



# **San Juan Choices Charter School Charter Renewal**

*Presented to:*

**San Juan Unified School District  
Board of Education**

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# San Juan Choices Charter School

## Table of Contents

Element A:	Educational Program	<a href="#">1</a>
Element B:	Measurable Pupil Outcomes	<a href="#">9</a>
Element C:	Outcome Measurements	<a href="#">12</a>
Element D:	Governance Structure	<a href="#">16</a>
Element E:	Employment Qualifications	<a href="#">19</a>
Element F:	Health and Safety of Pupils	<a href="#">21</a>
Element G:	Means to Achieve a Racial & Ethnic Balance	<a href="#">24</a>
Element H:	Admission Requirements	<a href="#">25</a>
Element I:	Annual Audit	<a href="#">26</a>
Element J:	Pupil Suspension & Expulsion	<a href="#">27</a>
Element K:	Staff Retirement System	<a href="#">29</a>
Element L:	Attendance Alternatives	<a href="#">30</a>
Element M:	Description of Employee Rights	<a href="#">31</a>
Element N:	Dispute Resolution Process	<a href="#">31</a>
Element O:	Labor Relations	<a href="#">32</a>
Element P:	School Closure Procedures	<a href="#">32</a>

## **ELEMENT A: EDUCATIONAL PROGRAM**

*"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners."* (Education Code Section 47605-(b) (5) (A))

**Vision:** To create an extraordinary learning environment for students to acquire the knowledge and 21st century skills necessary for living a meaningful life through responsible citizenship, lifelong learning, and productive employment.

CCS Students learn best in a school setting that is flexible enough to include those who have not found success in the traditional school environment. Teachers establish a three-way partnership between the students, parents/guardians, and school to stimulate student responsibilities which encourage young people to develop both as scholars and citizens. This effective partnership fosters critical thinking, goal setting, and responsible behavior.

The primary focus of CCS is the success of all its students. CCS is committed to providing students and parents/guardians with an educational environment where students are continually encouraged and empowered to develop a greater sense of confidence and self-worth through self-sufficiency and pride in their academic accomplishments. CCS provides an independent study program consisting of individual and small group instruction, seminar enrichment, and online classes.

Enrollment for the 2018-2019 school year is estimated to fall between 275-325 students. By early September 2018, 276 students had enrolled; enrollment typically builds throughout the Fall and Spring semesters. The school site can accommodate a student population of up to 400 students, provided there is additional staffing. Class sizes are small and typically run between 10-15 students with class size not to exceed 20 students. CCS accepts and welcomes students from both inside and outside the San Juan Unified School District.

**Mission:** Choices Charter School is a public educational option for students in grades 6 through 12. Our mission is to graduate confident, self-directed students who are contributors to their community. This is accomplished through a partnership with parents, students, staff, and community in an extraordinary environment where student learning is individualized and relevant to student goals and future plans.

CCS operates an independent study program that involves parents/guardians as partners in the education of their child(ren). The majority of CCS students meet weekly in small groups for core class instruction with highly trained teachers who present curriculum strategically designed using Common Core standards and content standards to fulfill University of California a-g admission requirements. On-site classes, along with tutoring, serve to strengthen academic and social skills. One-on-one instruction is provided for those students who need a more individualized academic program to be successful, and an online only program is offered to meet the particular needs of certain families. Students typically spend 2 – 6 hours per week in class on campus, and spend another 5 hours per week, per course, completing homework at home, under the supervision of a parent or guardian.

CCS supports the district commitment to student learning and achievement as outlined in the shared beliefs of the five-year results-based Strategic Plan.

CCS's independent study learning environment encourages parent/guardian participation through regular contact with teachers; more specifically through meetings with teachers, phone calls with teachers, School Pathways, GradPoint, ParentSquare, e-mail, text messaging, and social media (Facebook, Twitter, and Instagram). The school counselors and staff are cognizant of and remain current with the full range of social services available through the district and in the community, and purposefully direct families to existing sources of information that can mitigate crises. The array of academic supports - counseling, tutors, staff, and online access to Naviance and School Pathways & GradPoint, promotes student responsibility and self-reliance.

### **CCS Learning Community Values**

Within the Charter Schools Act, the "at risk" student is defined as "a pupil who, because of physical, emotional, socioeconomic, or cultural factors, is less likely to succeed in a conventional educational environment". CCS was created to alleviate the number of students slipping through the cracks in the traditional educational environment, and to provide a viable public option for the student who chooses an alternative to the traditional school setting. To successfully educate the "at risk" student, CCS offers a blended learning program - a hybrid of research-based best practices delivered using face-to-face instruction, along with access to online curriculum for core and elective classes that support the belief that all students, if given proper access, appropriate tools, and academic support, can succeed and become educated, contributing members of society.

According to diagnostic testing of students at the time of enrollment from August 2017 through June 2018, CCS students arrive at Choices performing at an average grade level of 7.0 in English Language Arts. 49% of new students during this time frame tested with 6<sup>th</sup> grade or lower English Language Arts skills, and 73.2% below the 50<sup>th</sup> percentile. In 2017-18, 53% of these students enrolled at CCS were in 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. Most of these students tested well below grade level in Math and English Language Arts.

Most students who remain at Choices find that they are able to build skills, improve their GPAs, and graduate from high school. For many of them, this academic success represents a significant turning point in their lives. In 2018, 43% of graduates reported that they do not believe that they would have graduated from high school had they not enrolled at Choices; 100% would recommend CCS to other students. In 2017, 53% of graduates reported immediate plans to either join the armed forces or to pursue subsequent academic endeavors (community college or four-year University.) This data is strong evidence that the CCS program is highly effective in providing high-risk students with "academic rehabilitation" that leads, in many cases, to high school graduation and subsequent enrollment in programs that will broaden the spectrum of opportunity available to them and to their future generations.

**Learning Community Core Values** – a major tenet of blended learning programs is the potential to offer more personalized student-centered, modular, and flexible instruction than that provided by face-to-face classroom-only versions. Blending learning can include some mix of these three types of instruction: (1) expository instruction (direct presentation of material through lecture, text, visuals, animation); (2) active learning (the individual student researches information, solves problems, takes quizzes, manipulates digital artifacts, engages in drills, simulations, or games); and (3) interactive learning (students collaborate with other students).

Through the blended learning program, CCS students meet weekly for face-to-face small group instruction taught by highly trained teachers and have access to effective online curriculum whose design is guided by the Common Core standards, content standards, and

Howard Gardner's Theory of Multiple Intelligences and Learning Style Inventories. The blended learning program offers CCS students instruction and curriculum that is personalized, adaptive, engaging, and balanced in terms of instructor and learner controls. CLAD certified teachers support EL students in their acquisition of English proficiency in content standards.

CCS creates a learning community that encourages all students to develop their academic potential and more deeply understand their individual learning style and strengths. The traditional school setting is often toxic to students with troubled home lives or to those who are viewed as "outside" the mainstream. The failure to fit in hinders academic achievement. Choices' learning community is designed to accomplish positive changes in the lives of students, parents/guardians, teachers, staff, and community stakeholders. Through dialogue, reflection, and action, the learning community creates an environment where students are able to maximize strengths that will enable them to be productive, resourceful, socially conscious, and compassionate.

The following values are key to Choices' model for success:

- Provide an educational choice for students within the public school system;
- Promote student development of character and competence;
- Create personalized learning in a nurturing environment for students;
- Teach students how to make informed choices;
- Help students direct their education through personalized leadership;
- Teach students positive alternatives to "dropping out";
- Model alternative expressions of anger, frustration, and impatience for students;
- Teach students "action" based on integrity and maturity.

The primary goal of CCS is to offer educational alternatives organized around how students can effectively gain the necessary academic and social skills that will prepare them to enter and thrive in the 21st century. Given the blended learning program that is central to Choices' educational model, students are motivated to engage with the material at their convenience and at their appropriate pace; additionally, they are offered appropriately sequenced opportunities for interaction through guided and independent practice with timely, substantive feedback. Because onsite classes are small (no more than 20 students to a class) teachers can work with individual students and/or re-teach in small groups to address identified gaps. Tutors, working closely with teachers and content, also serve students daily to alleviate additional academic struggles and promote student success.

School program focuses on:

- Core academic skills based on Common Core and content standards;
- What it means to be an educated and responsible citizen;
- Ability to read, write, speak, and reason logically
- Ability to apply mathematics to real life situations
- Proficiency in the basic information technologies essential for cultural literacy in the 21st Century.

This commitment to a blended learning program builds students' commitment to school, and strengthens engagement in learning. Choices staff recognize that students are unlikely (or unable) to be successful unless the curricula and learning activities are compatible with the perspectives the students bring to learning. As a result, lessons are tailored to create powerful learning experiences that are meaningful, involve multiple senses, and lead to competence and mastery. Such learning experiences engage and motivate students toward success, curiosity, originality, and satisfying relationships.

