal system. This knowledge serves as a platform for the physiological response to injury and improving performance.

SOCIAL STUDIES

ECONOMICS - ADVANCED PLACEMENT

Grade Level 12

Length: Semester

Prerequisite: Successful completion of application process.

College Prep: CSU/UC

Microeconomics: The AP course in Microeconomics gives students an understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

PSYCHOLOGY

Grade Level 10-12

Length: Semester

Prerequisite: None

College Prep: CSU/UC

The major goal of psychology is to systematically study individual behavior and human mental processes to gain an understanding of the self and others. The course will explore cognitive aspects of the mind, or how humans think and feel about the world around them. The course will provide opportunities for students to become knowledgeable about the importance of attitudes, feelings, and values for themselves and others in determining human behavior; the scientific basis of behavior, the process of human development as a lifelong journey.

SOCIOLOGY

Grade Level 10-12

Length: Semester

Prerequisite: None

College Prep: pending a-g approval

Sociology is the behavioral science that studies human society and social behavior. This course will make students aware of sociological forces that shape the structure of life in the United States and the world. The students will examine concepts such as family structure, culture, crime, adolescents, aging, and religion. They will also explore concepts relating to social change and world population.

PSYCHOLOGY AP

Grade Level 11-12

Length: Year

Prerequisite: Successful completion of application process

College Prep: CSU/UC

The aim of AP Psychology is to provide students with a learning experience equivalent to that obtained in most college introductory psychology courses and to prepare students for successful completion of the A.P. exam. The course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with

each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

U.S. GOVERNMENT

Grade Level 12

Length: Semester

Prerequisite: None

College Prep: CSU/UC

The Government course will study the basic structure of American government, exploring what the role of government should be under our Constitutional system. Supporting objectives include historical political theories essential to the establishment of our system of government, supplemented by the social, economic, and religious institutions which influenced it. Further, an objective is to expose students to participatory government experiences leading to an informed electorate, capable of taking responsibility and leadership in society.

AP EUROPEAN HISTORY

Grade Level: 10-12

Length: Year

Prerequisites: Successful completion of the application process.

College prep: UC/CSU

The purpose of Advanced Placement European History is to provide students with a college-level learning experience and to prepare students for the AP exam. This course fulfills the World History graduation requirement. Students will develop skills in critical thinking and historical analysis as they study the vast content and historical documents of European History from the origins of the 15th century Renaissance to the present day.

U.S. GOVERNMENT AND POLITICS – ADVANCED PLACEMENT

Grade Level 12

Length: Semester

Prerequisite: Successful completion of application process

College Prep: CSU/UC

The aim of A.P. U.S. Government is to provide students with a learning experience equivalent to that obtained in most college introductory U.S. Government and Politics courses and to prepare students for successful completion of the A.P. exam. This course will give students an analytical perspective on government and politics in the U.S. and familiarize the student with the various institutions, groups, beliefs, and ideas that constitute U.S. politics.

UNITED STATES HISTORY

Grade Level 11

Length: Year

Prerequisite: None

College Prep: CSU/UC

The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the twentieth century. The course begins with a selective review of American history from the Age of Discovery to the Gilded Age, with an emphasis on the following themes: the nation's

beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course continues with an intensive study of the history of the United States in the twentieth century. The major historical units will include: the Progressive Era, World War I, the 1920's, the New Deal and the Great Depression, World War II, the Cold War and the 1950's, the 1960's, the 1970's, and contemporary America. Students will develop a sense of historical connection and an appreciation of historical time, involving the concepts of the past, present, and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.

UNITED STATES HISTORY AP

Grade Level 11

Length: Year

Prerequisite: Successful completion of application process

College Prep: CSU/UC

The aim of AP U.S. History is to provide students with a learning experience equivalent to that obtained in most college introductory U.S. History courses and to prepare students for successful completion of the A.P. exam. This course will explore the major events, personalities, social, cultural, and technological changes that have shaped U.S. history from the 15th to the 20th centuries.

WORLD HISTORY

Grade Level 10

Length: Year

Prerequisite: None

College Prep: CSU/UC

This course offers a study of world civilizations with an emphasis on cultures from the mid-eighteenth through the twentieth centuries. It will also integrate trends from previous periods as a way of developing appropriate historical context. Students will have opportunities to study significant historical developments and events during these periods; students will also demonstrate competency in thinking historically, understanding the relationship between the individual and community, and in applying the social science method.

AT-LARGE COURSES

AVID

Grade Level 9

Length: Year

Prerequisite: None

May be repeated for credit

This is a transition course designed to increase the success rate of freshman students. Ninth grade students need an orientation program to assist them in enhancing their academic performance, school attendance and behavior. Students expand these skills while exploring a variety of themes and topics. The goal of Freshman Orientation is to introduce 9th grade

students to high school and to give him/her an opportunity to develop skills to be successful in personal, academic and career planning.

LEADERSHIP

Grade Level 9-12

Length: Year

Prerequisite: Elected or appointed to Student Body or Class Office

May be repeated for credit

A year course which develops those unique characteristics, attitudes, and skills which empower a person to make significant changes in self and to move a group of people in new and positive directions. When a student is enrolled beyond one year, he or she has been elected or appointed to an office with increased scope and responsibility. In addition to refining the skills learned previously, the student will be expected to complete more difficult projects, prepare and provide peer instruction, and do additional reading, interviewing, and research in the areas of leadership and group process.

YEARBOOK

Grade Level 9-12

Length: Year

Prerequisite: None

May be repeated for credit

This course introduces students to a variety of writing and layout skills involved in creating and publishing a yearbook. Students will study design theories, the aesthetics of composition, and the evolution of visual communication. These elements will then be applied to learning in other art forms across the curriculum. The pace and setting of the course will simulate the professional work environment, preparing students for a variety of post-graduation careers.

CLAYTON ARTS ACADEMY

VISION:

Clayton Arts Academy is a three block integrated program comprised of an English/Social Studies core with a visual or performing art specialty. The purpose is to provide an artistic avenue for students to fulfill their academic requirements and to provide them with intensive, in-depth training in their area of artistic interest. Current technology will be used as a tool to prepare students for entry into the professional world. Each semester students will collaborate on a thematic-based All-Academy Project, involving all 9 – 12 graders in the program, evaluated by community members! Students will be selected from applications, which are available from the main office, registrar's office, CAA coordinator, or CAA website @ www.claytonarts.org. The prerequisite for these classes is Academy membership.

ACADEMY PLUS I

Grade Level 11

Length: Semester

Prerequisite: None

This course explores social issues and concerns within the school community, focusing on student interest in the arts, academics, and career choices. Along with developing their

resumes, cover letters, and project plans, students will hone their communication and presentation skills via the completion of school-based projects supported by school staff members. The completed projects and portfolio which chronicles their achievements are presented to 9th and 10th grade student cadres.

ACADEMY PLUS II

Grade Level 12

Length: Semester

Prerequisite: Academy Plus I

Students investigate social issues and concerns extending into the community, focusing on student interest in the arts, academics, and career choices. Along with developing their resume, cover letter, and project plan, students will hone their communication and presentation skills via the completion of an internship and/or community-based project supported by a mentor of their selection. The completed project and portfolio which chronicle their achievements are presented to a panel of professionals from the community.

ECONOMICS, CAA

Grade Level 11-12

Length: Semester

Prerequisite: None

College Prep: CSU/UC

Economics, CAA and Government, CAA are offered on alternate years, not every year.

Economics, CAA is offered on odd years only (determined by September date).

The primary goal of the Economics course is an understanding of the basic principles and operations of the American economy with attention given to helping students acquire knowledge of and an appreciation for alternative economic systems. Developing the skills for dealing with personal economic affairs is also an important objective.

ENGLISH I, CAA

Grade Level 9

Length: Year

Prerequisite: None

College Prep: CSU/UC

English I is a required one-year freshman class. It is designed to help students continue development in the language arts: reading, writing, speaking and listening. This course includes instruction in composition, vocabulary, grammar, and the interpretation of literature. Skills and concepts are taught in an integrated way to be mutually reinforcing.

ENGLISH II, CAA

Grade Level 10

Length: Year

Prerequisite: English I

College Prep: CSU/UC

English II is a required one-year sophomore class. This course continues the emphasis on the language arts: reading writing, speaking, and listening. Additional exposure to various types of literature and continued emphasis on developing written expression are stressed. Skills and

concepts are taught in an integrated way to be mutually reinforcing.

ENGLISH III, CAA

Grade Level 11

Length: Year

Prerequisite: None

College Prep: CSU/UC

English III is a required one-year junior class. This course will enable students to continue developing their abilities in the skills of English. Works of literature with an emphasis on American authors will be studied; composition work will emphasize developing abilities in a variety of written modes. Skills and concepts are taught in an integrated way to be mutually reinforcing.

ENGLISH IV, CAA

Grade Level 12

Length: Year

Prerequisite: None

College Prep: CSU/UC

English IV is a required one-year senior class. The course introduces students to the modern works of world literature. The course focuses on close reading of literary works and on advanced forms of composition with development of both style and precision. Skills and concepts are taught in an integrated way to be mutually reinforcing.

GOVERNMENT, CAA

Grade Level 11-12

Length: Semester

Prerequisite: None

College Prep: CSU/UC

Economics, CAA and Government, CAA are offered on alternate years, not every year.

Government, CAA is offered on even years only (determined by September date).

The primary goal of the Government course is to provide a study of federal, state and local governments under our Constitutional system. Basic objectives of the course include understanding the ideological background, political theories and processes of our nation, and knowledge about the social and economic forces and institutions that influence it. There will be additional training in decision-making, leadership and responsibility in society.

UNITED STATES HISTORY, CAA

Grade Level 9-10

Length: Year

Prerequisite: Two block classes must be taken simultaneously. Application acceptance into the academy. 10 credits per semester = total 20 credits.

College Prep: CSU/UC

World History, CAA and U.S. History, CAA are offered on alternate years not every year.

United States History, CAA is offered on even years only (determined by September date).

This two year series will encompass all components of literature, autobiographical incident writing, five paragraph structured essay writing, research, along with World and United States

history. Students will develop skills in reading, vocabulary, speech, and will study the development of world cultures, focus on the values, different points of view, and the need for effective leadership interaction and interdependence in a complex society. This course will provide students opportunities to compare and contrast Western and non-Western cultures in terms of philosophies, ethical systems, law, languages, literature, religions, economic trends, political decisions, and the arts. It will enable students to connect the development of particular cultures to the contributions of various peoples and their heritage. Students will be aware of how the past affects the present, and speculate on how both will affect the future. Students will incorporate their expertise in the arts and their developing skills in technology to create artistic projects that reflect their efforts and explorations in the core themes.

WORLD HISTORY, CAA

Grade Level 9-10

Length: Year

Prerequisite: Two block classes must be taken simultaneously. Application acceptance into the academy. 10 credits per semester = total 20 credits.

College Prep: CSU/UC

World History, CAA and U.S. History, CAA are offered on alternate years not every year.

World History, CAA is offered on odd years only (determined by September date).

This two year series will encompass all components of literature, autobiographical incident writing, five paragraph structured essay writing, research, along with World and United States history. Students will develop skills in reading, vocabulary, speech, and will study the development of world cultures, focus on the values, different points of view, and the need for effective leadership interaction and interdependence in a complex society. This course will provide students opportunities to compare and contrast Western and non-Western cultures in terms of philosophies, ethical systems, law, languages, literature, religions, economic trends, political decisions, and the arts. It will enable students to connect the development of particular cultures to the contributions of various peoples and their heritage. Students will be aware of how the past affects the present, and speculate on how both will affect the future. Students will incorporate their expertise in the arts and their developing skills in technology to create artistic projects that reflect their efforts and explorations in the core themes.

FINE ARTS SPECIALTIES

One course selected in conjunction with core classes

ART I, CAA

Grade Level: 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

This course is geared to accommodate students of all ability levels and backgrounds in the field of art. Students will create art, look at art, and discuss art in a studio setting. Exposure to current technology, and a wide variety of media and techniques will enable them to experience the life of a commercial or fine artist. Students will work on projects to teach them the basic skills needed to progress to the next level, as well as give them the opportunity to work on

projects based on themes covered in their core classes. Each year of study will be differentiated and students will earn credit for either Art I, Art II, or Advanced Art.

ART II, CAA

Grade Level 10-12

Length: Year

Prerequisite: Art I, CAA or instructor approval

College Prep: CSU/UC

This course is geared to accommodate students of all ability levels and backgrounds in the field of art. Students will create art, look at art, and discuss art in a studio setting. Exposure to current technology, and a wide variety of media and techniques will enable them to experience the life of a commercial or fine artist. Students will work on projects to teach them the basic skills needed to progress to the next level, as well as give them the opportunity to work on projects based on themes covered in their core classes. Each year of study will be differentiated and students will earn credit for either Art I, Art II, or Advanced Art.

ART ADVANCED, CAA

Grade Level 11-12

Length: Year

Prerequisite: Art I, CAA, Art II, Academy or instructor approval. May be repeated for credit.

College Prep: CSU/UC

This course is geared to accommodate students of all ability levels and backgrounds in the field of art. Students will create art, look at art, and discuss art in a studio setting. Exposure to current technology, and a wide variety of media and techniques will enable them to experience the life of a commercial or fine artist. Students will work on projects to teach them the basic skills needed to progress to the next level, as well as give them the opportunity to work on projects based on themes covered in their core classes. Each year of study will be differentiated and students will earn credit for either Art I, Art II, or Advanced Art.

DRAMA I, CAA

Grade Level 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Students are introduced to improvisation, mime, acting techniques, scoring of a role, and the analysis of the structure of scene and play. Students may create an original adaptation of a work from another medium as well as original scripts for both stage and video. Attention will be paid to acting for the camera as well as for the stage. Students will write, plan, direct, act in, film, and edit original ideas in video and live formats. Students will also investigate all aspects of design and tech as well as historical, social, and psychological areas of drama. Students will be required to get out and see theatre as well as film and video.

DRAMA II, CAA

Grade Level 10-12**Length: Year****Prerequisite: Drama I, CAA or non-academy drama, or instructor approval****College Prep: CSU/UC**

In depth study of drama, acting theory, theatre history, directing, and reader theatre will be emphasized. Specific stylistic periods of drama will be addressed, as well as specific scene study techniques in improv, mime, comedy and drama. Students will participate in live productions, video and radio productions as well as exploring the technical aspects of storyboarding, scriptwriting, editing, etc. Students will also write an original script and see one production a quarter.