To become an “educated person” in the 21<sup>st</sup> century, students must develop proficiency in reading, writing, math computation, information technologies, and problem solving. All students need to experience success, and develop interests, abilities, and talents. To ensure success in these areas, during the 2015-2016 school year the CCS faculty and staff developed the following **Graduation Outcomes (GOs)** to guide the school:

Choices students are:

- a. Critical Thinking:
  - Students draw conclusions and make decisions based on research and logic. Conclusions and decisions are supported by evidence from several credible resources. Students apply understanding of concepts to new situations.
- b. Communication & Collaboration:
  - Students cooperate and compromise with others. Students engage in productive discussions, respect individual contributions, and assume responsibilities of tasks that add value to group endeavors.
- c. Creativity:
  - Students take risks and engage the interest of others. Students synthesize and build upon the works and ideas of others to develop their own concepts. Students produce results that involve original thought.
- d. Commitment:
  - Students are dedicated to the completion of projects and will overcome obstacles to reach goals. Students learn from failure and apply new knowledge to subsequent pursuits. Students are dedicated to lifelong learning.

Students who remain enrolled at Choices throughout their middle school and high school careers will be provided ample opportunity to accomplish the CCS GOs through thoughtfully-crafted assignments available across the curriculum, school-wide. At the beginning and end of each school year, students evaluate themselves using the Choices Charter School Student Learning Outcomes Rubric; once a year, students are evaluated on the rubric by their Supervising Teacher, who bases the evaluation on “GO-oriented” assignments completed during the current year. Graduates should acquire an “Accomplished” rating of mastery of each of the GOs, enabling them to enter their adult lives as self-motivated, competent, lifelong learners.

Choices is committed to addressing the needs of *all* students and is particularly focused on meeting the needs of its two most significant subgroups: Students with Disabilities and Socioeconomically Disadvantaged Students. The CCS 2017 California School Dashboard states that 15% of 2013 CAASPP testers were classified as Students with Disabilities; 56.5% were Socioeconomically Disadvantaged.

At CCS, with the support of SJUSD, Students with Disabilities are provided with all services available in the traditional school format. CCS functions as an “arm of the district,” and all student referral, identification, and assessment follows federal and state mandates. This relationship is described in the MOU between CCS and SJUSD (see Appendix.) Upon enrollment, a special needs student’s file is thoroughly reviewed by Special Education professionals on staff. Students are placed in grade-level classes or one-on-one instructional settings based on which situation will more effectively meet the students’ needs. If students will benefit from additional individualized tutoring sessions with Special Education personnel

or subject area specialists, this is also arranged. Most Students with Special Needs are placed in individualized instructional situations with a Special Education Teacher. For those students who thrive in grade level classroom settings, course instructors and Special Education professionals collaborate regularly about student performance and methods to best meet students' individualized needs. IEPs are maintained regularly. Supplemental services, provided through the SJUSD, are provided to students on an as-needed basis.

Attitude surveys are administered annually to track changes in students' feelings about school and the CCS program. In 2018, 87% of surveyed Students with Disabilities reported that they like to come to school and feel safe at CCS; 81% reported that they plan to graduate from Choices.

Socioeconomically Disadvantaged Students make up over half of CCS's student population. These students typically face challenges such as:

- Lack of transportation
- Lack of technology resources in the home
- Missed meals
- Lack of parental supervision
- Homelessness

In order to address these needs, CCS provides:

- One-on-one weekly meeting times that reduce the amount of times a student must travel to school
- Transportation by staff members when students must attend testing
- Option of submitting homework and seeking assistance electronically
- A computer lab and computer resources in each classroom to support completion of homework while at school
- Free frozen meals and affordable snacks available on campus
- Mentoring of students by staff members, tutors, and guest speakers

Some students do not succeed, at first, in the Independent Study model. Many students need guidance as they learn to manage their time effectively and to work independently. At CCS, students who are not thriving academically are first approached by their teacher. Together, the teacher and student seek solutions. When necessary, teachers contact students' parents to discuss a problem. If a teacher has concluded that discussion with the student and his/her parents has not resulted in meaningful change, CCS Interventionists facilitates a Formal Intervention: a face-to-face meeting with the student and parent(s.) During this intervention, all parties work together to agree upon a strategy. A contract is created, which outlines commitments that have been made during the meeting. Teachers and the Interventionist track student progress in keeping commitments. In many cases, this caring approach results in academic transformation for the student. In some cases, students continue to struggle, and it is ultimately decided that another program may better fit their needs. When students leave the program, CCS assists families in finding a school that may be a better fit for the student's needs or learning style. Students are, at the very least, redirected to their home school for enrollment.

**Subject Area Methodologies** – The distinct advantage of blended learning with an online component is that it gives control of time, place, and pace to the learner. CCS's blended program emphasizes student responsibility for learning and developing effective time management skills. Core and elective curricula is specifically designed to require 5 hours of work weekly at home to thoroughly complete assignments. The subjects of mathematics, reading, writing, literature, social studies, science, music, and art are taught using best

practices, and promote student research, analysis, and technological literacy. Appropriate technologies are used to enhance lessons and meet individual student needs since they offer teachers and students the ability to construct learning projects around specific learning styles. Students are regularly required to use online curriculum programs GradPoint and Math XL to complete coursework; special projects require the use of the internet for research and current-generation documentation and presentation software programs to communicate what they have learned. The Choices computer lab is available daily from 9:00 AM – 3:00 PM for students who do not have computer access at home. In addition to student access to computers in the Computer Lab, there are 2-4 computers set up in most classrooms. Since the 2013-2014 school year, teachers and students at Choices have had access to carts of Chromebooks in the classroom setting for instructive and assessment purposes. Lastly, CCS has the ability to loan Chromebooks and/or laptops to students who need them.

Student learning at Choices is supported by parent/guardian participation, on-site tutors, accessibility to staff, use of appropriate technologies, recognition of multiple learning styles, and early intervention strategies. These student supports accomplish the following objectives:

- Build student motivation
- Show students how subject matter applies, and can be incorporated into their everyday lives;
- Help students apply learned concepts in understanding real, social, civic, and environmental problems, enabling them to make informed and reasoned decisions as responsible, cooperative, and compassionate citizens;
- Promote problem-solving scenarios at the emotional, as well as analytical levels;
- Maximize student potential by providing selected materials that reflect a wide variety of experiences and perspectives;
- Encourage empathy and respect for others.

Parents/guardians agree to facilitate students' educational needs by maintaining ongoing communication, providing transportation, and monitoring student progress. For grades 9-12, special emphasis is placed on completing San Juan Unified School District graduation requirements and preparing for continued training and education after high school.

### **Curriculum Development**

CCS current online curriculum, GradPoint by Pearson Education, is revised and updated continually, both by Pearson professionals and CCS staff. Following a year-long piloting process in 2015-16, this curriculum was adopted and fully implemented during the 2016-17 school year. Professional development for staff was provided both by Pearson training professionals and staff who had piloted the program, and continues to this day. CCS also used MathXL for the majority of math courses. MathXL is also a Pearson product and is preferred by our math teachers over the GradPoint curriculum for its built-in teaching tools and tutorials.

Formative Assessment takes place school wide and allows for ongoing adjustments in curriculum and instructional strategies to meet the needs of specific groups of students. CCS uses the Cycle of Inquiry to drive changes in curriculum and instruction, and to point to professional development needs. Each year, the Mathematics and English Language Arts departments collaborate about their formative assessment data and document necessary changes in curriculum and professional development needs based on their findings. These departments then make recommendations to the Leadership Team for Professional Development activities. Professional Development will, in turn, affect future curriculum. In this way, curriculum is constantly evolving to incorporate current trends and more effectively meet the needs of students.

Annual CAASPP score analysis also drives changes in curriculum pacing and in focus on specific sets of subject area content. WASC Home Groups meet each Spring to analyze CAASPP results for their subject areas. Teachers study where students scored well and poorly within their subject-area exam and make changes to the following year's teaching plan to more thoroughly address areas of need. The performances of significant subgroups within the student population are also studied; program changes are implemented to target the needs of specific groups who did not score well. Each Fall, specific commitments are made and documented for the coming school year so that teachers remain focused on the changes that have been made, and so that the staff can evaluate the effectiveness of their changes when analyzing CAASPP results from later in the year. Curriculum and program changes deemed successful remain in place going forward. Those changes that were not effective are reevaluated and revised.

The San Juan Choices Charter School Parent/Student Handbook informs parents of the course offerings at CCS and how they relate to high school graduation requirements and college eligibility. The following is an accurate representation of core curriculum areas that are offered in grades 6 through 12:

- **Social Studies:** American Government, AP American Government and Politics, Economics, Introduction to Law, Psychology, Sociology, US History, AP US History, World History, Honors World History, World Geography.
- **Science:** Biology, Chemistry, Earth Science, Physiology.
- **Mathematics:** Integrated Math 1, Integrated Math 2, Integrated Math 3, Algebra 2, Geometry, Trigonometry, Pre-Calculus, Calculus, AP Calculus, Consumer Math A, Consumer Math B, HiSET Test Prep – Math.
- **Language Arts:** English 9-12, AP English Language and Composition, AP Literature and Composition, Creative Writing, Mythology & Folklore, HiSET Test-Prep – English.
- **Visual & Performing Arts:** Art, Painting and Drawing, Advanced Painting and Drawing, Art Workshop, Art History, Choir, Filmmaking (Video Production), Guitar 1-3, Percussion 1 & 2, Piano 1-4,
- **Languages:** Spanish 1, Spanish 2, Spanish 3, AP Spanish, French 1, French 2, French 3, French 4.
- **Health:** Health
- **CTE Career Pathway: Business & Finance:** Introduction to Business, Business Law, Principles of Marketing, Accounting 1 & 2, Business Communication.
- **Electives:** College Success, Careers, 7 Habits of Highly Effective Teens, Crafts, ROP, Child Development, Driver's Education, Administrative Duties and Medical Terminology, Astronomy, Robotics I & II, Yearbook.

Upon graduation from CCS, students are prepared to enter a university, state or junior college, trade school or the military. They have developed a plan for their future into the next year. Many of our graduates have work experience and have had the opportunity to work with our Community Liaison staff member to develop resumes, practice interview techniques, and learn proper follow-up procedures when seeking employment. Most graduates have participated in our FAFSA workshops and have completed the FAFSA application for college.

#### Other Measures of Student Achievement

- Honor Roll --More than a quarter of all students qualified for the semester Honor Roll in 2016-17.
- Golden State Seal of Merit --Each year, a group of CCS students graduates with Golden State Seal of Merit distinction, with two in 2014, three in 2015, ten in 2016, and eight in 2017.

- Senior Exit Interview-- Of the 2017 graduates surveyed for the Senior Exit Interview:
  - 36% do not believe that they would have graduated from high school if they hadn't enrolled at Choices.
  - 100% recommend the Choices Charter School program to others.
  - 53% planned to enroll in college or a trade school following graduation.
- Dual Enrollment-- Up to three students per semester concurrently enroll in a community college.
- PSAT/ SAT/ ACT --In Fall 2017, eleven CCS students took the exam at Choices.
- HiSET --The HiSET has been administered at Choices since 2016. Students who pass the HiSET within four years of enrolling in high school as Freshmen are counted as on-time graduates and contribute to CCS's growing graduation rate. Approximately eight students have passed to date.
- Work Permits-- In 2016-17, the number of students increased to 34 up from 15 in 2013-2014.

### **Student Records**

Under the federal Family Educational Rights and Privacy Act (FERPA), parents/guardians will be provided all rights with respect to their children's education records. Subject to the FERPA, all student records will be kept confidential and available for inspection by the district. Should the school close, all student records will be housed at the San Juan Unified School District Office.

Upon disenrollment, all students' records (cum file) are forwarded to the student's new school. CCS courses are aligned with SJUSD and tied to the CA state standards; students' grades in their courses reflect their level of mastery of those standards. Standardized test scores also indicate students' levels of academic achievement.

As stated in Education Code 47605(d)(3), Choices Charter School will notify the superintendent of San Juan Unified School District of a pupil's last known address within thirty (30) days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason. CCS will provide a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

### **Anti-Discrimination**

No person shall be subjected to discrimination on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including a prohibition against discrimination against any person based upon the perception that the person has any of those characteristics or is associated with a person who has, or is perceived to have, any of those characteristics.

### **Staff Records**

Should CCS close, all staff employment records will be housed at the San Juan Unified School District Office.

**Facilities** – In July 2008, CCS moved to Billy Mitchell Elementary School, which closed as an elementary school in June 2008. The school is set in a residential community and provides adequate space for the charter school program. CCS shares the site with Early Childhood Education, Early Learning Academy, offices for Teachers on Special Assignment, and Foster Youth Services (as of 7/1/18). A Facility Use Agreement is renewed every five years (current Agreement expires June 30, 2020), with annual lease terms that are agreed upon annually.

99% of CCS parents surveyed on the 2018 Parent Satisfaction Survey indicated that the facility is clean, well-maintained, and adequate for the program's needs.

**Calendar/Attendance System**– CCS has adopted its own school calendar and begins school approximately 10 days after the start of traditional SJUSD schools, where students attend school for a minimum of 175 days. CCS maintains an approved dual attendance system; School Pathways is the CCS SIS where attendance and grades are reported by teachers, as well as the SJUSD attendance system as mentioned in its MOU with SJUSD.

**Instructional Minutes** – Not applicable as a non-classroom based program (E.C. 47612.5[b]).

### **ELEMENT B: MEASURABLE PUPIL OUTCOMES**

*"The measurable pupil outcomes identified for use by the Charter School. "Pupil Outcomes", for purpose 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."* (Education Code Section 47605-(b) (5)(B)

CCS will have the same primary academic/educational student outcomes as San Juan Unified School District: to have every student meet the content and performance standards required by the State of California.

CCS students will participate in learning experiences designed to build strong academic and social skills that will encourage them to develop and demonstrate the character traits necessary to become contributing, responsible, and caring members of a diverse community.

**Student Outcomes:** In order for students to graduate from San Juan Choices Charter School, they will master the following skills in the core academic areas listed below. Students will also have the opportunity to fulfill the UC and CSU "a-g" course requirements. Finally, students will demonstrate mastery of the non-core skills and content areas and have myriad opportunities to develop their technological literacy. These outcomes are challenging for many CCS students, but realistic; when students complete the work that is assigned and attend classes and tutoring for instruction and support, they succeed at CCS, nearly without exception.

- I. Core Academic Skills. Appropriate grade-level mastery of:
  - **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
  - **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, trigonometry and pre-calculus.
  - **Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), which use communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.
  - **Science:** Students will successfully use scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences, physical and life science.

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

Underlying and emphasized but not formally measured throughout each of the above areas are other core skills such as:

- Critical thinking (e.g., problem-solving, analyzing, and applying knowledge)
- Ability to effectively use technology (successfully complete online classes, research on the Internet, create and deliver presentations using various multimedia)
- Creative expression through various forms of the arts (e.g. art interpretation, music, and drama)
- Knowledge of pertinent issues of health and the development of physical fitness, attendance at Physical Education Clinics, and participation in fitnessgram testing.
- Ability to identify, organize, plan, and allocate resources
- Effective collaboration and understanding of interpersonal relationships
- Ability to acquire and apply information
- Understanding of complex interrelationships and network systems

II. Lifelong learning skills. Students develop skills which enable them to pursue their own path of learning throughout their adult lives, including:

- Study skills and habits (note-taking methods, library and online research skills, study strategies, online learning, and evaluation of internet research sites)
- Ability to plan, initiate, and complete projects
- Ability to reflect on and evaluate one's own and others' learning
- Technological literacy (students will be able to use technology as a problem-solving resource and communication tool)
- Artistic appreciation and interpretation

III. Social/Interpersonal Skills. Students demonstrate:

- Strong citizenship and leadership skills by participation in student leadership and/or participation in a leadership activity that involves the greater community
- Ability to collaborate and work effectively with others in cooperative groups

IV. "Life" Skills. Students develop skills necessary for a healthy adult life, including:

- Higher education continuance skills (e.g., college applications and entrance exams, financial aid forms)
- Personal financial management skills (e.g., budget development, balancing checkbooks)
- Job readiness and career development skills (e.g., developing resumes, job interview skills, and participating in available internships)

At CCS, graduation requirements and the number of credits earned for core and elective classes have been consistent with other traditional high schools in SJUSD. Choices continues to be an alternative program for many SJUSD students who have become credit deficient (68% during the 2017-18 school year) as well as students with anxiety and/or health issues (37% during the 2017-18 school year) and students who move to the area from outside the district. Additionally, while the small size of CCS allows us to personalize instruction and education plans for students, it restricts the number of options we are able to offer to meet the expanded SJUSD graduation requirements adopted in 2016. In 2019-20 and beyond,

Choices will continue to implement the same SJUSD requirements that are in place in 2018-19. Choices will be able to offer students who are not able to fulfill the new district requirements, for many reasons, a local alternative where they can succeed. These requirements are still more rigorous than CA state requirements. CCS will continue to offer a breadth of courses that will allow students to stay on track with SJUSD's new, more rigorous requirements if they wish. Graduation requirements, course credits, and a-g classes are itemized in the Parent Student Handbook and course catalog. Choices Charter is WASC Accredited through 2024.

At CCS, core academic skills and the CCS Graduation Outcomes (GOs) are measured formally through course grades (GPA), and the CCS GO Rubric. Students who exhibit commendable character traits are recognized each month on the school's Character Board. Each family receives a personal letter from the Director, congratulating them on their achievement. Life Skills are evaluated formally in elective courses such as Community Service, You Yourself and Others (based on the book The Seven Habits of Highly Successful Teens), Career Exploration, College Success, and Introduction to Business. Life Skills are also measured through work permit statistics and Senior Exit Interview data.

State academic requirements and the CCS Graduation Outcomes will continuously evolve to incorporate advances in educational approach. As a result, student performance goals are appropriately modified over time. Goals for student attendance, discipline, graduation rate, and student achievement are consistent with targets set by the California School Dashboard.

**State Standards** – CCS instructional materials and programs/activities/lessons are aligned to Common Core and content standards. For grades 6-12 inclusive, materials adopted by CCS are aligned to Common Core and content standards and the curriculum frameworks for these subjects. Content and performance standards are incorporated within the lessons and projects. Teachers use internally-developed benchmark exams and weekly formative assessment to track students' accomplishment of content standards. With the transition to Common Core, CCS's 6<sup>th</sup> – 9<sup>th</sup> grade students are participating in Measures of Academic Progress (MAP) testing, which gives immediate feedback to students and teachers about individuals' strengths and weaknesses. Teachers and students use this information immediately to adjust their academic focus.

### **Building Relationships**

CCS uses technology as one of many methods to keep students, parents/guardians, and teachers connected.