DRAMA III, CAA TROUPE**Grade Level 10-12****Length: Year****Prerequisite: Drama I, CAA or non-academy drama, or instructor approval. Audition is required. May be repeated for credit.****College Prep: CSU/UC**

Students continue with project-oriented explorations in acting, directing, producing, and musical theatre. The CAA Troupe is designed as an elite advanced performance group.

PHOTO I, CAA**Grade Level 9-12****Length: Year****Prerequisite: None****College Prep: CSU/UC**

Photography, as a non-verbal language, allows all students, in a differentiated setting, to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. In producing their own work and by studying the photographs of others, all students will develop a base for making informed aesthetic judgments.

Students will learn to operate 35mm cameras and light meters while using black and white film. They will process negatives, create proof and enlargement prints and learn the basics of design and lighting theories related to photography. Students will be challenged with assignments that replicate professional work with the enhancement of critical thinking skills. They will learn how to apply elements from the study of photography to other art forms, content areas, and careers.

PHOTO ADVANCED, CAA**Grade Level: 10-12****Length: Semester****Prerequisite: Photo I, CAA****College Prep: CSU/UC**

Photography, as a non-verbal language, allows all students, in a differentiated setting, to increase their visual perception and provides a medium for creative expression. The history of photography will be evaluated in the context of historical, social, cultural and artistic developments. In producing their own work and by studying the photographs of others, all

students will expand their base for making informed aesthetic judgments as learned in Photography Arts I. Students will become proficient in operating 35mm cameras and light meters while using black and white film. They will process negatives, create proof and enlargement prints and expand their use of the basics of design and lighting theories related to photography. In building their portfolio, students will be challenged with assignments that replicate definitive professional work with the enhancement of critical thinking skills. They will learn how to apply elements from the study of photography to other art forms, content areas, and careers.

VIDEO PRODUCTION I, CAA

Grade Level 9-12

Length: Year

Prerequisite: None

College Prep: CSU/UC

Students will learn the basic aspects of video production, both in front of, and behind the camera. They will study the techniques of video production and create their own theme-based video projects. There will be an emphasis on the uses of communication (speech, language, and writing) and organizational skills. This course includes aesthetics, cultural aspects, and history of television and video production and is aligned to Visual and Performing Arts standards.

This class is designed for all students with or without previous experience in video production and is the prerequisite for Video Production II and III.

VIDEO PRODUCTION II, & III, CAA

Grade Level 10-12

Length: Year

Prerequisite: Video Production I, CAA

College Prep: CSU/UC

Students will continue to learn video production, both in front of and behind the camera. They will study the techniques of video production and create their own theme-based video projects. There will be an emphasis on the uses of communication (speech, language, and writing) and organizational skills. This course includes aesthetics, cultural aspects, and history of television and video production and is aligned to the Visual and Performing Arts standards.

ENGINEERING ACADEMY

MISSION:

The mission of The Engineering and Design Academy is to provide a firm educational foundation in the areas of math and science enhanced by problem-solving and engineering applications. This academy is more than just science, technology, engineering and mathematics. It's about learning real skills, solving real problems, and making real discoveries about the world. Inside the academy, students will work hands-on with technology while applying scientific principals and theories in fun and exciting ways. Students are encouraged to invent and create while exercising problem-solving and critical thinking skills.

INTRODUCTION TO ENGINEERING DESIGN

Grade Level 9

Length: Year

Prerequisite: Acceptance into academy

College Prep: CSU/UC (pending approval)

The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community.

PRINCIPALS OF ENGINEERING

Grade Level: 10

Length: Year

Prerequisite: Acceptance into academy

College Prep: CSU/UC

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to various challenges documenting their work and communication solutions to peers and members of the professional community.

CIVIL ENGINEERING AND ARCHITECTURE (CEA)

Grade Level 10-12

Length: Year

Prerequisite: Acceptance into academy

College Prep: CSU/UC

Students apply what they learn about various aspects of civil engineering and architecture to the design and development of property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communication their solutions to their peers and members of the professional community of civil engineering and architecture.

MEDICAL CAREERS ACADEMY

PRINCIPLES OF BIOMEDICAL SCIENCE

Grade Level: 9-10

Length: Year

Prerequisite: none

College Prep: CSU/UC

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged

the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is a Project Lead the Way course and full fills a "d" lab science requirement for UC

HUMAN BODY SYSTEMS

Grade Level: 10-12

Length: Year

Prerequisite: Principles of Biomedical Sciences

College Prep: CSU/UC

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is a Project Lead the Way course and full fills a "d" lab science requirement for UC.

MEDICAL INTERVENTIONS

Grade Level: 10-12

Length: Year

Prerequisite: Human Body Systems

College Prep: CSU/UC

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is a Project Lead the Way course and full fills a "d" lab science requirement for UC.

BIOMEDICAL INNOVATION

Grade Level: 12

Length: Year

Prerequisite: Medical Interventions

College Prep: CSU/UC

Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project

with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is a Project Lead the Way course and full fills a “d” lab science requirement for UC.

PUBLIC SERVICE ACADEMY

VISION:

The Public Service Academy is a small learning community at Clayton Valley High School structured around dedicated and collaborative teaching that emphasizes academic success by:

- Creating a safe, welcome, spirited school culture
- Fostering portable life-skills including critical-thinking, problem-solving, and teamwork
- Instituting a project-based service learning curriculum
- Providing meaningful involvement in the community
- Preparing students for post high school education and careers
- Integrating current technology
- Promoting an awareness and an appreciation of international perspectives

CURRICULUM:

Public Service Academy students have the advantage of a team-taught core curriculum in which their English and History teachers work together to provide lessons that will inherently build upon each other, bridging the gap between courses and grade levels. At our maximum, the academy is about 144 students strong, creating opportunities for a more personalized education and an effective support system.

Also central to the PSA curriculum is student involvement in their world, both big and small.

This is implemented through a student-driven, graduated service program:

1st Semester

All students complete fifteen hours of community service of their choice (this totals near 2000 hours for the entire PSA). These individual projects culminate in our “Academy Service Showcase” event.

2nd Semester

Students organize and implement the All-Academy Project of their design. The project begins with an essay written by all students on how they would change the world if they could and democratically evolves into a specific objective with integrated focus committees backed by a 140 person work force. Student work is presented at our “If I Could Change the World Fair” near the end of the year.

WHAT IS ROP?

Operated by the Contra Costa County Office of Education, ROP has been the primary source of career training for high school students in our county for the past 33 years. State certified teachers, high tech equipment and a commitment to students ensure a positive learning experience. Located on high school campuses, ROP courses are taken as part of a student's regular high school schedule. Students advance through 90-540 hours of sequenced curriculum and earn high school graduation credits and/or college units. Students can earn Certificates of Proficiency upon successful completion of the class.

ADVANTAGES OF ROP

Students can use ROP courses to gain employment skills, explore a career field, get a head start on their college major, or "try out" a career choice through internships available in many classes. Many students use their newly acquired skills to work part-time after graduation to help pay college expenses.

TO ENROLL

On campus ROP class: Indicate the course on your schedule for next year

Off campus ROP class: Indicate the course on your schedule for next year and call the ROP office at (925) 942-3437

ROP CLASSES AT CLAYTON VALLEY CHARTER

Automotive Technology
Sports Medicine*
Computer Graphics*
Advanced Sports Medicine
Art and Animation
Game Design
Digital Arts/Design for the Web
Computer Integrated Manufacturing
Civil Engineering and Architecture
Graphic Arts
Developmental Psychology of Children

***Check with your counselor to see if this class is a UC/CSU approved course.**

ROP OFF-Campus Classes

For more information and school location pick up a ROP brochure at Student Services, College and Career Center, or call the ROP Office (925) 942-3437, or visit our Website www.cocoschools.org/rop

Appendix G

ARTICLES OF INCORPORATION
OF
CLAYTON VALLEY CHARTER HIGH SCHOOL
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Clayton Valley Charter High School.

II.

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

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

III.

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

Paul C. Minney
701 University Ave., Ste. 150
Sacramento, CA 95825

IV.

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

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

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

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

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

V.

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

VI.

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

Dated: 5/31/11

Kimberly Rodriguez
Kimberly Rodriguez, Incorporator

Appendix H

**BYLAWS
OF
Clayton Valley Charter High School**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Clayton Valley Charter High School.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1101 Alberta Way, Concord, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

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

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

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

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

ARTICLE IV CONSTRUCTION AND DEFINITIONS

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

ARTICLE V DEDICATION OF ASSETS

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

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

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

be exercised under the ultimate direction of the Board.

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

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than nine (9) and no more than ten (10), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). The Board of Directors shall consist of at least nine (9) directors unless changed by amendment to these bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be staggered as drawn by lot with five (5) seats, which includes, one (1) certificated teacher representative, one (1) classified staff representative, one (1) parent representative, the retired teacher representative and one (1) at large representative, serving a three (3) year term and four (4) seats, which includes, one (1) certificated staff representative, one (1) parent representative, one (1) at large representative and the administrative staff representative serving a two (2) year term.

Section 4. QUALIFICATIONS.

- a. Certificated Teacher Representatives: Must be currently employed by CVCHS and, if

applicable, may be a member of the respective bargaining unit at CVCHS.

b. Classified Staff Representative: Must be currently employed at CVCHS.

c. Administrative Staff Representative: Must be currently employed at CVCHS and, if applicable, may be a certificated counselor or school psychologist.

d. Parent Representatives: To be eligible for election as a parent representative, a candidate for a parent representative seat must be parent of a currently enrolled CVCHS student. Once elected, a parent representative may continue to serve as a parent representative until the expiration of the term for which elected notwithstanding the failure to have a child currently enrolled at CVCHS due to the graduation of parent representative's child from CVCHS.

e. At Large Representatives and Retired Teacher Representative: Must be committed to the mission and vision of the School, and meet one of the following criteria:

- Community member with direct familiarity with CVCHS history and goals;
- Former educator with direct familiarity with CVCHS history and goals; or
- Experience in education, strategic planning, staff development, board relations, financial management, and organizational leadership.

f. The At Large Representative, Retired Teacher Representative, and Parent Representative must not be an "interested person" as defined in Art. VII, Section 6.

Section 5. BOARD MEMBER SELECTION

a. Certificated-Teacher Representatives:

Certificated teacher representatives will be elected by a simple majority vote of all teachers at CVCHS. If applicable, no teacher who currently serves as the teacher bargaining unit representative may be elected to a Governing Board seat.

No more than one member of each academic department may hold a board seat at the same time. In the event that two or more members of the same department are competing for a seat on the Governing Board, the individual who receives the most votes will be selected. A teacher who teaches in more than one department will be considered to represent the department for which he/she teaches the most hours.

b. Classified Staff Representative:

The classified staff representative will be elected by a simple majority vote of all

classified staff. If applicable, no classified staff member who currently serves as a bargaining unit representative may be elected to a Governing Board seat.

c. Administrative Staff Representative:

Not counting the Executive Director, the administrative staff representative shall select a representative by a simple majority vote of all administrative staff. No administrative staff member who currently serves as a bargaining unit representative may be elected to a Governing Board seat.

d. Parent Representatives:

The Parent Representatives shall be elected by the CVCHS parents. Unless otherwise specified by a Board Elections Committee, each family of a CVCHS student shall be entitled to one (1) vote regardless of the number of children attending CVCHS from each family. All eligible candidates' names will be placed on a ballot which shall be distributed to each CVCHS family. The votes will be tallied by the Elections Committee. The candidate(s) with the most votes will be elected to the Parent Representative seat(s). In the event of a tie, the Board seat will be filled by Board appointment of one of the tied candidates.

e. At Large Representatives and Retired Teacher Representative

The At Large Representative and the Retired Teacher Representative shall be appointed by the Board of Directors at the annual meeting of the Board of Directors, or at any time there is a vacancy. Any time there is an appointment of an At Large Representative or Retired Teacher Representative the Board shall open the process up to next potential appointments, including the existing At Large Representative or the Retired Teacher Representative if they so choose to seek re-appointment. Vacancies shall be filled in accordance with section 14.

Section 6. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 7. DIRECTORS' TERM. Each director shall hold office for two (2) years and until

a successor director has been designated and qualified.

Section 8. ELECTION COMMITTEE. Pursuant to the regular election schedule included below, the Board of Directors shall appoint a five (5) member Election Committee comprised of one (1) current CVCHS classified staff member; one (1) current CVCHS certificated teacher member; one (1) current CVCHS administrative staff member; one (1) community member and one (1) parent with at least one child attending CVCHS. Directors may be members of the Elections Committee provided that the total number of Directors on the Committee does not constitute a majority of the Board members then in office.

The Election Committee shall solicit nominations for qualified Board member candidates (for both elected and appointed Board member positions); confirm candidate eligibility pursuant to Section 4 of Article VII; oversee the election of Board members, pursuant to Section 5 of Article VII; oversee the appointment of Board members pursuant to section 5; verify the results of the election, if warranted; and report the results of the election. The Elections Committee shall be discharged of its duties after verification and reporting of election results. The election cycle for a Board position shall begin on August 1.

The Election Committee shall adhere to the following schedule:

- In September, the Election Committee will solicit nominations of qualified candidates. Interested candidates submit a statement of candidacy (resume of experience, qualifications, interest and understanding of CVCHS history and goals, etc.) by October 1.
- In October, the Election committee will review statements of candidacy, verify candidate eligibility, and refer candidates to their respective constituency for further consideration (for purposes of the Election schedule, the “constituency” of the At Large and Retired Teacher Representatives will be the currently seated Board of Directors).
- In November, candidates will address their respective constituency to respond to questions. Also in November the Board of Directors will interview candidates for any open At Large Representative and Retired Teacher Representative seats at a public meeting.
- In December, the respective constituency will elect and the Board will seat the qualified candidates, pursuant to Section 5, Article VII. The term of the elected (and appointed as applicable) directors shall begin January of the following year at which time the new Directors will be formally seated on the Board.

Section 9. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board’s authorization.

Section 10. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3 or (c) the increase of the authorized number of directors; or (d) the termination of employment with CVCHS for the certificated staff representative, the classified staff representative and the administrative staff representative; and (e) the failure of a parent representative to have at least one child actively enrolled at CVCHS, unless the failure to have a child enrolled at CVCHS is due to the graduation of the parent representative's child from CVCHS.

Section 11. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective.

Section 12. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 13. REMOVAL OF DIRECTORS. Signatures of 40 percent of a Board member's respective constituency are needed in order to initiate recall procedures. Within two weeks of receiving this recall petition, the Executive Director will oversee a recall vote of the Board member's respective constituency which will be conducted by secret ballot. A recall shall be valid if approved by a two-thirds vote.

The at large representatives and retired teacher representative may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of an At Large Representative or the Retired Teacher Representative shall be filled as provided in Section 5 and 14.

Section 14. VACANCIES FILLED BY BOARD. If there is a Board vacancy within ninety (90) days of the election for that position the Board may elect to leave the Board position vacant and fill the position utilizing the Election Committee process outlined in Section 8. If there is a Board vacancy more than ninety (90) days before the election for that position the Board shall fill that position, in accordance with Section 5 using the Special Election Committee outlined herein. For a midterm election occurring more than ninety (90) days before the election cycle for that position the Board shall appoint a three (3) member Special Election Committee comprised of current Directors. The Special Election Committee will adhere to the steps in the Election Schedule pursuant to Article VII, Section 8 but may establish an expedited timeline. Vacancies on the Board of Directors of an at large representative and retired teacher representative may be

filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 15. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 16. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 17. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 18. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 19. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 20. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at

which the meetings of the Board of Directors are regularly held.

- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 21. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 22. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 23. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 24. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 25. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

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

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

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

- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, ~~advisory~~ committees to serve at the pleasure of the Board.

Section 26. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 27. NON---LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 28. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held

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by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, charter, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9. SECRETARY. The Secretary shall be the Director of Administrative Services of the Charter School. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

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

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

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall be the Fiscal Manager of the Charter School. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

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

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

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X CONTRACTS WITH NON--DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON---DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non---director designated employee (e.g., officers and other key decision---making employees) directly or

indirectly has a material financial interest.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

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

ARTICLE XII INDEMNIFICATION

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

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

ARTICLE XIII INSURANCE

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

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

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

ARTICLE XV INSPECTION RIGHTS

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

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

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

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

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

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

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

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

ARTICLE XVII BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that

created Clayton Valley Charter High School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

**ARTICLE XVIII
FISCAL YEAR**

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

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Clayton Valley Charter High School, a California nonprofit public benefit corporation; that these bylaws, consisting of 17 pages, are the bylaws of this corporation as adopted and amended by the Board of Directors on January 15, 2014, February 12, 2014, and July 16, 2014; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

Appendix I

Clayton Valley Charter High School

990 Policies

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Clayton Valley Charter High School

Conflict of Interest Policy

Purpose:

The purpose of the conflict of interest policy is to protect **Clayton Valley Charter High School's** interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Clayton Valley Charter High School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Definitions:

1. Interested Person-

Any director, principal officer, key employee or member of a committee with board of director delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest-

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which Clayton Valley Charter High School has a transaction or arrangement.
- b. A compensation arrangement with Clayton Valley Charter High School or with any entity or individual with which Clayton Valley Charter High School has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with any entity or individual with which Clayton Valley Charter High School is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Procedures:

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board meeting but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the board of directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the board of directors shall determine whether **Clayton Valley Charter High School** can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in **Clayton Valley Charter High School's** best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board of directors has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board of directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action and/or up to immediate termination.

Records of Proceeding:

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present and the governing board of director's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Annual Statements:

Each board member, executive director, and member of a committee with governing board-delegated powers shall annually sign a statement that affirms such person

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands **Clayton Valley Charter High School** is a non profit and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Periodic Reviews:

To ensure **Clayton Valley Charter High School** operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews, shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to **Clayton Valley Charter High School's** written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in impermissible private benefit.

When conducting the periodic reviews as provided for in Article VII, **Clayton Valley Charter High School** may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of directors of its responsibility for ensuring periodic reviews are conducted.

Clayton Valley Charter High School
Conflict of Interest Verification/Signature

I, _____, Board Member/Director/Officer of **Clayton Valley Charter High School** hereby certify that as of the date that this certification is made and except as fully described in the signed statement attached hereto:

1. That I do not have and am aware that it is impermissible for me to have a financially beneficial relationship resulting in excess benefit transaction with any competitor, client, supplier or subordinate of **Clayton Valley Charter High School** which impairs my ability to exercise good judgment on behalf of **Clayton Valley Charter High School**, creating an actual or potential conflict of interest. I understand this includes family relationship by virtue of blood (i.e. grandparents, parents, brothers, sisters and children), marriage (including common-law marriage, if recognized by the State), or adoption with any officer, director, board member or partner.
2. That I have not and will not receive any compensation from the parties mentioned above for any services as an officer, board member or authorized agent or otherwise.
3. That if any of the types of relationships or situations described above should arise, I will immediately and fully disclose (not to exceed 10 business days) the relevant circumstances to an immediate supervisor or any other appropriate supervisor, for a determination as to whether a potential or actual conflict exists.
4. That if an actual or potential conflict is determined, **Clayton Valley Charter High School** may take whatever corrective action appears appropriate according to the circumstances and that failure to disclose facts shall constitute grounds for disciplinary action and/or up to termination.
5. That I have received and fully read **Clayton Valley Charter High School's** Conflict of Interest Policy. I understand **Clayton Valley Charter High School's** Conflict of Interest Policy and accept and agree to comply with the information contained within **Clayton Valley Charter High School's** Conflict of Interest Policy
6. I understand **Clayton Valley Charter High School** is a non profit organization and in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish on or more of its tax exempt purposes.

Print Name

Sign Name and Date

Document Retention/Destruction Policy

This policy specifies how important documents (hardcopy, online or other media) should be retained, protected and eligible for destruction. The policy also ensures that documents are promptly provided to authorities in the course of legal investigations or lawsuits.

Document Retention Schedule

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule.

Corporate Records

Article of Incorporation to apply for corporate status	Permanent
IRS Form 1023 (in the USA) to file for tax-exempt and/or charitable status:	Permanent
By Laws	Permanent
Letter of Determination (for example, from the IRS in the USA) granting tax exempt and/or charitable status	Permanent
Board Policies	Permanent
Resolutions	Permanent
Board Meeting Minutes	Permanent
Sales Tax Exemption Documents	Permanent
Tax or employee ID Number Designation	Permanent
Annual Corporate Filings	Permanent

Financial Records

Chart of Accounts	Permanent
Fiscal Policies and Procedures	Permanent
Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Check Registers/Books	7 years
Business Expenses Docs	7 years
Bank Deposit Slips	7 years
Cancelled Checks	7 years
Invoices	7 years
Investment Records(deposit, earning, withdrawals)	7 years
Property/asset inventories	7 years
Petty cash receipts /documents	3 years
Credit card receipts	3 years

Tax Records

Annual Tax Filing for the organization(IRS Form 990 in the USA)	Permanent
Payroll Registers	Permanent
Filings of fees paid to professionals (IRS Form 1099 in the USA)	7 years
Payroll tax withholdings	7 years
Earnings records	7 years
Payroll tax returns	7 years
W-2 statements	7 years

Personnel Records

Employee Offer Letters	Permanent
Confirmation of Employment Letters	
Benefits Descriptions Per Employee	Permanent
Pension Records	Permanent
Employee Application and Resumes	7 years after termination
Promotions, demotions, letter of reprimand, termination	7 years after termination
Job Descriptions, performance goals	7 years after terminations
Workers' Compensation Records	5 years
I-9 Forms	5 years after termination
Time Reports	3 years after termination

Insurance Records

Property Insurance Policy	Permanent
Directors and Officers Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent
Insurance Claims Applications	Permanent
Insurance Dispersements/ Denials	Permanent

Contracts

All insurance Contracts	Permanent
Employee Contracts	Permanent
Construction Contracts	Permanent
Legal Correspondence	Permanent
Loan/mortgage Contracts	Permanent
Leases/Deeds	Permanent
Vendor Contracts	7 years
Warranties	7 years

Donations / Funder Records

Grant Dispersal Contract	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Acknowledgments	7 years

Management Plans and Procedures

Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Vendor Contracts	7 years
Disaster Recovery Plan	7 years

Pupil Records

Individual Student Record (<i>original or copy</i>)	Permanent*
(A) Legal name of pupil	
(B) Date of birth	
(C) Method of verification of birth	
(D) Sex of pupil	
(E) Place of birth	
(F) Name and address of parent of minor pupil	
1. Address of minor pupil if different than above.	
2. An annual verification of the name and address of the parent and the residence of the pupil.	
(G) Entering and leaving date of each school year and for any summer session or other extra session.	
(H) Subjects taken during the each year, half-year, summer session, or quarter.	
(I) If marks or credit are given, the mark or number of credits toward graduation allows for work taken.	
(J) Verification of or exemption from required immunizations.	
(K) Date of high school graduation or equivalent.	
Individual Student Injury Record for which a claim was filed.	1 year after the claim has been settled or after the statute of limitations has run.
	<i>*Option to microfilm and destroy original.</i>

Document Protection

Documents (hardcopy, online or other media) will be stored in the following manner by **Clayton Valley Charter High School (Best practice is to have both on-site and off-site storage)**

Document Destruction

Hardcopy of documents will be destroyed by shredding after they have been retained until the end of the Document Retention Schedule. Online copies will be destroyed by proven means to destroy such media after they have been retained until the end of the Document Retention Schedule.

Provision of Documentation for Investigations or Litigation

Documents requested and subpoenaed by legally authorized personnel will be provided within 5 business days. The Board Chair and Executive Director will authorize provision. No documents will be concealed, altered or destroyed with the intent to obstruct the investigation or litigation.

Whistleblower Policy

Clayton Valley Charter High School is committed to lawful and ethical behavior in all of its activities and requires board members, executives, directors and employees to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of **Clayton Valley Charter High School's** Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities
- Encourage each board member, executive, director, and employee (reporting individual) to report what he or she in good faith believes to be a material violation of law or policy or questionable accounting or auditing matter by **Clayton Valley Charter High School**
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy protect reporting individuals from retaliatory action.

Reporting Responsibility

Each reporting individual has an obligation to report what he or she believes is a material violation of law or policy or any questionable accounting or auditing matter by **Clayton Valley Charter High School**, its officers, directors, executives, employees, or other representatives. Reporters must also notify **Clayton Valley Charter High School** if an action needs to be taken in order for **Clayton Valley Charter High School** to be in compliance with law or policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on the **Clayton Valley Charter High School** financial documents, grant reports, tax returns or other public documents
- Providing false information to or withholding material information from the **Clayton Valley Charter High School** auditors, accountants, lawyers, directors or other representatives responsible for ensuring compliance with fiscal and legal responsibilities
- Embezzlement, private benefit, or misappropriation of funds

- Material violation of **Clayton Valley Charter High School** policy, including among others, confidentiality, conflict of interest, whistleblower, ethics and document retention
- Discrimination based on race, gender, sexual orientation, ethnicity, and disability
- Facilitation or concealing any of the above or similar actions

Reporting Concerns

All Clayton Valley Charter High School Employees:

Whenever possible, employees should seek to resolve concerns by reporting issues directly to his/her manager or to the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the Human Resources Manager or the Executive Director. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact Chairman of the Board of Directors within **Clayton Valley Charter High School**. If for any reason the aforementioned communication lines is not a possibility, we highly encourage any **Clayton Valley Charter High School** employee to contact the third party administered "Fraud Hotline".

The Fraud Hotline specializes in forensic auditing, fraud examination and asset misappropriation when and if these matters are in question or suspicion. We encourage any **Clayton Valley Charter High School** employee with serious concerns of violation of law or policies to follow the steps below.

- Contact the Fraud Hotline by email at www.report-fraud.com. The website will walk you through the reporting process as well as allow you to upload or attach any documents, pictures or other evidence you may have.
- Contact the Fraud Hotline by phone at 1-877-637-2830. The toll free hotline number will connect you directly to a private voicemail where you will be asked to provide as much information as you can. This number is monitored by an external fraud examiner who is not employed by **Clayton Valley Charter High School**.

Please be aware that the website and telephone call are 100% confidential. At no time will any information that personally identifies you be released to anyone, without your authorized approval. We encourage you to feel confident that you may use either or both reporting methods depending on your comfort level.

Handling of Reporting Violations

Clayton Valley Charter High School will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Executive Director or the HR Manager to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. **Clayton Valley Charter High School** staff will issue a full report of all matters raised under this policy to the Board of Directors. The

Board of Directors may conduct a further investigation upon receiving the report from the Executive Director.

For matters reported directly to the Chairman of the Board of Directors, the Board of Directors shall promptly (generally within five business days) acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Board of Directors shall promptly report its findings to all pertinent parties. For those matters reported to the Fraud Hotline, an independent examiner will evaluate the information given and contact **Clayton Valley Charter High School's** designated person where a course of action will be determined.

Authority of Investigative Parties

The Investigative Parties (Executive Officer, Human Resources Manager or Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full and complete investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable executives, directors, and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no executive, director, or employee who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of an employee, adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including termination of employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy or a material accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, **Clayton Valley Charter High School** cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy by staff, directors, or others involved with the investigation of **Clayton**

Valley Charter High School to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to **Clayton Valley Charter High School** employees, may result in discipline, up to and including termination of employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

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Compensation Review Policy

This policy on the process for reviewing the compensation structure of **Clayton Valley Charter High School** employees applies to the compensation of the following persons employed by the Organization: Executive Director (**Best Practice: Top Level Position(s)**)

The process includes all of these elements: (1) review and approval by the Board of Directors, or Executive Director (2) use of data as to comparable compensation; and (3) contemporaneous documentation and recordkeeping.

1. **Review and approval.** The compensation of the person is reviewed and approved by the Board of Directors, or Executive Director provided that persons with conflicts of interest with respect to the compensation arrangement at issue are not involved in this review and approval.
2. **Use of data as to comparable compensation.** The compensation of the person is reviewed and approved using data as to comparable compensation for similarly qualified, persons in functionally comparable positions at similarly situated organizations.
3. **Contemporaneous documentation and recordkeeping.** There is contemporaneous documentation and recordkeeping with respect to the deliberations and decisions regarding the compensation arrangement.

Expense Reimbursement Policy

Purpose

The Board of Directors of **Clayton Valley Charter High School** recognizes that board members, officers, and employees may incur expenses when conducting business and when furthering the objective of this nonprofit organization. The purpose of this Policy is to ensure that (1) adequate cost controls are in place, (2) travel and other expenditures are appropriate, and (3) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by personnel. It is the policy of **Clayton Valley Charter High School** to reimburse only reasonable and necessary expenses actually incurred by our personnel.

When incurring business expenses, **Clayton Valley Charter High School** expects all personnel to: Exercise discretion and good business judgment with respect to those expenses.

- Be cost conscious and spend money as carefully and judiciously as the individual would spend his or her own funds.
- Report expenses, supported by required documentation, as they were actually spent.