- **Connecting students** – Students are encouraged to take responsibility for their own learning. Students have 24/7 access to all assignments in School Pathways/GradPoint and MathXL, an integrated online Student Information System/Learning management System (SIS/LMS), where the vast majority of Choices curricula is housed. Students are able to communicate with teachers, counselors, and other students on matters related to their academic program through GradPoint, school email systems, or text messaging. Students attend classes weekly or bi-weekly in core subjects and have access to tutoring if they need additional academic support. CCS tutoring includes one-on-one tutoring during teacher office hours and two full-time on-site tutors available to assist students in all subjects.
- **Connecting Teachers** – Everything teachers need to positively impact their students' achievement, including curriculum, is online and readily available through the integrated SIS/LMS. All student work is completed and graded by teachers in

GradPoint. Item Analysis, an assessment tool incorporated into each GradPoint assignment, provides instant feedback of student learning strengths and weaknesses. Teachers are able to quickly ascertain the concepts students understand and the concepts that require re-teaching. Grade Reports are updated in real time through the SIS/LMS, providing students and parents/guardians with student progress in each discipline. GradPoint and ParentSquare provide a platform where teachers are able to efficiently and seamlessly communicate with students and their parents/guardians.

- **Connecting Parents/guardians** – Parents/guardians have an instant view into their children’s daily educational experiences, from weekly assignment results including teacher feedback to posted weekly cumulative grade averages in all subjects via School Pathways, GradPoint, phone calls, and/or site visits. Progress reports are updated daily in School Pathways and are locked in place only at the end of reporting periods. Then, the next reporting period begins and grades continue to be updated daily. Semester grades are currently mailed within two weeks of the end of semester. Parents are communicated with directly through our new communication system, ParentSquare. Individual teachers or administration can send targeted messages to individual parents or groups of students via email, text, and phone messages. Parents who elect to register with ParentSquare can reply to posts or messages privately on their desktop or laptop computer, or through the ParentSquare app on their mobile devices. Parents can RSVP to events or sign up as volunteers via ParentSquare. A formal intervention process is in place for students whose parents and/or teachers request additional support for student success. During the intervention process, students, parents/guardians, and teachers meet to discuss issues and challenges; proposed strategies are documented, followed-up, and students closely monitored throughout the intervention process. If the intervention process is unsuccessful, recommendations are made for the student to return to traditional school or a school better suited to serve the student’s individual academic challenges. The school can communicate with parents via ParentSquare, which sends messages by email, voice, and text message. ParentSquare allows parent to reply to messages, RSVP for events, and communication with teachers.

CCS will continue to examine and refine student outcomes over time to best reflect the school’s mission. Any such changes will be presented to the SJUSD Board of Education at the annual report to the board.

### **ELEMENT C: Outcome Measurements**

*"The method by which pupil progress in meeting those pupil outcomes is to be measured."*  
(Education Code Section 47605 (b) (5) (C))

The Choices Charter School Staff is highly committed to continuous program improvements that are based on school data. Several sources of data are collected and analyzed by school stakeholders each year, to determine the school’s areas of strength and greatest need. Where need exists, additional supports are implemented. The efficacy of curriculum, instruction, and program changes are evaluated by comparing data across school years.

Upon enrollment at CCS, students take **diagnostic tests** in Reading (*Renaissance STAR Reading*) and Mathematics (*internally-developed Algebra Readiness Exam*), to assist in appropriate class placement and to inform faculty members of individual students’ skills.

**Formative assessments** are used by all faculty members throughout each semester and include *homework assignments, classroom observation, quizzes, tests, midterms, and, in grades 6-8 & 11, the SBAC Interim*. Student grades on homework assignments and quizzes/ tests are updated weekly in School Pathways, where they are immediately visible to students and parents/ guardians. Final semester grades are calculated as a percentage of points earned out of a total number of points possible for the entire semester of assessments; when weighting of assignments varies, students are notified in advance. Because courses at CCS are aligned with the California academic standards, grades in classes are a direct reflection of students' achievement of these standards. Mathematics and English Language Arts Departments meet each semester to review their formative assessment data and to collaborate on strategies to target areas of need. At the end of each school year, both departments submit a report about their formative assessment data and analyses and recommend professional development topics for the following school year, based on their findings.

**Summative assessments** are standardized tests, such as the *CAASPP tests, the ELPAC, and AP Exams, as well as course final exams*. Standardized exam results are disaggregated where possible to show the academic achievement of significant student subgroups at CCS: Socioeconomically Disadvantaged Students and Students with Disabilities.

Each year, CCS Students are also evaluated by their teachers, on their level of accomplishment of the school's Graduation Outcomes ("GOs"), using a **Graduation Outcomes Rubric**. Individual students also evaluate themselves using the GO Rubric at both the beginning and the end of the school year; they ultimately discuss their self-evaluations and perceived growth with their Supervising Teachers. Class averages of faculty-completed evaluations using the rubric are tracked over the years to determine if students are making progress in the four GO categories as they progress grade-to-grade, which reflects the effectiveness of the program's curriculum in developing GO skills.

In addition to academic assessments, CCS gathers information about student/ family perspectives and needs through the use of a variety of **surveys**.

- A *CAASPP Student Survey* solicits information from students about the standardized testing experience at CCS.
- A *Students with Disabilities Attitude Survey* collects information about the wellbeing of Students with Disabilities within the CCS program.
- A *Family Focus Group* event allows members of the Leadership Team to interview small groups of CCS students and family members about the effectiveness of school services in meeting their needs. The emphasis of this event is to evaluate the extent to which Choices is meeting needs that are thought to be typical of families who are struggling financially.
- A *Senior Exit Survey* is given to all graduating seniors and seeks to gather feedback about students' overall experience at CCS.
- A *Student School Satisfaction Survey* and a *Parent School Satisfaction Survey* are given to all returning families during the fall semester orientation process. These surveys provide the school with information about CCS families' satisfaction with various aspects of the school program.
- The *California Healthy Kids Survey* ("CHKS"), a biennial survey, was administered for the first time in several years in 2016-17 and will continue to be used in 2018-19 as a standardized method of collecting information about the wellbeing and perspectives of CCS Students (and how they compare to other students around the state).
- The *New Student Survey* collects marketing data and reasons for enrollment.
- *Student Exit data* is collected when students are dropped or voluntarily leave the program before graduating.

All summative assessment data, disaggregated for significant student subgroups where possible, and survey data, often disaggregated by grade level, is analyzed at least once per year by all school stakeholders, with the exception of the CHKS data, New Student Survey data, and Student Exit data, which are typically analyzed by the Leadership Team, only. Data is shared with stakeholders through Staff Meetings, Leadership Team Meetings, Advisory Council Meetings, and sometimes, through email. The new California School Dashboard provides the public with information about student achievement in academic standards and college- and career-readiness standards. Key data points are tracked year-to-year, through the WASC Schoolwide Action Plan ("SWAP") and Local Control Accountability Plan ("LCAP"); all data analyses by school stakeholders drive decisions about program changes, curriculum modifications, professional development, and/or marketing/ outreach. When goals have not been met, additional measures are put into place to further support growth in specific areas of need.

In recent years, data analysis, combined with research about educational trends, has led to program changes such as the adoption of GradPoint curriculum, experimentation with varying combinations of required classroom instruction time and mandatory tutoring, a significant expansion of available on-campus tutoring services, the adoption of a Summer School program and Fall Break, growth in elective course offerings and extracurricular activities, the adoption of a sixth grade program, and reassignment and hiring of staff to manage growing needs in the areas of technology support and counseling services, to name just a few.

The 2018 WASC Visiting Committee stated in their report: *"CCS is dedicated on an ongoing basis to the refinement and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes... and academic standards. They have gathered and analyzed data about student achievement with a commitment to continuous improvement of the school. They have collaborated to assess the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria and have presented a long-range action plan to address the school's areas of need along with an accountability system for monitoring the accomplishment of the plan."*

The online curriculum system, GradPoint, was piloted in several classes at Choices in 2015-16 and implemented school-wide in 2016-17. The curriculum meets all iNACOL standards and is closely aligned to the Common Core Standards, which include an emphasis on The Four Cs. Because CCS's GOs are nearly identical to the Common Core Four Cs, completion of coursework in GradPoint ensures that students are educated on the academic standards while practicing specific skills targeted in the school's Graduation Outcomes. GradPoint coursework is also closely aligned to the content on the Smarter Balanced Assessments ("SBAs"). A 2017 study of students who earned As or Bs in grade-level Mathematics and English Language Arts classes in grades 6-8 & 11 revealed that at least 50% of them scored "Near, At, or Above Standard" on the 2017 Mathematics SBA, while at least 85% of them scored "Near, At, or Above Standard" on the 2017 English Language Arts SBA (percentages varied by class/ grade level).

In order to progress from one assignment to the next in GradPoint, students are required to master the content in the first assignment. Mastery is determined by the teacher; in all cases, "mastery" would require at least a "D" grade or above, but most teachers require at least a "B" or "C" in order for students to continue to subsequent assignments. Students must earn a grade of "D" or above to pass each semester of each course. In some course series, such as Foreign Language or the Arts, students are discouraged from continuing to the next level in a series until they have repeated a course and earned at least a "C".

Though it can be difficult to determine with certainty that a student is completing his or her online assignments themselves, teachers utilize in-class assessments to check for student understanding of concepts that have been practiced online.

Through the WASC School Wide Action Plan and the LCAP, CCS tracks the Graduation Rate and average GPA by grade level. Each year, students are provided with a full A-G course list to challenge college-bound students, and the number of Honors and Advanced Placement courses continues to grow. All CCS courses are standards-based. All of these factors serve as checks and balances to indicate that students are successfully completing a standardized and academically challenging program.