Expense Report

Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Expense Report. The Expense Report, which shall be submitted to the Director of Administration at least monthly or within two weeks of the expenditure must include:

- The individual's name
- If reimbursement for travel is requested, the date, origin, destination and purpose of the trip.
- The name and affiliation of all people for whom expenses are claimed (i.e., people on whom money is spent (e.g., gifts, meals) in order to conduct **Clayton Valley Charter High School** business.
- An itemized list of all expenses for which reimbursement is requested.

Receipts

Receipts are required for all expenditures billed directly to **Clayton Valley Charter High School**, such as supplies, meals, services or travel charges. No expense in excess of \$5 will be reimbursed to Personnel unless the individual requesting reimbursement submits with the Expense Report written receipts from each vendor showing the vendor's name, a detailed description of the services provided (if not otherwise obvious), the date, and the total expenses, including tips (if applicable). A credit card receipt or statement may be used to document the vendor and date of an expense, provided other required details of the expenditure are fully documented.

Organization Credit Cards

If a corporate credit card is issued to personnel for organization-related expenses, the requirements for regular expense reports, explaining charges, as described above under “Expense Reports” must still be met, and charges may not be made for “Non-Reimbursable Expenditures” as described below. Failure to meet the Expense Report requirements, or making of inappropriate charges will result in loss of the credit card.

Personal Cars

Personnel are compensated for use of their personal cars when used for **Clayton Valley Charter High School** business. When individuals use their personal car for such travel, including travel to and from our clients, mileage will be allowed at the currently approved IRS rate per mile.

Entertainment and Business Meetings

Reasonable expenses incurred for business meetings or other types of business-related entertainment will be reimbursed only if the expenditures are approved in advance by the Executive Director of **Clayton Valley Charter High School** and qualify as tax deductible expenses. Detailed documentation for any such expense must be provided, including:

- Date and place of entertainment
- Nature of expense
- Name, titles, and corporate affiliation of those entertained
- A complete description of the business purpose for the activity including the specific business matter discussed
- Vendor receipts (not credit card receipts or statements) showing the vendor’s name, a description of the services provided, the date, and the total expenses, including tips (if applicable).

Non-reimbursable Expenditures

Clayton Valley Charter High School maintains a strict policy that expenses in any category that could be perceived as lavish or excessive will not be reimbursed. Expenses that are not reimbursable include, but are not limited to:

- First class tickets or upgrades
- When lodging accommodations have been arranged by **Clayton Valley Charter High School** and the individual elects to stay elsewhere, reimbursement is made at the amount no higher than the rate negotiated by **Clayton Valley Charter High School**. Reimbursement shall not be made for transportation between the alternate lodging and the meeting site.
- Limousine travel

- Movies, liquor, or bar costs
- Membership dues at any country club, private club, athletic club, golf club, tennis club or similar recreational organization
- Clothing purchases
- Business conferences and entertainment which are not approved by the Executive Director of **Clayton Valley Charter High School**
- Valet service
- Car washes
- Expenses for spouses, friends, or relatives. If a spouse, friend or relative accompanies Personnel on a trip, it is the responsibility of the Personnel to determine any added cost for double occupancy and related expenses and to make the appropriate adjustment in the reimbursement request.

Gift Receiving Policy

The purpose of the Gift Receiving Policy is to delineate policies and guidelines governing the acceptance of gifts by **Clayton Valley Charter High School** and to provide guidance to prospective donors if making gifts to the organization.

Although we appreciate any donor who is interested in donating a gift to our organization, **Clayton Valley Charter High School** will not engage in any of the following gift receiving practices:

- Accepting gifts that violate federal or municipal laws
- Accepting gifts that require **Clayton Valley Charter High School** to provide special consideration or treatment to any client, donor, entity etc.
- Accepting gifts that require **Clayton Valley Charter High School** to deviate from its normal hiring, promotion or contracting procedures
- Accepting gifts in any cash amount without first being approved by the Executive Director
- Accepting contributions in the form of property, patents, licenses, trusts, bequests, retirement plans, life insurance and securities.
- Accepting gifts from organizations whose core activities may be in direct conflict with the mission of **Clayton Valley Charter High School** or which may limit our ability to provide our services.

When appropriate, the Executive Director will consult with the Board of Directors regarding all gifts prior to acceptance. With that said, **Clayton Valley Charter High School** respectfully reserves the right to refuse any gift it believes is not in the best interest of the organization. Additionally, **Clayton Valley Charter High School** employees may not accept any gifts on **Clayton Valley Charter High School** behalf without the prior consent of the Executive Director. Under no circumstances shall a **Clayton Valley Charter High School** employee accept monetary gifts consisting of but not limited to gift certificates, coupons, entertainment tickets etc. from prospective donors. The only gifts acceptable to receive without the prior consent of the Executive Director are those marginal, peripheral gifts including small food baskets or edible treats (i.e. food baskets, chocolate treats, pastries, etc).

Appendix J



Clayton Valley Charter High School

Governing Board Policy

STUDENT ENROLLMENT AND PUBLIC RANDOM DRAWING

OVERVIEW

This Policy shall apply to Clayton Valley Charter High School (“CVCHS” or the “Charter School”). This Policy shall be published in the instructions for student application for admission, the Charter School Parent and Student Handbook, and on the CVCHS website at <http://www.claytonvalley.org>.

All students who wish to attend the Charter School shall be enrolled subject to capacity. If there are more applications than school capacity, enrollment, except for pupils currently enrolled in the program, shall be determined by public random drawing (“PRD”), conducted in accordance with the procedures described below.

The PRD is held in February each year. Information about the date, time and location of the PRD will be posted on the CVCHS website, at the school site, included in public notices, newsletters and/or flyers posted in the community, and will be available by calling the school information number that will be included on all student admissions/PRD materials.

CVCHS strongly encourages all potential applicants to review the CVCHS Charter and CVCHS Parent and Student Handbook (available on the CVCHS website), and published information regarding the Charter School prior to submitting an application.

ASSURANCES

In addition to any other requirement imposed under law, CVCHS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender expression, gender identity, disability, or any of the characteristics listed in Education Code Section 220. Admission to CVCHS is open to any resident of California that is of legal age to attend public school. CVCHS admits all pupils who wish to attend as outlined in Education Code Section 47605(d)(2). CVCHS has no requirements for admission.

The CVCHS Board of Directors shall ensure that student outreach activities and information sessions, including but not limited to those activities as described in the CVCHS Charter, which are designed to

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recruit a broad, diverse representation of students, are conducted in accordance with the CVCHS Charter. There is no fee to apply to or attend CVCHS.

A. Application for Enrollment

1. All applicants must complete an Open Enrollment Application. Applications are made available in November of the previous year on the CVCHS website in English and Spanish. Applications for enrollment for each academic year are valid solely for that academic year. Any offers of enrollment to CVCHS or wait list positions from one academic year shall not carry over to other academic years. Any applicant who was not offered enrollment in one academic year who wishes to reapply to CVCHS in the future must submit a new application for the new academic year.
2. Submission of an Open Enrollment Application is not a guarantee of enrollment in CVCHS; the application is an entry into the CVCHS PRD. If an applicant does not submit an application by the printed deadline, the applicant will not be entered into the CVCHS PRD.
3. Applications for enrollment must be received by the CVCHS front office, the CVCHS website, or postmarked by no later than 4:00 p.m. on the last Wednesday in January of the same academic year of enrollment (e.g., January 29, 2014 for enrollment in academic year 2014-15). Submitted applications will be date- and time-stamped by CVCHS school office personnel and applicant names will be added to an application log to track receipt of all applications in the chronological order received. The application deadline will be posted on the CVCHS website and indicated on all admission applications. Email and facsimile copies of applications will be accepted. Information for submitting applications through the CVCHS website will be provided on the CVCHS website.
4. Once an application is submitted, it is “on file” for entry in the PRD. Applicants will receive receipt of the application via email.
5. Applications not received by the deadline of the last Wednesday in January will not be placed in the PRD but will be marked with the date and time of receipt and will be added to the waiting list in the chronological order received by CVCHS.

B. Admissions Selection Process and Public Random Drawing

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1. Each year, the CVCHS Board of Directors, acting on recommendations from the CVCHS Executive Director (or designee), will approve a plan for school growth for the upcoming academic year, which shall include the number of slots available for new students (if applicable) per grade, and in accordance with the CVCHS Charter.
2. If CVCHS receives more applications than slots available in the school as determined by the CVCHS Board of Directors, except for currently enrolled students of CVCHS, admission shall be determined by a public random drawing ("PRD") in accordance with Education Code Section 47605(d)(2).
3. **PRD Date and Time:** The PRD shall be held on the first Monday in February at 7:00 p.m. CVCHS will hold the PRD in the evening so that parents who work during the day are able to attend. Public notice of the PRD will be posted on the CVCHS website, the application form, and any information sheets sent by email regarding the date, time, and location of the PRD, encouraging people to attend.
4. **PRD Location:** The PRD is held in the CVCHS auditorium to ensure maximum parent participation in a public space large enough to safely accommodate all interested families.
5. As specified in the CVCHS Charter, preference in the PRD will be given in the following order:
 - a. Students who reside in the former attendance area of CVHS, defined by law as both the local neighborhood and those geographic neighborhoods that are now sending and have traditionally sent students to CVHS.
 - b. Siblings of existing CVCHS students.
 - c. Students who reside in the Mt. Diablo Unified School District.
 - d. All other students residing in the State of California.
6. If a student is extended an offer for enrollment through one of the preferences, CVCHS shall require supporting documentation from the parent in the student's enrollment package. CVCHS shall conduct verification of such documentation prior to finalizing the student's enrollment. If the student was offered enrollment via a preference and CVCHS deems that the student does not qualify, the student will be placed on the waiting list.
7. Currently enrolled students are exempt from the PRD and are guaranteed enrollment in the next academic year if the following step is completed:

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- a. Letter of Intent: CVCHS will distribute a “Letter of Intent” to parents annually in January. This letter must be returned to CVCHS by the specified date in order to secure the student’s enrollment at CVCHS. If the letter is not received by the specified date, CVCHS will document in its records that the student is not re-enrolling at CVCHS. Families may phone CVCHS staff to ensure receipt of the Letter of Intent.
8. Siblings of currently enrolled students will be given preference in the admissions process if a PRD is held, but admission is not guaranteed. Siblings of currently enrolled CVCHS students must submit an Open Enrollment Application in accordance with CVCHS policy. Applicants must indicate on their application if they have a sibling currently enrolled at CVCHS. For purposes of this policy, the term “sibling” is defined as a child who has at least one birth or adoptive parent in common with the existing pupil, or who has been legally adopted by or placed under legal guardianship of at least one birth or adoptive parent of the existing pupil.
9. **PRD Procedures:** The PRD will be led by **the Executive Director or Designee**. The PRD will be open to the public and families will be encouraged to attend; however, families are not required to be present at the time of the drawing to be eligible for admission.

Names will be placed on cards that are of equal size and shape or equal size tickets. The cards/tickets will indicate if the applying student has any siblings that are applying for admission the same year. The cards/tickets will be randomly mixed. The person leading the PRD will draw the cards/tickets one at a time at random and read the name on the card/ticket. As each card/ticket is pulled it will be posted visibly on a display in the order it was chosen. Names will be given a numerical ranking based on the order they were chosen. The drawing will continue until all cards/tickets have been drawn and all names have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double checked by the PRD official.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Due to preference given to siblings of CVCHS students, if a card/ticket is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade level.

10. If the number of applications within a preference priority exceeds the school’s established capacity (and there are no other lower ranked priority status student applications),

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application acceptance shall be determined by a PRD of the students within the preference category.

11. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for the same grade level, that sibling(s) will be offered the next available slot(s) or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waiting list. If maximum capacity has been reached in a particular grade level and the applicant drawn in the PRD has a twin, triplet, or other siblings of a multiple birth that has also submitted a timely application, enrollment shall be determined on a case-by-case basis as determined by the Executive Director. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has already been assigned slots, that sibling(s) will be offered an open slot, if available, or placed in the first available slot(s) on the appropriate waiting list. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above) at the time of assignment of slots for their grade level.
12. **Waiting List:** During the PRD, once maximum enrollment is reached, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies may be filled according to the waiting list, which will be prioritized in the same manner described in the previous section according to rank on the list of preferences. Once all enrollment slots have been filled, remaining students will be added to the waiting list in the order in which they were randomly drawn and remain on the list until an opening occurs until October 31st of the applicable academic year. Records will be kept on file at the school documenting the fair execution of the PRD for two (2) years.
13. Families will be immediately notified by phone call or email of their placement on the waiting list within two (2) weeks of the PRD. Families may call the main office to track their status on the waiting list.
14. Students who are not offered seats for the academic school year for which the PRD was held will remain on the waiting list until October 31st of the applicable school year unless otherwise requested by the parent to be removed. The waiting list shall be cleared at the end of the academic year for which the PRD was drawn and shall not carry over from one year to the next.

Adopted:

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Revised:

C. Admissions Offers and Acceptance of Offers/Registration and Enrollment

1. Families who were selected during the PRD will immediately be notified by email or phone call of enrollment eligibility and will be required to submit a Letter of Commitment to Enroll. The Letter of Commitment to Enroll and instructions will be made available on the CVCHS website and must be submitted **no later than 4:00 p.m. on the 5th business day** following the notice of acceptance to the CVCHS front office or through the CVCHS website.
2. Families who do not submit a Letter of Commitment to Enroll by the posted due date will lose enrollment eligibility. The student's space is no longer reserved and may be filled by the next student on the CVCHS waiting list.
3. Families who submit a timely Letter of Commitment to Enroll will be contacted and required to return or submit a completed registration packet by the posted deadline to ensure enrollment in the next academic year. If the completed registration packet is not received by CVCHS by the deadline, the student's space at CVCHS is no longer reserved and may be filled by the next student on the CVCHS waiting list.
4. Enrollment offers are valid only for the applied-for academic year. There is no option to defer an offer for enrollment. No added preference in the future will be given to an applicant who is offered a slot and declines that slot. However, applicants who remain eligible for preference, as defined above, may still receive such preference if they decline an offer of enrollment and then reapply for a future academic year. Similarly, applicants who were waitlisted and who remain eligible for preference, as defined above, may still receive such preference if they reapply for a future academic year.
5. If the student does not attend school within the first three days of the school year and does not communicate with CVCHS prior to or during that time regarding the reason for their absence, they will be presumed to have declined enrollment at CVCHS and their slot will be offered to the next eligible student on the waitlist. If an applicant accepts his or her enrollment offer and is enrolled at CVCHS, but does not attend the first day of school, CVCHS will call that student's contact number and send them an email to let them know that they missed the first day of school. If the student then does not attend school in the next two days or does not communicate with CVCHS within that time regarding the reason for their absence, they will be presumed to have declined enrollment at CVCHS and their slot will be offered to the next eligible student on the waitlist.