All students are accommodated for on-campus CAASPP (SBA & CAST) testing, which involves make-up testing options and modifications for students with IEPs or 504 plans. Transportation is provided when students are not able to travel to campus. Snacks are provided to support students who have not eaten a healthy meal before testing. Students are encouraged to give their best effort on the CAASPP exams. Proctors are officially trained each year and sign an affidavit to legally administer standardized exams. Tests are provided via online sources and protected by codes. All login information and scratch papers are kept in a locked drawer, and at the end of testing, the documents are destroyed. Students typically take their standardized exams in a classroom with a teacher who can confirm their identity. In a classroom testing session, all students place cell phones in backpacks; all backpacks are placed at a distance from the students. Security is built into the testing window. Once logged into the testing, students cannot navigate away from the test itself. Proctors circulate in the room to ensure that students are staying on task and a quiet testing environment is enforced.

According to a 2018 CAASPP Student Survey, 97% of students surveyed took the CAASPP tests seriously and gave their best effort; 98% found the testing environment to be calm and quiet. In 2017-18, CAASPP testing took place earlier than in previous years so that preliminary results would be available before the last couple of weeks of school. Students with preliminary results that suggested that they were "At, or Above Standard" in Mathematics or English Language Arts were excused from taking a final exam in their corresponding course. An early testing window will be repeated in 2018-19, in order to provide meaningful academic incentives to students again this year. CAASPP data is analyzed by the staff in June, at the close of the school year, so that necessary changes to curriculum or lesson plans, as indicated by the CAASPP data, can take place during the summer months.

College and Career Readiness is supported through:

- a biennial on-campus Career Fair,
- on-campus administrations of the HiSET exam,
- a four-year approach-to-college presentation available on the school website,
- Counselor one-on-one meetings with seniors who need assistance with college applications,
- work permits,
- two College and Career Family Night presentations per year,
- family access to the online Naviance college planning tool (provided through SJUSD),
- frequent on-campus FAFSA information meetings,
- Counselor's annual presentation to 9th grade students about postsecondary options,
- staff-funded scholarships that support students as they pursue college enrollment,
- frequent informal discussions between students and faculty members about life after high school, which are facilitated by a small and personalized learning environment,
- Community Service (especially facilitated by volunteer opportunities at onsite preschool),
- ROP/ Workability,
- a CTE Pathway in Business (debuted in Fall 2018)

In 2018, 100% of surveyed CCS graduates (annual Senior Exit Interview) indicated that they would recommend the CCS program to other students; 43% stated that they would not have graduated from high school, had they not enrolled at Choices. In 2016, 56% of graduates had a plan to enroll immediately in a community college, university, or trade school, while many more students planned to continue their studies, if not immediately, in the near future.

#### **ELEMENT D: THE GOVERNANCE STRUCTURE**

*"The Advisory structure of the school including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement."* (Education Code Section 47605(b) (5) (D))

#### **Governing Board**

Choices Charter School is a public charter school currently under the local supervision of the San Juan Unified School District. **The governing board of CCS is the San Juan Unified School District Board of Education.** The SJUSD Board of Education formally approves all hiring and separation of employment of Choices Charter School personnel.

Choices Charter School is non-sectarian in its programs, admissions policies, employment practices, and other operations and shall not charge tuition. No person shall be subjected to discrimination on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including a prohibition against discrimination against any person based upon the perception that the person has any of those characteristics or is associated with a person who has, or is perceived to have, any of those characteristics.

Choices Charter school shall operate as an extension of the San Juan Unified School District and be responsible to the San Juan Unified School District board, as per our annual Memorandum of Understanding (MOU.) For the purposes of special education, Choices operates its special education program as an arm of the district. As described in detail in the MOU, the SJUSD receives all special education funds and allocates funds to CCS for the provision of special education programs and services.

A Charter Advisory Council will **advise** the director, and will act as the voice of the constituencies they represent. The Charter Council will increase in representation as school ADA increases. The Charter Advisory Council currently consists of the following:

- (1) Director
- (4) Teachers
- (3) Secondary students
- (3) Parent/guardian or community members
- (1) Classified staff
- (1) District charter liaison from K-12

Regardless of enrollment, the Charter Council will maintain at least seven members and meet quarterly with additional meetings as needed. Charter Council members, except for the district liaison, the director, and classified staff, will be selected from among those interested in serving on the council.

Internal decisions are made at CCS through a process that usually begins with staff discussion during staff meetings, WASC meetings, or weekly attendance meetings. Topics that have been discussed in whole group are often refined and decided upon by the Leadership Team in Leadership Team Meetings. Sometimes, topics first discussed in Leadership Team Meetings

are then taken to the entire staff for input. If staff consensus is clear, decisions are sometimes made in whole-group meetings. Ultimately, all decisions are approved by the Director, with the input of all school stakeholders in mind.

### **Parents/guardians**

Parents/guardians are encouraged to participate at CCS in a variety of ways. They are included in the initial student intake interview, and must sign the educational "Master Agreement". Choices invites parents/guardians to participate in a yearly Back to School Night and orientations, WASC committees, quarterly social events, and in the Career Fair, and other school events. Parents/guardians may volunteer as tutors upon completion of required paperwork. Returning parents are asked to provide their feedback each Fall, through an online Parent Satisfaction Survey. In 2017, 99% of parents surveyed stated that the school program met their expectations, and 100% stated that CCS's program provided a positive educational experience.

### **The Brown Act**

CCS Charter School and the CCS Advisory Council shall be subject to the Brown Act. All meetings of the Advisory Council shall be held in accordance with the Brown Act.

### **Public Records Act**

CCS is subject to the Public Records Act. The Public Records Act shall apply to all minutes from CCS meetings and CCS records that are not exempt from the Public Records Act.

### **Director/Leadership Team**

The Director's supportive leadership nurtures open communication with teachers and staff to encourage shared understandings of the charter mission and purpose. The Director serves as the educational leader, and articulates a vision of what the charter could and should be like. The Leadership Team is led by the Director and is comprised of the WASC Focus Group leaders (Teachers) and the WASC Coordinator. The Leadership Team members assist the Director in communication with the staff and decision making.

The Director is in charge of daily operations. When the Director is absent for any reason, the Assistant Director assumes responsibility. Designated staff members are on hand to support either the Director or the Assistant Director, in case of emergency. Thanks to a small campus and student population, teachers are able to work together on a daily basis to supervise student behavior on campus.

The Director evaluates all staff members annually, using a rubric which is distributed to employees in advance. Evaluations are based, in part, on classroom observations. Staff members meet with the Director individually to discuss their evaluations.

When a new staff member is needed, the Leadership Team initially identifies the need, and a position is advertised on Edjoin. Submitted resumes are reviewed by the Leadership Team, and interviews are conducted by the Leadership Team members and Director. The Leadership Team suggests best candidates, and the Director ultimately makes a hiring decision.

The management documents governing CCS and its relationship with the San Juan Unified School District include the Charter, the Memorandum of Understanding, and the SJUSD Administrative Regulations and Board Policies, all included in the Appendix to this document. Amendments to the Memorandum of Understanding may be made as needed, collaboratively, with representatives of SJUSD and of Choices; all amendments must be made in writing and must be approved by both parties. Choices rents its location from the San Juan

Unified School District; the details of this arrangement are outlined in the Facility Use Agreement, also included in the Appendix. The Director, Assistant Director, and the SJUSD liaison have exclusive authority to sign for school-related expenditures, as is outlined in the Authorized Signatures Memorandum (see Appendix.) An organizational chart illustrates an environment in which teachers and the administration communicate openly and regularly about program needs and solutions. The administration supports teacher needs, while the teachers support program needs as communicated by the administration.

### **Business Operations Manager**

The Business Operations Manager provides services as needed by the Director. The Business Operations Manager Budget Analyst has expert knowledge of business practice procedures, basic accounting procedures, categorical programs and charter schools and is computer literate. The Business Operations Manager minimum requirements include:

- Knowledge of charter school law
- Knowledge of business practice procedures
- Basic accounting procedures, and categorical programs
- Comprehensive understanding of California school finance and regulations
- Skills in the areas of fiscal forecasting, personnel management, fringe benefits, workers compensation, and insurance management

**Note:** *This role is currently being fulfilled by SJUSD Budget Services personnel through an agreement between the Director and the SJUSD.*

### **Funding**

CCS operates as a dependent charter school. Like all public schools in California, CCS is funded through the state's Local Control Funding Formula, or LCFF. CCS receives a uniform base grant based on P-2 ADA, and a supplemental grant, which provides added funding based on the school's share of high-need (economically disadvantaged, English Learners (EL), or foster youth) students. It also receives state and federal funds as per the district formula for special education and all other categorical programs not covered under the LCFF. CCS may pursue procurement of additional revenues through a variety of alternatives such as fundraising, grant, partnerships, and donations.

### **Communications**

CCS Advisory Council meetings shall be scheduled and an agenda posted at least one week prior to the meeting per the Brown Act. Meeting minutes shall be prepared and submitted to the director following the meeting. Minutes from the regularly scheduled meetings will be available for review in the CCS office in accordance with the Public Records Act. Annually, CCS will present to the SJUSD Board of Education a comprehensive report, as delineated in Element Nine: Annual Audit, consisting of the results of the annual site assessment, demographic information and the follow-up action steps to address the academic and social needs of all students.