Adopted:

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Revised:

6. If slots become available because an accepted student declines acceptance or a student leaves the school after the start of the academic year, or as spots become available, CVCHS staff may notify families on the waiting list via phone call (as stated in the student's application for admission) in the order they appear on the waiting list. Families shall accept the enrollment slot by submitting a Letter of Commitment in-person or via the CVCHS website no later than 48 hours following notice of enrollment eligibility. Families shall then proceed with the enrollment process by submitting a completed registration packet as specified by school officials. This procedure may be repeated until all slots for the upcoming/current academic year have been filled with applicants who confirm their enrollment in CVCHS.

ISSUES NOT COVERED UNDER THIS POLICY

In the case that the procedures herein do not cover a situation that arises during the admissions and enrollment process, the Executive Director will take any additional steps necessary to execute the admissions and enrollment process.

Adopted:

Page 7 of 7

Revised:

Appendix K



COMPLAINTS AGAINST PERSONNEL BY PERSONNEL

Specific complaints of unlawful harassment are addressed under the Charter School's "Policy Against Unlawful Harassment."

INTERNAL COMPLAINTS

(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor -- unless the complaint or concern about the immediate supervisor. However, in the event an informal resolution may not be achieved or the complaint is about the immediate supervisor, the following steps will be followed:

1. The complainant will complete the complaint form (use form attached below) and bring the matter to the attention of the next level of supervisor in the administration of the School (if you are unsure who is the next level of supervisor please check with the Director of Administrative Services);
2. If resolution of the complaint is not achieved under section [1], or if the matter is about the next level of supervisor as well, the complainant will complete the complaint form and bring the matter to the attention of Director of Administrative Services; and
3. If resolution of the complaint is not achieved under section [2], or if the matter is about the Director of Administrative Services as well, the complainant will complete the complaint form and bring the matter to the attention of the Executive Director. The Executive Director or designee will then investigate the facts and provide a solution or explanation.
4. Following receipt of a decision by the Executive Director, the complainant may seek review of the determination of the Executive Director by filing a request for review with the Chair of the Board of Directors of the Charter School within ten (10) calendar days from the date of the determination. The Chair will then confer with the Board in closed session (excluding employee Board members in the case when the complainant or respondent is an employee of the Charter School) and the Board shall then determine whether to uphold the decision of the Executive Director or whether any additional fact-finding is required. In such cases when the Board decides to conduct further fact-finding, the Board may conduct the review on its own or authorize a licensed third party investigator to review the matter on behalf of the Board.

NOTE: If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the Charter School, who will then confer with the Board and shall conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the Charter School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the applicable supervisor (outlined above) will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were

present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____

Date: _____

Adopted: 10/24/2012

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Revised: 6/11/2014, 11/2/14



Clayton Valley Charter High School

Governing Board Policy

COMPLAINTS AGAINST PERSONNEL BY THIRD PARTIES

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If reasonably possible, complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor of the employee involved in the complaint -- unless the complaint is about the immediate supervisor. However, in the event an informal resolution may not be achieved or the complaint is about the immediate supervisor, the following steps will be followed:

1. The complainant will complete the complaint form (use form attached below) and bring the matter to the attention of the next level of supervisor in the administration of the School (if you are unsure who is the next level of supervisor please check with the Director of Administrative Services);
2. If resolution of the complaint is not achieved under section [1], or if the matter is about the next level of supervisor, the complainant will complete the complaint form and bring the matter to the attention of Director of Administrative Services; and
3. If resolution of the complaint is not achieved under section [2], or if the matter is about the Director of Administrative Services as well, the complainant will complete the complaint form and bring the matter to the attention of the Executive Director. The Executive Director or designee will then investigate the facts and provide a solution or explanation.

NOTE: If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the Charter School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair will report his or her findings to the Board for review and action, if necessary.

In processing the complaint, Executive Director (or designee) or Board Chair shall abide by the following process:

1. The Executive Director or designee or Board Chair shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

Adopted: 10/24/2012

Page 1 of 3

Revised: 6/11/2014

2. In the event that the Executive Director (or designee) Board Chair finds that a complaint against an employee is valid, the Executive Director (or designee) or Board (as applicable) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) or Board (as applicable) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Charter School. The decision of the Board of Directors shall be final.

GENERAL REQUIREMENTS

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were

present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by Charter School:

Received by: _____ Date: _____

Adopted: 10/24/2012

Page 3 of 3

Revised: 6/11/2014

Adopted: 10/24/2012

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Revised: 6/11/2014

UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

The Clayton Valley Charter High School (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
 - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
 - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

- iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
 - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
 - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
 - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

David L. Linzey, Executive Director
Clayton Valley Charter High School
1101 Alberta Way
Concord, CA 94521
(925) 682-7474

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's Decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have

Clayton Valley Charter High School – Uniform Complaint Policy and Procedures
Last revised May 9, 2014.

elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Pupil Fees | <input type="checkbox"/> Local Control Funding Formula |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- | | | |
|--|---|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Gender / Gender Expression / Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived) |
| <input type="checkbox"/> Ancestry | <input type="checkbox"/> National Origin | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) |
| <input type="checkbox"/> Color | <input type="checkbox"/> Race | <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Religion | |
| <input type="checkbox"/> Ethnic Group Identification | | |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

[illegible]

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

David L. Linzey, Executive Director
Clayton Valley Charter High School
1101 Alberta Way
Concord, CA 94521
(925) 682-7474

Appendix L

Clayton Valley Charter High School
Budget Summary
Five Year Budget, 2015-16 to 2019-20



SAC's Code Description	2015-16	2016-17	2017-18	2018-19	2019-20
Revenue					
State	15,149,790	15,876,009	16,161,814	16,555,687	16,975,556
Federal	250,000	250,000	250,000	250,000	250,000
Local	2,734,360	2,734,360	2,734,360	2,734,360	2,734,360
Total Revenue	\$ 18,134,150	\$ 18,860,369	\$ 19,146,174	\$ 19,540,047	\$ 19,959,916

Expenses						
1000	Certificated Salaries	7,413,324	7,621,774	7,836,477	8,057,622	8,285,400
2000	Classified Salaries	1,179,391	1,214,772	1,251,216	1,288,752	1,327,415
3000	Benefits	2,997,893	3,204,506	3,411,895	3,629,941	3,684,583
4000	Books and Supplies	891,343	928,717	953,792	979,545	1,005,013
5000	Services and Other Operating Expenses	3,164,097	3,246,363	3,334,015	3,424,034	3,513,059
6000	Capital Outlay					
7000	Other Outgoing	347,429	359,891	368,290	377,918	387,744
Total Expenses		\$ 15,993,477	\$ 16,576,024	\$ 17,155,685	\$ 17,757,811	\$ 18,203,214

Surplus / (Deficit)	\$ 2,140,674	\$ 2,284,346	\$ 1,990,488	\$ 1,782,236	\$ 1,756,702
As a % of LCFF revenue	15%	15%	13%	11%	11%
Beginning Balance	8,709,431	10,850,105	13,134,451	15,124,939	16,907,175
Cash + Net AR/AP					
Ending Balance	\$ 10,850,105	\$ 13,134,451	\$ 15,124,939	\$ 16,907,175	\$ 18,663,877
As a % of LCFF revenue	74%	85%	96%	105%	113%

Clayton Valley Charter High School
Student Input
Five Year Budget, 2015-16 to 2019-20



Enrollment By Grade		2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9	525	525	525	525	525	525
Grade 10	500	500	500	500	500	500
Grade 11	500	500	500	500	500	500
Grade 12	425	425	425	425	425	425
Other Enrollment (Grade 12+, etc.)	-	-	-	-	-	-
Total Enrollment	1,950	1,950	1,950	1,950	1,950	1,950

Daily Attendance Rate		2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 1		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 2		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 3		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 4		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 5		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 6		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 7		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 8		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 9		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 10		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 11		96.0%	96.0%	96.0%	96.0%	96.0%
Grade 12		96.0%	96.0%	96.0%	96.0%	96.0%
Other Enrollment (Grade 12+, etc.)		96.0%	96.0%	96.0%	96.0%	96.0%

Student Info

Average Daily Attendance Rate	96.0%	96.0%	96.0%	96.0%	96.0%
Average Daily Attendance by Grade					
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9	504.0	504.0	504.0	504.0	504.0
Grade 10	480.0	480.0	480.0	480.0	480.0
Grade 11	480.0	480.0	480.0	480.0	480.0
Grade 12	408.0	408.0	408.0	408.0	408.0
Other Enrollment (Grade 12+, etc.)					
Average Overall Daily Attendance	1,872.0	1,872.0	1,872.0	1,872.0	1,872.0

Average Daily Attendance by Grade Range					
ADA Grades K-3					
ADA Grades 4-6					
ADA Grades 7-8					
ADA Grades 9-12	1,872.0	1,872.0	1,872.0	1,872.0	1,872.0
Average Overall Daily Attendance	1,872.0	1,872.0	1,872.0	1,872.0	1,872.0

Poverty and Free/Reduced Price Lunch					
Poverty level, % of school's overall students	6.9%	6.9%	6.9%	6.9%	6.9%
Poverty level, number of students	135	135	135	135	135
Free lunch qualifying, % of school's overall students	10.8%	10.8%	10.8%	10.8%	10.8%
Reduced priced lunch qualifying, % of school's overall st	4.0%	4.0%	4.0%	4.0%	4.0%
Free/Reduced priced lunch, number of students	289	289	289	289	289

English Language Learners					
Percentage of Students - ELL	3.8%	3.8%	3.8%	3.8%	3.8%
Number of Students	75	75	75	75	75

Clayton Valley Charter High School
Revenue
Five Year Budget, 2015-16 to 2019-20



SACS

2015-16

2016-17

2017-18

2018-19

2019-20

State

8011	LCFF for all grades, state aid portion	11,700,060	12,426,279	12,712,084	13,029,886	13,368,663
8012	LCFF for all grades; EPA portion	2,542,842	2,542,842	2,542,842	2,606,413	2,674,180
8096	In-Lieu of Property Taxes, all grades	500,000	500,000	500,000	512,500	525,825
8019	Prior Year Income / Adjustments					
8520	State Child Nutrition program	25,000	25,000	25,000	25,000	25,000
8560	Lottery	303,264	303,264	303,264	303,264	303,264
8590	Mandate Block Grant	78,624	78,624	78,624	78,624	78,624
8591	SB 740 Rent re-imbursement program					
8592	Other State funding program					
8593	Other State funding program					
8599	Prior Year State Income					

State Revenue

\$

15,149,790

\$

15,876,009

\$

16,161,814

\$

16,555,687

\$

16,975,556

Federal

8181	Special Education, federal					
8220	Federal Child Nutrition Programs	250,000	250,000	250,000	250,000	250,000
8290	All Other Federal Revenue, inc Facilities Incentive Grants program					
8291	Title I	-	-	-	-	-
8292	Title II					
8293	Title III					
8295	Title V					
8299	Prior Year Federal Revenue					

Federal Revenue

\$

250,000

\$

250,000

\$

250,000

\$

250,000

\$

250,000

Local

8660	Interest					
8782	All Other Transfers from County Offices					
8784	All Other Transfers from Other Locations					
8785	CMO Management fee					
8792	Transfers of Apportionments from County Office	1,229,360	1,229,360	1,229,360	1,229,360	1,229,360
8980	Student Lunch Revenue	40,000	40,000	40,000	40,000	40,000
8982	Foundation Grants					
8983	All Other Local Revenue	115,000	115,000	115,000	115,000	115,000
8984	Student Body (ASB) Fundraising Revenue	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000
8985	School Site Fundraising	125,000	125,000	125,000	125,000	125,000
8986	Rental Income	25,000	25,000	25,000	25,000	25,000
8989	CSC Sale of Future Revenue					
8999	Revenue Suspense					

Local Revenue

\$

2,734,360

\$

2,734,360

\$

2,734,360

\$

2,734,360

\$

2,734,360

Total Revenue	\$	18,134,150	\$	18,860,369	\$	19,146,174	\$	19,540,047	\$	19,959,916
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Clayton Valley Charter High School
Expenses Summary
Five Year Budget, 2015-16 to 2019-20



SAC/SAC Code Description	2015-16	2016-17	2017-18	2018-19	2019-20
Certificated Salaries					
1100 Teachers' Salaries	5,476,217	5,640,503	5,809,718	5,984,010	6,163,530
1105 Teachers' Bonuses	465,000	465,000	465,000	465,000	465,000
1120 Substitute Expense	212,703	219,085	225,657	232,427	239,400
1200 Certificated Pupil Support Salaries	337,591	347,719	358,150	368,895	379,962
1300 Certificated Supervisor and Administrator Salaries	921,813	949,467	977,951	1,007,290	1,037,509
1305 Certificated Supervisor and Administrator Bonus	-	-	-	-	-
1900 Other Certificated Salaries	-	-	-	-	-
1910 Other Certificated Overtime	-	-	-	-	-
1000 Subtotal	\$ 7,413,324	\$ 7,621,774	\$ 7,836,477	\$ 8,057,622	\$ 8,285,400
Classified Salaries					
2100 Instructional Aide Salaries	299,071	308,043	317,285	326,803	336,607
2110 Instructional Aide Overtime	-	-	-	-	-
2200 Classified Support Salaries	203,899	210,016	216,316	222,806	229,490
2210 Classified Support Overtime	-	-	-	-	-
2300 Classified Supervisor and Administrator Salaries	170,755	175,877	181,154	186,588	192,186
2400 Clerical, Technical, and Office Staff Salaries	505,666	520,836	536,461	552,555	569,132
2410 Clerical, Technical, and Office Staff Overtime	-	-	-	-	-
2900 Other Classified Salaries	-	-	-	-	-
2905 Other Stipends	-	-	-	-	-
2910 Other Classified Overtime	-	-	-	-	-
2000 Subtotal	\$ 1,179,391	\$ 1,214,772	\$ 1,251,216	\$ 1,288,752	\$ 1,327,415
Employee Benefits					
3101 State Teachers' Retirement System, certificated pay	795,450	958,819	1,130,804	1,311,781	1,348,863
3202 Public Employees' Retirement System, classified pay	148,603	182,216	207,702	234,553	241,589
3313 OASDI	73,122	75,316	77,575	79,903	82,300
3323 Medicare	124,594	128,130	131,772	135,522	139,386
3403 Health & Welfare Benefits	1,666,560	1,666,560	1,666,560	1,666,560	1,666,560
3503 State Unemployment Insurance	52,080	52,080	52,080	52,080	52,080
3603 Worker Compensation Insurance	137,483	141,385	145,403	149,542	153,805
3703 Other Post Employment Benefits	-	-	-	-	-

Expenses Summary

3903 Other Benefits		-		-		-		-
3000 Subtotal	\$	2,997,893	\$	3,204,506	\$	3,411,895	\$	3,629,941
Total Personnel Expenses	\$	11,590,608	\$	12,041,052	\$	12,499,588	\$	12,976,314
Books and Supplies								
4100 Approved Textbooks and Core Curricula Materia		136,315		139,859		143,635		147,513
4200 Books and Other Reference Materials		26,214		26,896		27,622		28,368
4300 Materials and Supplies		160,432		164,603		169,047		173,612
4315 Classroom Materials and Supplies		140,509		144,162		148,055		152,052
4400 Noncapitalized Equipment		150,000		168,099		172,638		177,299
4430 General Student Equipment		120,586		123,721		127,062		130,493
4700 Food and Food Supplies		157,286		161,376		165,733		170,208
4000 Subtotal	\$	891,343	\$	928,717	\$	953,792	\$	979,545
								1,005,013

Services and Other Operating Expenses								
5200 Travel and Conferences		230,625		236,621		243,010		249,571
5210 Training and Development Expense		46,137		47,337		48,615		49,928
5300 Dues and Memberships		20,972		21,517		22,098		22,694
5400 Insurance		94,372		96,825		99,440		102,125
5500 Operation and Housekeeping Services/Supplies		396,361		406,667		417,647		428,923
5501 Utilities		132,120		135,556		139,216		142,974
5505 Student Transportation / Field Trips		136,315		139,859		143,635		147,513
5600 Space Rental/Leases Expense		461,250		473,243		486,020		499,143
5601 Building Maintenance		79,692		81,764		83,971		86,239
5602 Other Space Rental		23,069		23,668		24,307		24,964
5605 Equipment Rental/Lease Expense		23,069		23,668		24,307		24,964
5610 Equipment Repair		8,389		8,607		8,839		9,078
5800 Professional/Consulting Services and Operating F		325,058		333,510		342,515		351,762
5803 Banking and Payroll Service Fees		21,433		21,990		22,584		23,194
5805 Legal Services and Audit		183,501		188,272		193,355		198,576
5810 Educational Consultants		41,451		42,529		43,677		44,856
5815 Advertising / Recruiting		12,583		12,910		13,259		13,617
5820 Fundraising Expense		32,506		33,351		34,251		35,176
5890 Interest Expense / Misc. Fees								
5891 Charter School Capital Fees		859,832		882,187		906,006		930,468
5899 CMO Management Fee								
5900 Communications		35,364		36,284		37,263		38,269
5999 Expense Suspense								
5000 Subtotal	\$	3,164,097	\$	3,246,363	\$	3,334,015	\$	3,424,034
								3,513,059

Expenses Summary

Capital Outlay

6900	Depreciation Expense	-				
6000	Subtotal					

Other Outgoing

7000	Miscellaneous Expense	100,000	102,600	105,370	108,215	111,029
7010	Special Education Encroachment	-				
7438	Debt Service - Interest	-				
7500	District Oversight Fee	147,429	154,691	157,549	161,488	165,687
7000	Subtotal	247,429	257,291	262,919	269,703	276,715

Total Non-Personnel Expenses

\$	4,302,868	\$	4,432,371	\$	4,550,727	\$	4,673,281	\$	4,794,787
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Total Expenses

\$	15,893,477	\$	16,473,424	\$	17,050,315	\$	17,649,596	\$	18,092,185
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Clayton Valley Charter High School
Monthly Cash Flow Projections
2015-16



SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
State																
8011 LCFE for all grades, state aid portion	-	585,003	585,003	1,053,005	1,053,005	1,053,005	1,053,005	1,053,005	1,053,005	1,053,005	1,053,005	1,053,005	1,053,005	-	-	-
8012 LCFE for all grades, EPA portion	-	-	-	635,711	-	-	635,711	-	-	635,711	-	-	635,711	-	-	-
8096 In-Lieu of Property Taxes, all grades	-	30,000	60,000	40,000	40,000	40,000	40,000	40,000	70,000	35,000	35,000	35,000	35,000	-	-	-
8019 Prior Year Income / Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8530 State Child Nutrition program	-	1,250	1,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	0	-	-
8560 Lunch	-	-	75,816	-	-	-	75,816	-	-	75,816	-	-	75,816	0	-	0
8590 Mandate Block Grant	-	-	-	7,862	7,862	7,862	7,862	7,862	7,862	7,862	7,862	7,862	7,862	0	-	0
8591 ISH 740 Rent Reimbursement program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8592 Other State funding program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8593 Other State funding program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Prior Year State Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	\$ -	\$ 616,253	\$ 722,069	\$ 1,738,828	\$ 1,103,118	\$ 1,103,118	\$ 1,814,644	\$ 1,103,118	\$ 1,133,118	\$ 1,809,644	\$ 1,098,118	\$ 1,098,118	\$ 1,809,644	\$ -	\$ -	\$ -
Federal																
8181 Special Education, federal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition Programs	-	-	-	-	-	-	62,500	-	-	125,000	-	-	62,500	0	0	0
8290 All Other Federal Revenue, Inc. Facilities Inventory	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
8292 Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8293 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Title V	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,500	\$ -	\$ -	\$ 125,000	\$ -	\$ 62,500	\$ -	\$ -	\$ -	\$ -
Local																
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8782 All Other Transfers from County Offices	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8784 All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8785 CMO Management fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8792 Transfers of Appointments from County Office	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980 Student Lunch Revenue	-	-	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	0	0	0
8982 Foundation Grants	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	0	0	0
8983 All Other Local Revenue	-	-	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	0	0	0
8984 Student Body (ASB) Fundraising Revenue	-	-	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	0	0	0
8985 School Site Fundraising	-	-	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	0	0	0
8986 Rental Income	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	0	0	0
8989 CSC Sale of Future Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8990 Revenue Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	\$ -	\$ -	\$ 273,436	\$ 273,436	\$ 273,436	\$ 273,436	\$ 273,436	\$ 273,436	\$ 273,436	\$ 273,436	\$ 273,436	\$ 273,436	\$ 273,436	\$ -	\$ -	\$ -
Total	\$ -	\$ 616,253	\$ 995,505	\$ 2,012,264	\$ 1,376,554	\$ 1,376,554	\$ 2,150,580	\$ 1,376,554	\$ 1,406,554	\$ 2,208,080	\$ 1,371,554	\$ 1,434,054	\$ 1,809,644	\$ -	\$ -	\$ -
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	-	-	547,622	547,622	547,622	547,622	547,622	547,622	547,622	547,622	547,622	547,622	547,622	-	-	-
1105 Teachers' Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1120 Substitute Expense	-	-	21,270	21,270	21,270	21,270	21,270	21,270	21,270	21,270	21,270	21,270	21,270	465,000	-	100.00%
1200 Certificated Pupil Support Salaries	-	-	33,759	33,759	33,759	33,759	33,759	33,759	33,759	33,759	33,759	33,759	33,759	-	-	100.00%
1300 Certificated Supervisor and Administrator Salaries	-	-	76,510	76,510	76,510	76,510	76,510	76,510	76,510	76,510	76,510	76,510	76,510	-	-	100.00%
1305 Certificated Supervisor and Administrator Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1910 Other Certificated Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

100.00%

Clayton Valley Charter High School
Monthly Cash Flow Projections
2016-17



SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
Revenue																
State																
8011 LCPE for all grades state aid portion	-	621,314	621,314	1,118,365	1,118,365	1,118,365	1,118,365	1,118,365	1,118,365	1,118,365	1,118,365	1,118,365	1,118,365	-	-	-
8012 LCPE for all grades: EPA portion	-	-	-	635,711	635,711	635,711	635,711	635,711	635,711	635,711	635,711	635,711	635,711	-	-	-
8096 In-Set of Property Taxes, all grades	-	30,000	60,000	40,000	40,000	40,000	40,000	40,000	70,000	35,000	35,000	35,000	35,000	-	-	-
8019 Prior Year Income / Adjustments	1,809,644	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8520 State Child Nutrition Program	-	1,250	1,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	-	-
8560 Lottery	-	-	75,816	-	-	-	75,816	-	-	75,816	-	-	75,816	-	-	-
8590 Mandate Block Grant	-	-	-	7,862	7,862	7,862	7,862	7,862	7,862	7,862	7,862	7,862	7,862	-	-	-
8591 SB 740 Rent re-imbursment program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8592 Other State funding program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8593 Other State funding program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8599 Prior Year State Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	\$ 1,809,644	\$ 652,564	\$ 758,380	\$ 1,804,188	\$ 1,168,478	\$ 1,168,478	\$ 1,890,004	\$ 1,168,478	\$ 1,198,478	\$ 1,875,004	\$ 1,163,478	\$ 1,163,478	\$ 1,875,004	\$ -	\$ -	\$ -
Federal																
8181 Special Education, Federal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8220 Federal Child Nutrition Programs	-	-	-	-	-	-	62,500	-	-	125,000	-	-	62,500	-	-	-
8290 All Other Federal Revenue, inc Facilities Incentive	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8292 Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8293 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Title V	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,500	\$ -	\$ -	\$ 125,000	\$ -	\$ 62,500	\$ -	\$ -	\$ -	\$ -
Local																
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8782 All Other Transfers from County Offices	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8784 All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8785 CMO Management fee	-	-	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	-	-	-
8792 Transfers of Appointments from County Offices	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8880 Student Lunch Revenue	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	-	-
8882 Foundation Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8983 All Other Local Revenue	-	-	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	-	-	-
8984 Student Body (ASB) Fundraising Revenue	-	-	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	-	-	-
8985 School Site Fundraising	-	-	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	-	-
8986 Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8989 CSC Sale of Future Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8999 Revenue Surplus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Subtotal	\$ -	\$ -	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ -	\$ -	\$ -
Total	\$ 1,809,644	\$ 652,564	\$ 1,029,316	\$ 2,075,124	\$ 1,439,414	\$ 1,439,414	\$ 2,213,440	\$ 1,439,414	\$ 1,469,414	\$ 2,270,940	\$ 1,434,414	\$ 1,496,914	\$ 1,875,004	\$ -	\$ -	\$ -
Expenses																
Certified Salaries																
1100 Teachers Salaries	-	-	\$64,050	\$64,050	\$64,050	\$64,050	\$64,050	\$64,050	\$64,050	\$64,050	\$64,050	\$64,050	\$64,050	-	-	-
1105 Teachers Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1120 Substitute Expense	-	-	21,908	21,908	21,908	21,908	21,908	21,908	21,908	21,908	21,908	21,908	21,908	-	-	-
1200 Certified Pupil Support Salaries	-	-	34,772	34,772	34,772	34,772	34,772	34,772	34,772	34,772	34,772	34,772	34,772	-	-	-
1300 Certified Supervisor and Administrator Salaries	78,806	78,806	78,806	78,806	78,806	78,806	78,806	78,806	78,806	78,806	78,806	78,806	78,806	-	-	-
1305 Certified Supervisor and Administrator Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1900 Other Certified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1910 Other Certified Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1000 Subtotal	\$ 78,806	\$ 78,806	\$ 699,536	\$ 699,536	\$ 699,536	\$ 699,536	\$ 699,536	\$ 699,536	\$ 700,486	\$ 700,486	\$ 700,486	\$ 700,486	\$ 1,165,486	-	-	-
Classified Salaries																

[illegible]

4100	Approved Textbooks and Core Curricula Materials	-	83,915	2,690	2,690	2,690	-	-
4200	Books and Other Reference Materials	-	8,069	2,690	2,690	2,690	-	-
4300	Materials and Supplies	-	65,841	49,381	49,381	49,381	-	-
4318	Classroom Materials and Supplies	-	43,249	14,416	14,416	14,416	-	-
4400	Schoolwide Equipment	13,952	13,952	13,952	13,952	14,120	14,120	14,120
4430	General Student Equipment	-	74,233	49,489	49,489	49,489	-	-
7000	Food and Food Supplies	-	16,138	16,138	16,138	16,138	16,138	16,138

[illegible][illegible][illegible]

\$ 243,041	\$ 243,041	\$ 2,063,488	\$ 1,530,208	\$ 1,480,827	\$ 1,480,827	\$ 1,798,307	\$ 1,480,827	\$ 1,482,677	\$ 1,482,677	\$ 1,425,342	\$ 1,762,161
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Additional items needed for cash flow									
Cash balance at previous year end	9,140,460								
Accounts Receivable	-	*				*		\$ 1,875,004.05	\$ -
Accounts Payable	-	*				*		-	
Loan Principal Payable	-	*				*		-	
Subtotal	9,140,460	-	*		*	-	*	-	

[illegible]