### **Administrative Services**

The administrative staff and daily administrative operations of CCS will be independent of SJUSD. SJUSD will provide the supervisory oversight for CCS in exchange for **1% of CCS's** general purpose revenue and categorical block grant revenue.

CCS may also contract with SJUSD for the provision of administrative and other services, such as payroll, attendance accounting, special education services, etc. Such arrangements would provide SJUSD with additional sources of revenue.

## **Nutritional Services**

Beginning July 1, 2019, CCS will be subject to new regulations under AB 1871, requiring nonclassroom-based charter schools to provide a nutritional meal to qualified pupils meeting the legal requirement. AB 1871 states, in part: **47613.5.** (a) *A charter school shall provide each needy pupil, as defined in Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in subdivision (a) of Section 49553, during each schoolday.* (b) *Notwithstanding subdivision (a), a charter school that offers nonclassroom-based instruction, as defined in Section 47612.5, shall meet the requirements of this section for any eligible pupil on any schoolday that the pupil is scheduled for educational activities, as defined in Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the charter school.*

CCS, as a dependent charter school, is not eligible to operate a School Food Authority (SFA) on its own; we must operate under the umbrella of the chartering district. As of November 2018, CCS is in discussion with SJUSD Nutrition Services to provide appropriate meals to qualified students beginning with the 2019-2020 school year.

## **ELEMENT E: EMPLOYMENT QUALIFICATIONS**

*"The qualifications to be met by individuals to be employed by the school."* (Education Code Section 57605 (b) (5) (E))

Choices Charter School is an equal opportunity employer. Choices Charter School's policy is to recruit, hire, promote, and compensate without regard to race, age, religion, sex, national origin, creed, handicap, or color. Employment opportunities are open to all qualified applicants on the basis of their experience, aptitude, and ability.

The Choices Charter Leadership Team, led by the school Director, makes all hiring decisions (excluding hiring decisions about the roles of school Custodian and Director, which are made in collaboration with SJUSD). In the instance that a new Director must be hired, interviewees may be chosen by the SJUSD Liaison to Choices Charter. A team of interviewers, comprised of at least 50% CCS employees who are chosen by the current Director, and at most 50% SJUSD representatives, all with equal voting rights, will decide by majority vote on a new Director for the school.

Choices Charter School is an at-will employer. Employment may be concluded at any time, with or without notice, with or without cause. Employment is for no specified period of time.

As a normal course of business, past employers and other references that are supplied to Choices Charter School by candidates will be contacted to verify all information written on the employment application and provided during the interview process for accuracy. Choices Charter School also requires a criminal background check as a condition of employment.

CCS requires that all job candidates submit to the Choices Charter School Administrative Assistant, prior to employment and every four (4) years thereafter, evidence by a chest x-ray, skin test, or physician's statement that the employee is free of tuberculosis.

All CCS employees are classified in one of the following ways:

- Regular Full-Time Employee [An employee who is regularly scheduled to work forty (40) hours per week for a period of indefinite duration.]

- Regular Part-Time Employee [An employee who is regularly scheduled to work less than forty (40) hours per week for a period of indefinite duration.]
- Temporary Employee [Person hired to work on special assignment for a specified project or period of time; does not become a regular employee as a result of the passage of time.]
- Hourly Employee [Employee whose wages are paid by the hour; wages fluctuate according to the number of hours worked.]

Choices Charter may change the employment classification of any employee at any time, based on the nature of the employment assignment.

Qualifications vary by position. All Teachers at CCS are required to hold an appropriate credential issued by the Commission on Teacher Credentialing. The CCS Counselor must be credentialed in counseling. The Director and Assistant Director must hold Administrative Credentials. All CCS employees are subject to state and federal employment laws.

Some teachers are designated as Supervising Teachers, while others are designated as Classroom Teachers. Some teachers fill both of these roles at once. Supervising Teachers have primary responsibility for student work and attendance as noted on students' master agreements. Classroom Teachers teach one or more specialty classes and have responsibility for student work and attendance for all of his/her subject classes noted on the master agreement. All Supervising Teachers and Classroom Teachers contribute to STRS. Full-time and part-time Supervising Teachers and Classroom Teachers with a Full-Time Equivalent (FTE) of 50% or more are eligible for benefits.

CCS Teachers are committed to students attaining mastery of both the Common Core Standards and the California grade level curriculum and standards. Teachers are actively involved with all stakeholder groups and participate in planning and implementation of staff development program. CCS teachers are committed to the charter school program and its continuous improvement through teacher participation in Professional Learning Communities and professional development. Each year, the CCS Staff chooses two topics of professional development to pursue as a staff; individual teachers also frequently attend training on subject-specific topics of interest.

Teacher duties include:

- Teach Common Core Standards and California standards-based curriculum in a way that engages and motivates students toward mastery of academic standards and skills
- Guide students, through curriculum and classroom activities, in the development of CCS's Graduation Outcomes skills: Critical Thinking, Communication & Collaboration, Creativity, and Commitment
- Meet student needs as outlined in the master agreement
- Assess student progress and set improvement goals
- Create a nurturing environment for learning which involves "meeting students where they are"
- Understand cultural differences and the needs of "at risk" youth
- Use diverse instructional and assessment methods that appeal to students with a variety of learning styles, abilities, and needs
- Maximize learning through effective use of technology
- Pursue professional development as needed

- Model democracy by valuing multiculturalism, respecting human rights, developing civic responsibilities, and demonstrating personal responsibility

The Director and Assistant Director share in the responsibility of implementing the policies and procedures of the charter. The duties include:

- Provide annual report to the SJUSD Board of Education
- Coordinate and implement school policy
- Develop and oversee the execution of the school budget
- Chair/Attend Charter Advisory Council meetings
- Serve as instructional leaders
- Serve as technology leaders
- Supervise and evaluate staff members
- Recommend hiring and dismissal of personnel
- Prepare and execute annual Local Control and Accountability Plan
- Oversee facilities and resources
- Oversee student discipline and interventions
- Supervise team implementation of assessment and curriculum design
- Develop and implement program and curriculum
- Supervise student admissions process
- Supervise ongoing school accreditation process
- Manage daily operations of the school
- Lead the Leadership Team in decision-making and execution of school activities

The CCS Employee Handbook provides more detailed information about employment at the school, including hourly wage and salary schedules, benefits, retirement savings, disability programs, etc. CCS reserves all rights to change or enhance any personnel policies in compliance with federal and state labor laws, including workers' compensation laws.

#### **ELEMENT F: HEALTH AND SAFETY**

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

Choices Charter School is very concerned that students learn in and employees work in a safe and healthy environment. CCS has developed a site safety plan and training program, which encompasses a comprehensive set of health, safety, and risk management policies. The plan includes:

1. A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment by law, or employment in the comprehensive public schools
2. Policies and procedures for response to natural disasters and emergencies
3. Policies relating to preventing contact with blood-borne pathogens
4. A policy requiring instructional and administrative staff to receive training in emergency response
5. Policy relating to the administration of prescription drugs and other medicines
6. Assurance that the school will be housed in facilities that have received state Fire Marshal approval and have also been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard
7. A policy stating that the school functions as a drug, alcohol, and tobacco free workplace

8. Requirements that each employee of the school submit to a criminal background check and furnish a criminal record as required by Education Code §44237
9. Procedure to notify SJUSD in an emergency situation (per the Safe School Plan)
10. Requirement that all volunteers (including parents) must be fingerprinted if they will be with students without the direct supervision of a CCS staff member
11. Requirement that all visitors, including parents, check in at the front desk and wear a name tag while on campus

Choices Charter School believes that safety is every employee's responsibility. Every employee must make a conscious effort to be aware of safety and health procedures, as well as hazards, at all times. The goal is to avoid accidents altogether.

Most accidents can be prevented. The rules themselves do not make a safe workplace, but the constant and diligent awareness of all employees is necessary to provide a safe work environment. All OSHA standards and safety requirements are followed. These rules are specific. In the event that an employee is unsure of the rules or has taken on a new responsibility, the employee should contact his/her supervisor for additional training.

The following are safety rules established to prevent accidents and injuries and must be complied with at all times:

- All accidents or injuries, no matter how slight, must be reported immediately to the employee's supervisor.
- All unsafe conditions or practices must be reported immediately to the employee's supervisor.
- All work areas must be kept clean and free of hazards.
- Horseplay and practical jokes are prohibited.
- Safety glasses are to be worn when eye protection is required.
- Safe and protective work clothing and shoes must be worn as it pertains to the type of job performed.
- Tools and equipment are to be used correctly as specified by the employee's supervisor. If the employee is not familiar with the tools or equipment, he/she should ask his/her supervisor for instruction.
- When lifting, bend knees and keep the back straight. If the item is too heavy, get help before proceeding.
- Guards or safety devices are not to be removed or tampered with on any equipment.
- Aisles shall be kept free of items and kept clean at all times.

Harassment of any type is not tolerated by any employee or third-party person. Choices Charter School will not tolerate sexual harassment of any employee or client by a supervisor, fellow employee(s), or by any third party individuals on the Choices Charter School premises or while working at student job sites. Some of the prohibited acts include: sexually abusive jokes, sexually graphic literature, horseplay with sexual overtones, sexual advances, demands for sexual favors for advancement reasons, or other acts that could be construed as harassment.

If any employee feels that he/she is a victim of any form of harassment, a written complaint must be filed with the Director at Choices Charter School for prompt investigation. This method will help administrators to swiftly answer and resolve any problems that may exist. It is the school's intent to investigate all complaints immediately and to take whatever action is deemed appropriate.

All employees of Choices Charter School are expected to conduct themselves in a professional and ethical manner. Since Choices Charter School is a school, all employees will have contact with students and, therefore, are a role model for them. Any complaints of abusive or unprofessional behavior will be investigated fully, and findings of such behavior may result in immediate disciplinary action.

The following is a list of some, but not all, of the acts that can result in termination.

- Committing or attempting to commit deliberate damage to school property or facilities or the unauthorized use of Choices Charter School or facilities.
- Misuse of computer and/or network access.
- Disorderly conduct; striking another employee or student; use of abusive language; possessing, using, buying, or selling drugs or alcohol or being under the influence of alcohol or drugs while on paid time.
- Knowingly violating any Education Code.
- Tampering with Choices Charter School time systems or falsifying time worked.
- Falsifying any expense report or request for mileage reimbursement that was not for bona fide school purposes.
- Removing, sending, or furnishing to unauthorized person(s), Choices Charter School records, information, materials, or supplies.
- Violating the Choices Charter School's anti-discrimination policy.
- Participating in or instigating any type of harassment toward any other employee or student.
- Obtaining employment on the basis of false or misleading information, falsification of an application.
- Allowing unauthorized person(s) access to our facilities or to your computer.
- Possessing firearms of any type while on Choices Charter School property or while on Choices Charter School business.
- Removing of any Choices Charter School property, or the property of another employee or student without prior approval from Choices Charter School.
- Refusing to perform all job requirements or services as outlined by the Choices Charter School. (insubordination)
- Sleeping on the job.
- Falsification of any Choices Charter School records, reports, or documents.
- Abuse or wasting of tools, equipment, supplies, materials, or products belonging to the Choices Charter School or its vendors.
- Restricting productivity or interfering with others in the performance of their jobs.
- Knowingly violating any Choices Charter School, OSHA, state regulation, guideline or rule governing workplace safety.

All staff are fingerprinted and cleared by the Department of Justice, as required by state law. All staff are required to offer medical clearance, including proof of medical exam and tuberculosis (TB) screening.

Choices Charter School Student Rules mirror those of the district. Students must dress and behave appropriately while on campus. Bullying is not tolerated - whether physical or emotional - verbalized, written, or electronically transmitted. Drugs and weapons are not allowed on campus. Staff members constantly supervise student activity.

These policies and procedures are incorporated as appropriate into the school's Parent/Student Handbook and the Employee Handbook and will be reviewed on an ongoing basis in the school's staff development efforts and advisory board policies.

This charter authorizes the operation of San Juan Choices Charter School, which shall operate in one site within the geographic boundaries of the San Juan Unified School District. The site is located at 4425 Laurelwood Way, Sacramento, California 95864. The site is compliant with the Americans with Disabilities Act.

**ELEMENT G: The Means to Achieve A RACIAL AND ETHNIC BALANCE**

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

CCS implements a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment timeline and process that is designed to allow for a broad-based recruiting and application process. CCS enrolls students throughout the school year and during the summer, in order to serve a wide variety of students who wish to pursue an independent study education.
- A Counselor Day at CCS in the fall invites counselors from ALL middle and high schools in SJUSD to tour the campus and meet with the Leadership Team to discuss the benefits of the program. Referrals from ALL SJUSD schools are welcome and appreciated.
- A user-friendly website that informs interested parties throughout the community about the school program and invites them to register for a new family information session.
- SJUSD Parent Handbook in Russian and Spanish available to all families
- Several CCS Staff members speak languages in addition to English- including Russian, Korean, Spanish, and French- and provide second-language assistance to families when needed.
- English Learners are tested annually with the ELPAC. They are encouraged to enroll in electives and participate in extracurricular activities that support the development of speaking and listening skills. Teachers provide students with additional support when needed.

Ethnic diversity at CCS and in the SJUSD is very similar, as is shown in the following table.

**2017-2018 Student Enrollment by Ethnicity  
Choices Charter School & San Juan Unified School District\***

<b><u>Ethnicity</u></b>	<b><u>% of CCS Enrollment</u></b>	<b><u>% of SJUSD Enrollment</u></b>
Hispanic/Latino	19	23
American Indian or Alaska Native	2	1
Asian	1	6
Pacific Islander	2	1
Filipino	2	1
African American	11	7
White	59	56
Two or More Races	3	5
Not Reported	0	1

\* Percentages rounded to the nearest whole number.

## **ELEMENT H: ADMISSION REQUIREMENTS**

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

### **1. ELIGIBILITY**

As a public charter school, CCS is open to all students, and will actively recruit a diverse student population from the district and surrounding areas who understand and value the school's mission and are committed to the school's instructional and operational philosophy. Students will be considered for admission without regard to ethnicity, national origin, gender, disability, or achievement level. No person shall be subjected to discrimination on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including a prohibition against discrimination against any person based upon the perception that the person has any of those characteristics or is associated with a person who has, or is perceived to have, any of those characteristics.

CCS will not charge fees or tuition and will be non-sectarian in its programs, admissions, and policies. CCS will comply with Charter School Law 47605(d), including holding a lottery if the school is oversubscribed.

Admission is open on a first-come first served basis up to the enrollment capacity of the program. Students who reside in the district do not receive preferred enrollment privileges. When applications exceed the capacity, a waiting list system will be used to determine admissions on a first-come first-served basis.

A student interested in enrolling at Choices first attends an information session with their parent/guardian, and he/she is given diagnostic tests in Math and Reading. If the parent decides that CCS is the best fit to meet the student's needs, the parent(s) is sent an email with a link to the school's online registration system. Once the online registration forms are complete, the parent/guardian calls the school to make an appointment to attend an enrollment meeting with a counselor, during which the student is enrolled and assigned a course schedule.

During the enrollment process, a master agreement will be reviewed and signed by the student, parent/guardian, teacher, and administrator or counselor. The Master Agreement will serve as a contract between the school and the student and parent/guardian. The agreement may be modified or updated as necessary.

By signing this contract, the student and parent/guardian indicate they understand the charter school philosophy, program, discipline procedures, attendance requirements, and responsibility of parent/guardians and students.

This enrollment process takes place over the span of one week or less.

Once enrolled, if, as evidenced by data, a student is unable to work alone without supervision, is not making academic progress toward the next grade level, and is not benefiting sufficiently from supplemental tutoring services, it may be concluded that CCS's independent study model does not fit the student's academic needs. In this case, CCS may not re-enroll the student for the next term, and will provide the student with a list of alternative programs, including their home school.

## **2. SPECIAL EDUCATION**

CCS will **not** be its own LEA and **will operate** under the SJUSD single district SELPA. An MOU between CCS and the District to provide services to special education students will be developed and will include:

1. A complete description of special education policies and procedures, governing the identification, assessment, determination of special education eligibility and provision of service(s) to individuals with exceptional needs attending CCS;
2. The method for funding necessary services to individuals with exceptional needs;
3. A plan for serving students with low incidence, severe or intensive needs that may not be appropriately served in an independent study program;
4. A provision for providing necessary special education services that may involve substantial costs (such as sign language interpreting, non-public agency services, non-public school placements, medical supports, instructional assistant support, etc.)

### **ELEMENT I: 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."*

(Education Code Section 47605(b) (5) (I))

As part of the district's annual audit, an independent financial auditor, who has knowledge of charter school and independent study audit requirements and practices, will complete an annual independent financial audit of CCS by December 15. The audit will follow generally accepted accounting principles. Upon its completion, the audit will be provided to the Chief Financial Officer of the district, County Superintendent of Schools, the state Controller, and the California Department of Education. No audits during the past five years have found exceptions. In the case that an exception is found, CCS will provide the district with a written report detailing proposed actions to be taken to prevent exceptions from recurring. Audit exceptions or deficiencies will ultimately be resolved through the joint efforts of the school's director and the Chief Financial Officer of the San Juan Unified School District.

CCS contracts with the district for financial business support and for use of the district financial system, including budget development, and follows the district budget development schedule and policies.

CCS works with the district and maintains outside contacts to develop and monitor the budget. Outside sources include: California Department of Education, California Charter Advisory Board, School Services of California, Charter School Development Center, and the California Charter School Association.

Monthly meetings take place between the CCS Director and the district budget & accounting team to discuss the latest budget developments. The budget is updated monthly and key indicators are reviewed. Formal board updates occur at first, second, and third interim reporting periods.

## **ELEMENT J: PUPIL SUSPENSION AND EXPULSION**

*"The procedures by which pupils can be suspended or expelled."* (Education Code Section 47605(b) (5) (J))

In accordance with California Education Code Section 48900, CCS will develop and maintain a comprehensive set of student behavior policies consistent with the chartering district. These policies will be printed and distributed as part of the school's student handbook and will clearly describe the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent/guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. Policies regarding suspension or expulsion will follow SJUSD guidelines and will conform to applicable state and federal laws regarding all students. Prior to expulsion, students will be afforded due process unless the student's conduct presents an immediate threat to the health and safety of others.