Clayton Valley Charter High School
Monthly Cash Flow Projections
2017-18

Cash Flow \$5 Yr3



SAC Code Description	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Total
Revenue																
State																
8011 LCPE for all grades state aid portion	-	635,604	635,604	1,144,088	1,144,088	1,144,088	1,144,088	1,144,088	1,144,088	1,144,088	1,144,088	1,144,088	1,144,088	-	-	100.00%
8012 LCPE for all grades: EPA portion	-	-	-	635,711	635,711	635,711	635,711	635,711	635,711	635,711	635,711	635,711	635,711	-	-	100.00%
8096 In-Set of Property Taxes, all grades	-	30,000	60,000	40,000	40,000	40,000	40,000	40,000	40,000	40,000	35,000	35,000	35,000	-	-	100.00%
8019 Prior Year Income / Adjustments	1,875,004	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4319.01
8520 State Child Nutrition Program	-	1,250	1,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	-	100.00%
8560 Lottery	-	-	75,816	75,816	75,816	75,816	75,816	75,816	75,816	75,816	75,816	75,816	75,816	-	-	100.00%
8590 Mandate Block Grant	-	-	-	7,862	7,862	7,862	7,862	7,862	7,862	7,862	7,862	7,862	7,862	-	-	100.00%
8591 SB 740 Rent re-imbursment program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8592 Other State funding program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8593 Other State funding program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8599 Prior Year State Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
Subtotal	\$ 1,875,004	\$ 666,854	\$ 772,670	\$ 1,829,910	\$ 1,194,200	\$ 1,194,200	\$ 1,905,726	\$ 1,194,200	\$ 1,224,200	\$ 1,906,726	\$ 1,189,200	\$ 1,189,200	\$ 1,906,726	\$ -	\$ -	
Federal																
8181 Special Education, Federal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8220 Federal Child Nutrition Programs	-	-	-	-	-	-	62,500	-	-	-	-	-	-	-	-	100.00%
8290 All Other Federal Revenue, inc Facilities Incentive	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8291 Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8292 Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8293 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8295 Title V	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,500	\$ -	\$ -	\$ 125,000	\$ -	\$ 62,500	\$ -	\$ -	\$ -	
Local																
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8782 All Other Transfers from County Offices	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8784 All Other Transfers from Other Locations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8785 CMO Management fee	-	-	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	122,936	-	-	100.00%
8792 Transfers of Appointments from County Offices	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8880 Student Lunch Revenue	-	-	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	-	100.00%
8882 Foundation Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8883 All Other Local Revenue	-	-	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	-	-	100.00%
8884 Student Body (ASB) Fundraising Revenue	-	-	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	120,000	-	-	100.00%
8885 School Site Fundraising	-	-	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	-	-	100.00%
8886 Rental Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8889 CSC Sale of Future Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
8999 Revenue Surplus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
Subtotal	\$ -	\$ -	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ 270,936	\$ -	\$ -	
Total	\$ 1,875,004	\$ 666,854	\$ 1,043,606	\$ 2,100,846	\$ 1,465,136	\$ 1,465,136	\$ 2,239,162	\$ 1,465,136	\$ 1,495,136	\$ 2,296,662	\$ 1,460,136	\$ 1,522,636	\$ 1,906,726	\$ -	\$ -	
Expenses																
Certified Salaries																
1100 Teachers Salaries	-	-	\$80,972	\$80,972	\$80,972	\$80,972	\$80,972	\$80,972	\$80,972	\$80,972	\$80,972	\$80,972	\$80,972	-	-	100.00%
1105 Teachers Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
1120 Substitute Expense	-	-	22,566	22,566	22,566	22,566	22,566	22,566	22,566	22,566	22,566	22,566	22,566	-	-	100.00%
1200 Certified Pupil Support Salaries	-	-	35,815	35,815	35,815	35,815	35,815	35,815	35,815	35,815	35,815	35,815	35,815	-	-	100.00%
1300 Certified Supervisor and Administrator Salaries	81,170	81,170	81,170	81,170	81,170	81,170	81,170	81,170	81,170	81,170	81,170	81,170	81,170	-	-	100.00%
1305 Certified Supervisor and Administrator Bonuses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
1900 Other Certified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
1910 Other Certified Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
1000 Subtotal	\$ 81,170	\$ 81,170	\$ 720,523	\$ 720,523	\$ 720,523	\$ 720,523	\$ 720,523	\$ 720,523	\$ 721,501	\$ 721,501	\$ 721,501	\$ 721,501	\$ 721,501	\$ 1,186,501	\$ -	
Classified Salaries																

2100f Instructional Aide Salaries	-	-	31,728	31,728	31,728	31,728	31,728	31,728	31,728	31,728	31,728	31,728	31,728	31,728	31,728	31,728	100.00%
2110f Instructional Aide Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
2200f Classified Support Salaries	-	-	21,632	21,632	21,632	21,632	21,632	21,632	21,632	21,632	21,632	21,632	21,632	21,632	21,632	21,632	100.00%
2210f Classified Support Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
2300f Classified Supervisor and Administrator Salaries	15,036	15,036	15,036	15,036	15,036	15,036	15,036	15,036	15,036	15,217	15,217	15,217	15,217	15,217	15,217	15,217	100.00%
2400f Clerical, Technical, and Office Staff Salaries	44,526	44,526	44,526	44,526	44,526	44,526	44,526	44,526	44,526	44,526	44,526	44,526	44,526	44,526	44,526	44,526	100.00%
2410f Clerical, Technical, and Office Staff Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
2900f Other Classified Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
2905f Other Stipends	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
2910f Other Classified Overtime	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
2000f Subtotal	\$ 59,562	\$ 59,562	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	\$ 112,922	100.00%
Employee Benefits																	
3101f State Teachers' Retirement System, certified public	22,616	22,616	113,080	113,080	113,080	113,080	113,080	113,080	113,080	113,080	113,080	113,080	113,080	113,080	113,080	113,080	100.00%
3202f Public Employees' Retirement System, classified	4,154	4,154	20,770	20,770	20,770	20,770	20,770	20,770	20,770	20,770	20,770	20,770	20,770	20,770	20,770	20,770	100.00%
3313f OASDI	1,552	1,552	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	7,758	100.00%
3323f Medicare	2,635	2,635	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	13,177	100.00%
3403f Health & Welfare Benefits	33,331	33,331	166,656	166,656	166,656	166,656	166,656	166,656	166,656	166,656	166,656	166,656	166,656	166,656	166,656	166,656	100.00%
3503f State Unemployment Insurance	1,042	1,042	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	5,208	100.00%
3603f Worker Compensation Insurance	2,908	2,908	14,540	14,540	14,540	14,540	14,540	14,540	14,540	14,540	14,540	14,540	14,540	14,540	14,540	14,540	100.00%
3703f Other Post Employment Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
3903f Other Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
3000f Subtotal	\$ 68,238	\$ 68,238	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	\$ 341,190	100.00%
Books and Supplies																	
4100f Approved Textbooks and Core Curricula Materials	-	-	86,181	-	-	-	-	-	57,454	-	-	-	-	-	-	-	100.00%
4200f Books and Other Reference Materials	-	-	8,287	2,762	2,762	-	-	-	2,762	-	-	-	-	-	-	-	100.00%
4300f Materials and Supplies	-	-	67,619	50,714	-	-	-	50,714	-	-	-	-	-	-	-	-	100.00%
4315f Classroom Materials and Supplies	-	-	44,416	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805	14,805	100.00%
4400f Noncapitalized Equipment	14,329	14,329	14,329	14,329	14,329	14,329	14,329	14,329	14,329	14,329	14,329	14,329	14,329	14,329	14,329	14,329	100.00%
4430f Capitalized Equipment	-	-	76,237	-	-	-	-	80,825	-	-	-	-	-	-	-	-	100.00%
4700f Food and Food Supplies	-	-	16,573	16,573	16,573	16,573	16,573	16,573	16,573	16,573	16,573	16,573	16,573	16,573	16,573	16,573	100.00%
4000f Subtotal	\$ 14,329	\$ 14,329	\$ 313,642	\$ 99,184	\$ 48,470	\$ 48,470	\$ 48,470	\$ 207,463	\$ 48,470	\$ 48,463	\$ 48,463	\$ 31,075	\$ 31,075	\$ 31,075	\$ 31,075	\$ 31,075	100.00%
Services and Other Operating Expenses																	
5200f Travel and Conferences	-	-	72,903	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	24,301	100.00%
5210f Training and Development Expense	-	-	14,584	4,861	4,861	4,861	4,861	4,861	4,861	4,861	4,861	4,861	4,861	4,861	4,861	4,861	100.00%
5300f Dues and Memberships	-	-	6,629	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	2,210	100.00%
5400f Insurance	-	-	29,832	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	9,944	100.00%
5500f Operation and Housekeeping Services/Supplies	-	-	250,588	-	-	-	-	167,059	-	-	-	-	-	-	-	-	100.00%
5501f Utilities	-	-	13,922	13,922	13,922	13,922	13,922	13,922	13,922	13,922	13,922	13,922	13,922	13,922	13,922	13,922	100.00%
5505f Student Transportation / Field Trips	-	-	14,364	14,364	14,364	14,364	14,364	14,364	14,364	14,364	14,364	14,364	14,364	14,364	14,364	14,364	100.00%
5600f Space Rental/Leases Expense	-	-	48,602	48,602	48,602	48,602	48,602	48,602	48,602	48,602	48,602	48,602	48,602	48,602	48,602	48,602	100.00%
5601f Building Maintenance	4,199	4,199	7,557	7,557	7,557	7,557	7,557	7,557	7,557	7,557	7,557	7,557	7,557	7,557	7,557	7,557	100.00%
5602f Other Space Rental	1,215	1,215	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	2,188	100.00%
5605f Equipment Rental/Lease Expense	-	-	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	100.00%
5610f Equipment Repair	-	-	884	884	884	884	884	884	884	884	884	884	884	884	884	884	100.00%
5800f Professional/Consulting Services and Operating Expense	-	-	34,251	34,251	34,251	34,251	34,251	34,251	34,251	34,251	34,251	34,251	34,251	34,251	34,251	34,251	100.00%
5803f Banking and Payroll Service Fees	1,129	1,129	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	100.00%
5805f Legal Services and Audit	9,668	9,668	17,402	17,402	17,402	17,402	17,402	17,402	17,402	17,402	17,402	17,402	17,402	17,402	17,402	17,402	100.00%
5810f Educational Consultants	2,184	2,184	3,931	3,931	3,931	3,931	3,931	3,931	3,931	3,931	3,931	3,931	3,931	3,931	3,931	3,931	100.00%
5815f Advertising / Recruiting	663	663	1,193	1,193	1,193	1,193	1,193	1,193	1,193	1,193	1,193	1,193	1,193	1,193	1,193	1,193	100.00%
5820f Fundraising / Recruiting	1,713	1,713	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	100.00%
5890f Interest Expense / Misc. Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
5891f Charter School Capital Fees	-	-	90,601	90,601	90,601	90,601	90,601	90,601	90,601	90,601	90,601	90,601	90,601	90,601	90,601	90,601	100.00%
5899f CMO Management Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
5900f Communications	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	3,093	100.00%
5909f Expense Surplus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
5000f Subtotal	\$ 23,863	\$ 23,863	\$ 620,070	\$ 286,849	\$ 286,849	\$ 286,849	\$ 453,908	\$ 286,849	\$ 286,887	\$ 286,887	\$ 245,570	\$ 245,570	\$ 245,570	\$ 245,570	\$ 245,570	\$ 245,570	100.00%
Capital Outlay																	
6000f Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
6000f Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
Other Outgoing																	
7000f Miscellaneous Expense	5,269	5,269	9,483	9,483	9,483	9,483	9,483	9,483	9,483	9,483	9,483	9,483	9,483	9,483	9,483	9,483	100.00%
7010f Special Education Enrichment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
7438f Debt Service - Interest	-	-	15,755	15,755	15,755	15,755	15,755	15,755	15,755	15,755	15,755	15,755	15,755	15,755	15,755	15,755	100.00%
7500f District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	100.00%
7000f Subtotal	\$ 5,269	\$ 5,269	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	\$ 25,238	100.00%

Total Expenses \$ 252,430 \$ 252,430 \$ 2,133,585 \$ 1,585,906 \$ 1,535,192 \$ 1,535,192 \$ 1,861,243 \$ 1,535,192 \$ 1,537,097 \$ 1,537,097 \$ 1,478,213 \$ 1,806,737

Additional Items needed for cash flow												
Cash balance at previous year end	11,437,047											
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	\$ 1,900,726.45
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	\$ -
Loan Principal Payable	-	-	-	-	-	-	-	-	-	-	-	
Subtotal	11,437,047	-	-	-	-	-	-	-	-	-	-	

Monthly Operating Surplus / (Deficit)	\$1,622,574	\$414,424	(\$1,089,979)	\$514,940	(\$70,056)	(\$70,056)	\$377,919	(\$70,056)	(\$41,961)	\$759,565	(\$18,077)	(\$284,101)
Total Monthly Surplus / (Deficit)	\$13,059,620	\$414,424	(\$1,089,979)	\$514,940	(\$70,056)	(\$70,056)	\$377,919	(\$70,056)	(\$41,961)	\$759,565	(\$18,077)	(\$284,101)
Projected Monthly Cash Balance	\$13,059,620	\$13,474,044	\$12,384,065	\$12,899,006	\$12,828,950	\$12,758,894	\$13,136,813	\$13,066,758	\$13,024,796	\$13,784,362	\$13,766,284	\$13,482,183

Appendix M



FISCAL AND OPERATING POLICIES

100 INTERNAL CONTROL POLICIES

101 *Introduction*

Internal control policies provide the Charter School with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of the School's activities.

102 COMPLIANCE WITH LAWS

The Charter School will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

A. Political Contributions

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

200 Organizational Conflict Of Interest Or Self-Dealing (Related Parties)

The School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

- A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
- B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
- C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
- D. Payment of compensation, unless authorized by the Board of Trustees or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
- E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

201 *Organizational Conflict Of Interest Or Self-Dealing (Related Parties) - continued*

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

202 *Board Of Trustees Authorities*

The Board of Trustees shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with CCOE pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Trustees will meet monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports.

203 *Signature Authorities*

To properly segregate duties within the Charter School, the Executive Director and administrators are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Individual checks greater than \$5,000 will require dual signatures prior to check issuance.

In addition, the Executive Director, David Linzey is authorized by the Board to sign and approve all contracts related to the Charter School.

204 *Government Access to Records*

The Business Manager or contracted business back office services provider will provide access to the organization's records to the CCCOE CFO or his designee and provide supporting records, as requested, in a timely manner.

205 *Security of Financial Data*

- A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The back up will be stored in a fire safe area and properly secured.
- C. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Business Manager or the business back office services provider from unauthorized access.

206 *Security of School Documents*

Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

- A. Charter and all related amendments
- B. Minutes of the Board of Trustees and subcommittees
- C. Banking agreements
- D. Leases
- E. Insurance policies
- F. Vendor invoices
- G. Grant and contract agreements
- H. Fixed asset inventory list

2079 *Use of School Assets*

- A. No employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of the Business Manager or Executive Director.

208 *Use Of School Credit Cards*

- A. Charter School credit cards should only be issued with the formal approval of the Board of Trustee and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.
- B. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the Executive Director, unless not deemed independent than the approval would be by the Board of Trustees.

300 FINANCIAL MANAGEMENT POLICIES

301 *Basis Of Accounting*

The Charter School will maintain their accounting records and related financial reports on the accrual basis of accounting.

302 *Accounting Policies*

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Governmental Accounting Standards Board (GASB), including Statement of Governmental Accounting Standards No. 34 – *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles.

303 *Basis of Presentation*

The accounts of the Charter School are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter School uses the following fund:

Main Fund__ - This fund of the Charter School is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

304 *Revenues*

Under the accrual basis of accounting, revenues recognized when earned.

305 *Expenditures*

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

306 *Incurred Costs*

For the purpose of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

- A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

307 *Cash Management*

- A. The School maintains cash accounts at the following banks:
Operating – Pacific Western Bank (General Operation funds) and Bank of America (ASB funds)
- B. A schedule of aged accounts and grants receivable is prepared monthly and reviewed by the Executive Director for collection. Appropriate collection procedures are initiated, if necessary.