CCS will notify the district of any expulsions and will include suspensions and expulsion data in its annual performance report described in Element I (Annual Audit). Students may be withdrawn from CCS by the school administrator and referred back to their district of residence for noncompliance with the terms of the charter. All expelled students' cumulative records will be returned to the school district of residence. Placement for district residents, within San Juan Unified School District, will be determined as space is available. All discipline matters will be conducted in compliance with constitutional due process.

Students may be recommended for expulsion upon determination that the student has committed one of the acts listed below while on school district property or engaging in a school related event or in the presence of any CCS staff member or credentialed teacher while any activities related to Independent Study instruction are being conducted:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material
- and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause extensive damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Knowingly received stolen school property or private property.

- Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.
- In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purpose of this chapter, 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 education environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
- In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonable expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

Students will be recommended for expulsion upon determination that the student has committed one of the acts listed below while on school district property or engaging in a school related event or in the presence of any CCS staff member or credentialed teacher while any activities related to Independent Study instruction are being conducted:

- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

The grounds for suspension or expulsion may change yearly subject to updates to the California Education Code and the San Juan Unified School District Grounds for Suspension and Expulsion.

Students shall be expelled as set forth in the policies and procedures of the San Juan Unified School District. San Juan Choices Charter School students recommended for expulsion will have all the rights and constitutional due process afforded any student enrolled in San Juan Unified School District.

#### **ELEMENT K: STAFF RETIREMENT SYSTEM**

*"The manner by which staff members of the Charter School will be covered by the State Teachers' Retirement System, The Public Employees' Retirement System or Federal Social Security."* (Education Code Section 47605 (b) (5) (K))

San Juan Choices Charter School is an "at will" employer. The school can terminate any of its employees at any time. Likewise, employees may resign at any time without notice. Though the teachers at CCS recognize that they have the right to join or form a union, they do not choose to exercise this right at this time.

In cooperation with SJUSD, CCS has established a salary schedule (attach and benefits, described in the Employee Handbook. Labor procedures that apply to all CCS teachers are outlined in the Employee Handbook as well.

Credentials are monitored annually by CCS's Administrative Assistant. When a staff member's credential will soon expire, the Administrative Assistant provides the teacher with advance notification. Coursework that qualifies for movement on the salary schedule must be submitted for verification by October 1 in order to be considered for the current school year.

In the case that an employee has a complaint regarding his/her employment at CCS, he/she may first submit the complaint in writing to the Director. If the problem is not solved to the satisfaction of the employee, he/she may address the complaint to the SJUSD liaison to CCS. From this point forward, the complaint is resolved at the district level. All employees have the right to due process.

The CCS school calendar is not always exactly aligned with SJUSD. The calendar is designed by the CCS staff to meet the needs of the CCS families and program and is submitted to SJUSD annually.

Employees of CCS will participate in STRS or PERS & Social Security, depending upon each individual's eligibility, as described in the Employee Handbook. CCS may contract with San Juan Unified School District for all requested personnel services and benefit programs including, but not limited to STRS, PERS/Social Security, health and welfare benefit programs, workers' compensation, and unemployment insurance.

#### **ELEMENT L: ATTENDANCE ALTERNATIVE**

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

Enrollment at CCS is entirely voluntary on the part of the students and their families. Students who live within the San Juan Unified School District boundaries, who opt not to attend the charter school may attend other district schools, based on space available. Students who reside outside of the San Juan Unified School District boundaries may pursue an inter-district transfer, in accordance with existing enrollment and transfer policies of San Juan Unified School District or county of residence.

#### **ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS**

*"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school." (Education Code Section 47605 (b) (5) (M))*

Charter school staff members who have left employment within the district to work at CCS will **NOT** have return rights to the district. If interested in returning to the district, CCS employees must apply with the district and be selected through the district's regular recruitment process.

Employees of CCS are "at will" employees and will participate in STRS or PERS/Social Security depending upon each individual's eligibility, as described in the Employee Handbook. All employee rights are communicated to prospective employees during the interviewing process. For their ongoing reference, new employees receive the information in writing in the Employee Handbook.

## **ELEMENT N: DISPUTE RESOLUTION PROCESS**

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

The intent of the dispute resolution process is to: resolve disputes within the school pursuant to the school's policies; minimize the oversight burden on the district; ensure a fair and timely resolution to disputes; and frame a charter oversight and renewal process and timeline to avoid disputes regarding oversight and renewal matters.

The resolution process for students and parents/guardians is as follows:

1. Student/Parent/Guardian will talk to their Supervising/Classroom Teacher about the problem.
2. If they cannot reach agreement, Teacher and Student/Parent/Guardian will discuss the issue with the Director.
3. If the Parent/Guardian and Student are not satisfied with the decision of the Director, they may take their dispute to the District's Liaison to the charter school.
4. If the problem remains unresolved, the District Liaison may take the dispute to the Superintendent's Cabinet.

Disputes between Teachers or between the Director and a Teacher follow a similar procedure as those outlined above in steps (3) and (4).

Disputes between the SJUSD Board of Education and CCS relating to provisions of the charter will be addressed promptly and fairly. If the SJUSD Board of Education believes that it has reason to revoke the CCS charter, the SJUSD Board of Education agrees to notify the CCS Advisory Council and grant CCS reasonable time to respond to the notice and take appropriate corrective action prior to revoking the charter. If corrective action fails to resolve the dispute, CCS and the SJUSD Board of Education agree to submit the matter to the Superintendent of the Sacramento County Office of Education, whose decision will be advisory. Timelines for dispute resolution will be agreed upon by the CCS Director and the SJUSD liaison at the time of mediation. The final decision regarding any such disputes rests with San Juan Unified School District Board of Education. The school can then submit a charter to the county for approval, if the county sided with the school but the Board decided otherwise) CCS retains all rights for redress under the law.

### **Oversight, Reporting, Revocation, and Renewal**

The SJUSD may inspect or observe any part of the school at any time, but shall provide reasonable notice to the director of the charter school prior to any observation or inspection unless such notice would prevent the performance of reasonable oversight functions. The SJUSD shall endeavor to provide such notice at least three working days prior to the inspection or observation. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by the SJUSD without the mutual consent of the governing board of the school.

CCS will submit fiscal reports in accordance with the timelines stated in the charter school law. CCS and SJUSD will jointly develop a timeline of other required ongoing monitoring documents, including deadlines of when the documents will be submitted, when reviewed, when feedback will be given to the charter school, and by when corrective action will occur. The charter school will be given reasonable time to take appropriate corrective action, unless the alleged violation presents an immediate threat to health or safety.

**ELEMENT O: LABOR RELATIONS**

*"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."* (Education Code Section 47605 (b) (5) (O))

CCS shall be deemed to be the exclusive public school employer of the employees at the charter school. It is up to the employees to exercise their rights under the Education Employment Relations Act (EERA). Included in those rights, should the **employees** choose to assert them, is the right to select their own exclusive representative. At this point, CCS Teachers are aware that they have the right to form a union and do not choose to exercise that right.

**ELEMENT P: 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."* (Education Code Section 47605 (b) (5) (P))

1. In the event that Choices Charter School closes, the assets and liabilities of the school will be disposed of by the school's Director and CCS will be responsible for all closure activities. The Director shall ensure that a final audit of the school's assets and liabilities is performed. All assets and liabilities will revert to the district.
2. CCS will notify parents/guardians of students of the following information:
  - Date of closure
  - Contact information for inquiries
  - District residence for pupil
  - How parents may obtain copies of pupil records
3. CCS will provide San Juan Unified School District a list of all CCS students that includes grade level, district of residence, and courses completed.
4. Parent/guardians will be provided with a printed or electronic transcript of their student's academic progress at the school, along with other relevant information. Thus, in the event of school closure, parents/guardians and students will possess an independent copy of potentially necessary pupil records. All pupil records and all state assessment results, along with all special education records will be transferred to San Juan Unified School District to be maintained.
5. All CCS personnel records for employees will be transferred to San Juan Unified School District.
6. The director of CCS will ensure the completion of an independent final audit within six months after the closure of the school that may function as the annual audit and includes:
  - a. An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value.
  - b. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans or unpaid staff compensation.
  - c. An assessment of the disposition of any restricted funds received by or due to CCS.

7. The disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to the following will be the property of San Juan Unified School District:
  - a. The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant of 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.
  - b. The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
8. CCS will be responsible for filing an annual report required pursuant to Education Code section 47604.33.
9. CCS will be responsible for the payment of any closure activities.

## Appendix

1	2018-2019 Action Items
2	Attendance Letters
3	Authorized Signatures Memorandum
4	CAASPP Student Survey
5	California School Dashboard
6	Class Matrix
7	Classified Employee Handbook
8	Course Catalog
9	Employee Handbook
10	Enrollment Documents
11	Facility Use Agreement
12	Financial Information
13	Hiring Packet
14	Intervention Process
15	LCAP
16	Master Agreement
17	MOU
18	New Student Survey
19	Organization Chart
20	Parent Satisfaction Survey
21	Parent/Student Handbook
22	PE Form
23	Salary Schedule
24	School Calendar
25	School Safety Plan
26	School Wide Action Plan
27	Senior Exit Interview
28	SJUSD Administrative Regulations and Board Policies
29	SJUSD Writing Rubric
30	Special Education Attitude Survey
31	Student Learning Outcomes Rubric
32	Student Satisfaction Survey
33	WASC Accreditation Letter
34	WASC Self Study 2018
35	WASV Visiting Committee Report 2018
36	Website Evaluation Rubric