308 *Grants Receivable Aging Criteria*

Accounts receivable outstanding are aged on a thirty, sixty, ninety, and over-ninety day basis.

309 *Grant/Contract Invoicing*

- A. All invoices are submitted to the funding sources by dates specified in the grant or contract agreement.
- B. The invoicing format is that specified by the funding source.

310 *Budgets*

- A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projection are reviewed and approved by the Board of Trustees, at the annual meeting and modified, as necessary.
- B. Financial statements displaying budget vs. actual results are prepared by the back office services provider and reviewed by the Executive Director and presented to the Board of Trustees at each monthly board meeting.

311 *Insurance And Bonding*

- A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Trustees, for the follow policies:
 - 1. General liability
 - 2. Business & personal property (including auto/bus)
 - 3. Computer equipment
 - 4. Workers' compensation
 - 5. Personal injury liability

- B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Trustees.

312 Record Retention and Disposal

- A. Records are maintained for the following indicated minimum periods:
 - 1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
- B. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.
- E. All financial records are maintained in chronological order, organized by fiscal year.
- F. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Business Manager listing the record or the class of records disposed of. The Board of Trustees certifies this memorandum of records disposal.

313 Financial Reporting

The back office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

- A. Annually:
 - 1. Financial statements for audit
 - 2. Annual budget
- B. Monthly:
 - 1. Trial balance
 - 2. Internally generated budget vs. actual financial statements
 - 3. Billing invoices to funding sources
 - 4. Updating the cash flow projection
- C. Periodically:
 - 1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
 - 2. Other reports upon request

314 *Audit*

The Board of Trustees arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with *Government Auditing Standards* and the *Governmental Accounting Standards Board*.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

315 *Audit/Finance Committee*

The Board of Trustees appoints an audit/finance subcommittee. This subcommittee will nominate the independent auditor and review the scope and results of the audit. The audit/finance subcommittee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the subcommittee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance subcommittee will also review all financial information of the Charter School and provide recommendations to the Board of Trustees.

400 POLICIES RELATED TO ASSETS, LIABILITIES AND FUND EQUITY

401 *ASSETS*

402 *Bank Accounts*

- A. Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Trustees of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:

Name of Bank Pacific Western Bank

403 *Petty Cash Payments*

- A. Petty cash payments are made from a fund not to exceed \$500, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than \$500.
- B. The petty cash account is balanced on a monthly basis by the school treasurer. The replenishment check is made out to "(customer's name)" - on an as needed basis.

404 *LIABILITIES AND FUND EQUITY*

405 *Accounts Payable*

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

406 *Accounts Payable Payment Policy*

Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

407 *Accrued Liabilities*

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

408 *Liability For Compensated Absences*

A. Compensated absences arise from employees' absences from employment due to vacation leave. When the Charter School expects to pay an employee for such compensated absences, a liability for the estimated probable future payments is accrued if all of the following conditions are met:

1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
2. The employee's right to receive the compensation for the future absences is vested or accumulates.
3. It is probable that the compensation will be paid.
4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

409 *Debt*

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the Enterprise Fund.

B. Loan agreements approved by the Board of Trustees should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

500 REVENUE

501 *Revenue Recognition*

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.

600 FACILITIES

601 *Disposal Of Property And Equipment*

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- A. No item of property or equipment shall be removed from the premises without prior approval from the Executive Director.

- B. The School has adopted standard disposition procedures for Charter School staff to follow, which include a *Asset Disposal Form*, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.

- B. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the Enterprise Fund.

700 PROCUREMENT POLICIES

701 The School adheres to the following objectives:

- 1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
- 2. Make all purchases in the best interests of the School and its funding sources.
- 3. Obtain quality supplies/services needed for delivery at the time and place required.
- 4. Buy from responsible sources of supply.
- 5. Obtain maximum value for all expenditures.
- 6. Deal fairly and impartially with all vendors.
- 7. Maintain dependable sources of supply.
- 8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Charter School supplier relationships.

- A. The Charter School will execute a *Purchase Order* for all purchases over \$500 and it shall be approved by the Executive Director for purchases less than \$25,000 and by the Board of Trustees if greater than \$25,000. When deemed necessary, Directors may spend up to \$2,500 on an approved purchase without requesting a purchase order.
- B. All lease agreements will be evidenced by a lease or sublease agreement approved by the Board of Trustees and signed by the Executive Director. The agreement will identify all the terms and conditions of the lease.

800 TRAVEL POLICIES

801 *Employee Mileage Reimbursement*

- A. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel. In addition, parking fees and tolls paid are reimbursable if supported by invoices.
- B. All employees requesting such mileage reimbursement are required to furnish a *Travel Report* containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.

900 CONSULTANTS AND CONTRACTORS

901 *Consultant Utilization*

The utilization of all consultants and contract personnel are sufficiently evidenced by:

- A. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.
- B. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.
- C. The use of a management contract for educational and administrative services will clearly identify the contractor's performance requirements, including students' academic achievement, contractor's compensation and the Charter School's rights to educational curricula and intellectual property developed.

902 *Independent Contractors*

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

- A. Not be controlled as to what services will be performed and how these services will be performed. Consultants will not have set hours of work.
- B. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.
- C. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.
- D. Not be assigned a permanent workstation.
- E. Make their services available or work for a number of firms or persons at the same time.
- F. Will use his or her own stationery or time sheet in billing for services.

PART II

1000 - GENERAL ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

GENERAL LEDGER ACTIVITY

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries

All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation

All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail

A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Executive Director before entering into the accounting system.
2. Each entry in the accounting system is reviewed and approved by the Executive Director.
3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
4. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.
5. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.
6. All General Journal entries are supported by General Journal Vouchers that have supporting documentation attached, and are approved by the Executive Director.

GENERAL LEDGER CLOSE-OUT

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance

Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers

Reconciliations are prepared on a monthly basis.

Procedures

1. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back office business services provider to the Executive Director.
1. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back office business services provider.
2. At fiscal year end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

1100 - CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

CASH RECEIPTS

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

The Charter School annually prepares and updates monthly a cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policies

The School has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

- (i) Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
- (ii) Listed receipts and credits compared to accounts receivable and bank deposits.
- (iii) General Ledger control accounts reconciled with Accounts Receivable Subsidiary Ledger

Procedures

A. General

1. Mail is opened by the Receptionist who sorts the checks and forwards them to the Executive Director or the appropriate recipient.
2. All checks are restrictively endorsed immediately by the Executive Director.
3. The back office business services provider prepares journal entries and deposit slips.
4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
5. The back office business services provider reviews and signs off on journal entries.
6. The back office business services provider inputs journal entries.
7. Either the back office business services provider or the Treasurer makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.
8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Treasurer and the back office business services provider on a monthly basis.

CASH DISBURSEMENTS

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies

Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls

- (i) Pre-numbered checks and special check protective paper.
- (ii) Match disbursement records against accounts payable/open invoice files.
- (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by either the back office business services provider, if applicable.
- (iv) Supporting documentation canceled to prevent resubmission for payment.
- (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
- (vi) Separation of duties to the extent possible for an organization the size of the School.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back office business services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Executive Director for approval.
2. All invoices submitted for signature will include approvals for payment, expense account charged, check number and date of payment.
3. The Executive Director approves checks, after examining the supporting documentation.
4. After having been approved and/or signed, the checks are mailed directly to the payee by Treasurer.
5. All supporting documents are canceled (i.e. stamped *PAID*) by the signatory and filed by back office business services provider.
6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.
7. Bank statements are reconciled soon after receipt by either the back offices business services provider and reviewed by the Executive Director.

PETTY CASH FUNDS

Control Objective

To control the use of petty cash funds for valid transactions.

Major Controls

A. Internal Accounting Controls

- (i) Reconcile petty cash funds by employees with responsibilities independent of cash receipts, disbursements or custody.

Procedures

1. The Charter School will maintain a petty cash system of \$150, which will be maintained and secured by the Treasurer or their designee.

2. The Treasurer or their designee maintains a log of all disbursements made from the petty cash fund and uses a *Petty Cash Voucher* for all petty cash disbursements. No disbursements will be for greater than \$75.
3. When the fund needs to be replenished, a check request is prepared by the Treasurer, attaching the log of disbursements and the supporting vouchers. See cash disbursement procedure above for payment.
4. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.
5. Funds disbursements are entered into the General Ledger by expense category when the fund is replenished.

1200 - PAYROLL PROCEDURES

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

PERSONNEL REQUIREMENTS

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Payroll Policies

Procedures

New Employees

1. Requests for new employees are initiated by the Executive Director and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted. Fingerprint clearance must be received by the school before any employee may start work.

Vacation and Sick Pay

1. Employees accrue vacation time based on personnel policy of the Charter School.
2. Employee is required to provide at least two weeks advanced notice to supervisors for a vacation request.
3. Regular part-time employees will earn vacation time on a pro-rated bases based on personnel policy of the Charter School.
4. Employees' earned vacation balances are adjusted monthly to reflect vacation time earned and taken and reviewed by the Executive Director.
1. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet and reviewed by the Executive Director.
2. Before vacation time is paid, a *Vacation Authorization Request* is to be prepared by the employee, which is reviewed and approved by the Executive Director.
3. The back office business services provider monitors vacation and sick time by maintaining a log for each individual.

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4. A General Journal entry is prepared at year-end to record the accrued vacation liability.
5. Unused vacation time is based on personnel policy of the Charter School.

PERSONNEL DATA

TIMEKEEPING

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies

Employees are instructed on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet

Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls

- (i) Reconciliation of hours charged on time sheets to attendance records.

Procedures

Time Sheet Preparation

1. Hourly and salary employees prepare time sheets on a monthly basis.
2. In preparing time sheets, employees:
 - (i) Enter hours in ink and sign the completed timekeeping record
 - (ii) Make all corrections in ink by crossing out the error and initialing the change.
 - (ii) Submit the completed time sheet to the Office Manager or Secretary.

Approval and Collection of Time Sheets

1. Each employee's time sheet is forwarded to the Office Manager or Secretary on a bi-weekly basis, which ensures all the timesheets are submitted in a timely manner. The Office Manager forwards the timesheets to the Executive Director who reviews and approves them.
2. Authorized timesheets are collected by the Office Manager and forwarded to the back office business services provider for processing.

Reconciliation of Payroll to Time Sheets

1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Executive Director or their designee for each time sheet period.

PREPARATION OF PAYROLL

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls

- (i) Time records are periodically reconciled with payroll records.

Procedures

1. The Office Manager forwards approved time sheets to the back office business services provider.
2. The total time recorded on time sheets and the number of employees is calculated by the back office business services provider.
3. Recorded hours from the monthly time sheets are accumulated by the back office business services provider and communicated to the Payroll Service via modem or input into the in-house payroll software.
4. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back office business services provider.
5. The back office business services provider verifies gross pay and payroll deductions.
6. The total hours and number of employees are compared with the totals in the Payroll Register by the back office business services provider.
7. The Payroll Register is reviewed and approved by the Executive Director.

PAYROLL PAYMENT

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

PAYROLL WITHHOLDINGS

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings

Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls

The in-house payroll software calculates payroll withholdings, which are reviewed and verified by the back office business services provider.

Procedures

1. The in-house payroll software calculates payroll withholdings for each employee. These are summarized by pay period and recorded in General Ledger.
2. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back office business services provider.
3. The back office business services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.
4. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back office business services provider.

1300 DEPRECIATION

Procedures

1. The School capitalizes all fixed assets when acquired, and records the historical cost of these items in the Enterprise Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years whichever is greater
Building Improvements	20 years
Building	30 years

1400 EXPENSE REIMBURSEMENT

Control Objective

To ensure the School pays for only authorized business expenses.

Major Controls

A. Travel Policies

The School has adopted policies on travel reimbursement.

B. Employee Expense Reimbursement Documentation

Employees are required to obtain and furnish documentation for individual expenses of \$25 or over (provided they are not on a per diem basis) and company credit card purchases.

C. Internal Accounting Controls

- (i) Justification for travel approved by Executive Director
- (ii) Documentation for incurred employee expenses
- (iii) Documentation for company credit card purchase

Expense Advance or Reimbursement

Expense Reimbursement:

1. Soon after traveling, but not exceeding 30 days, an employee who seeks reimbursement for authorized expenses completes a *Travel Report* detailing the expenses incurred, attaching originals of supporting documentation.

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2. All credit card purchases are supported by invoices in order to be reimbursed.
2. The employee's *Travel Report* and credit card purchases invoices are reviewed and approved by the Business Manager.

1500 - MANAGEMENT REPORTING PROCEDURES

In this section, procedures are covered for supporting the annual budget, financial reporting and tax compliance.

ANNUAL BUDGET

Control Objective

To effectively support the preparation of the annual budget and its periodic review.

Major Controls

A. Budget Process

The Executive Director works with the back office business services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Trustees for approval.

B. Internal Accounting Controls

Accuracy and completeness of the budget and projections

Procedures

1. In preparation of the annual operating and capital budget and cash flow projection, the back office business services provider prepares a preliminary budgets and projection for review by the Executive Director in consultation with the school staff.
2. To support budgets and projection estimates, the back office business services provider prepares current year-to-date financial data with projections of year-end totals.
3. The back office business services provider and the Executive Director review the budgets and projection submitted for completeness and reasonableness.
4. The Board of Trustees approves and adopts the final budgets and projection.
5. The adopted budgets totals are entered in the General Ledger by the back office business services provider for the new fiscal year, in order to prepare budget to actual reports.

FINANCIAL REPORTING

Control Objective

To ensure the accuracy, completeness and timeliness of financial reporting to support decision-making.

Adopted:

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Major Controls

A. **Schedule**

Monthly managerial reports are prepared based on a schedule.

B. **Review and Approval**

Financial reports are reviewed for accuracy and completeness.

C. **Audit**

The annual financial statements of the School are audited by a certified public accounting firm.

Procedures

1. The back office business services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Trustees meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm, in accordance with *Governmental Auditing Standards*
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PAYROLL TAX COMPLIANCE

Control Objective

To accurately prepare and file required tax documents on a timely basis.

Procedures

1. The School maintains a schedule of required filing due dates for:
 - (i) *IRS Form W-2* - Wage and Tax Statement.
 - (ii) *IRS Form W-3* - Transmittal of Income and Tax Statements.
 - (iii) *IRS Form 940* - Employer's Federal Unemployment (FUTA) Tax Return.
 - (iv) *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
 - (v) *IRS Form 1099 MISC* (also *1099-DIV*, *1099-INT*, *1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
 - (i) Quarterly and annual state(s) unemployment tax return(s).
2. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back office business services provider for accuracy and completeness.

